

2306 SHESS AK SCHOOL & PUB. POLICY CONF. (FILE 2) - CMHC HEAR.

"8s ... items which I believe would help most to increase Alaska public schools' effectiveness: s) other:"

=====

De-emphasis on extra-curricular during school time - sponsored by private sector instead.

Simply emphasis on excellence.

Better use of available hours in school to increase academic engaged time.

Make it possible to eliminate dead wood.

More dedication to excellent performance of job and to student. Less to individual benefits and gains.

Teacher and student energizing and motivation.

Establishment of professional development (training centers) to inservice teachers and administrators.

Alternative forms of education made available for all Alaskan students.

Actually doing demonstration teaching.

SCHOOL BOARDS

More emphasis and support for bilingual and bicultural education programs in rural Alaska. Proved ways to all interested rural Alaskans.

Competency tests for teachers.

A stable, dependable consistent method of foundation funding and formula for capital improvement funding so school districts can budget with some degree of accurate revenue projective.

PARENTS

Teachers should be required to have some course work in cross cultural awareness.

Parents are educators too and they set a big example for their children. Better home situations and either mothers watching her children or at least maintenance of family life. Also use parent volunteers.

Inclusion of pre-school experiences in every school district.

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
December 1983

"9 If I could say one thing to Senator Josephson and state legislators about education, it would be:"

TEACHERS

Look at the state writing project. Why are teachers flocking to this program? It offers inservice and incentive answers.

Please come to English Bay EL/High school and observe day to day problems for an idea of the challenges rural educators face.

Come and visit a bush school. Walk in my shoes for ONE DAY!

Change the constitution to allow long-range funding for capitol improvements and ops to facilitate non-crisis type planning.

Toughen up state requirements for graduation in terms of quality, not quantity.

Keep in touch with the schools - spend some time in the classroom. Continue with conferences such as this.

Please insure that all students, both urban and rural, receive an equitable allocation of the state's education resources. Do not allow partisan politics to allow the most powerful to accumulate all the resources for their constituents.

In addition to K-12 funding - funding for Adult Education programs needs to increase. Currently 35% of Alaskan H.S. diplomas are being issued through adult education programs (to adults). These programs are cost effective and needed!

Go into a GOOD teacher's classroom for one week. You should take time to learn what it takes to teach/rur a school. You speak with authority, but not with knowledge.

Come to English Bay School and "see" what it is like - stay more than one hour - talk to the students.

Excellent conference - well organized - top talent and excellent diverse speakers.

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

=====

I have to wait and see how he carries out his promises.

To insure passage of the binding arbitration bill and to follow through with proper foundation funding for the schools. Thanks for your concern!

Need to reduce classroom size of the tuned out, dropped out type of student so that we can give academic coaching, and not lose them.

We need to work together - it is complex.

Watch mandating "merit pay" - cooperation of teachers, sharing, is an extremely important part of the education process/network, and this would certainly be threatened in many instances.

Rural needs are very different than urban. Please consider that carefully when planning funding.

Thank you - this has been fantastic. Please continue to listen to us - we do know what we are talking about - we do want excellence!

Ensure that education is sufficiently funded!!

Thank you for getting this together. I truly enjoyed it.

Our students are our greatest natural resource and you need to continue your strong support of education.

Give classroom teachers a greater voice in policy decisions regarding education from building to local to state levels.

Work for a 11% increase in the Foundation Program. Also, I would request him to improve the Foundation Program by making the program "fairer."

Education is important and should receive prime consideration on its merits, not as a political wheeling/dealing area.

Encourage all schools to find ways to keep teachers who enjoy "teaching" in the classroom - rather than those people leaving the classroom for "administration" in order to increase income levels.

Teachers do not consider Jan Faiks to be "one of us." She is extremely abrasive, self-serving and probably did more to alienate people at the conference than to persuade them.

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

=====
Instead of lowering graduation standards (Four years ago students in Anchorage were required to take 6 semester hours of Math and Science; now they only have to take 4), raise them. What's wrong with 4 years of math, even if it has to be remedial?

Reiterate the importance of education in Alaska at all levels (children and adults).

Whenever funding questions arise during their job of law making, they should keep in mind that tomorrow's future depends on the educated youth of today - \$ in funding, teacher-student-parent rights should all be considered whenever education is the focus.

Thank you for making this possible - please continue it and please allow for expansion. As long as we are talking - there will be avenues opened for some of the needs to be met.

He is trying to create an atmosphere whereby Alaska's citizens can share in developing a truly responsible, sound educational program. Bravo!

Don't involve yourself directly in setting specific requirements such as accountability. Principals and teachers need flexibility and room for innovation. Any specific requirements should be local decisions.

Forget merit pay. Look at unsuccessful attempts in other states. Tenure should be an earned status, not automatic with time.

There needs to be more accountability of funds both at district and state levels, not more money. For instance, why should state or districts pay for the mistakes of architects or builders of Greuning Jr. High. The families of Chugiak, Eagle River have been more than inconvenienced by someone else's incompetence.

Academically, Alaskan schools are in trouble!

Help us utilize the current cultural interest in educational reform stimulated by Commissioner's report. Help us direct revisioned energies to make real changes for kids and culture.

Budget schools for maximum of 30 students per teacher for academic classes.

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

=====

Fund schools fully and in a timely manner.

A commitment to finality in bargaining.

A commitment to binding arbitration and smaller class size.

Back to basics.

You are open and interested - how can we get your colleagues who are not in attendance to be the same?

ACT on the suggestions and recommendations stemming from this conference.

They spend more on ideas than procedure. I reject the idea of professors telling and teaching about rural teaching when they've never spent an hour there themselves. I've been doing it for 11 years. I should be teaching them. Broad Education Not Broad Degrees!!

Go out to village schools (less than 50) and see what it is like.

Thank you for beginning to listen - please don't stop now!

Support your educators: financially, recognition (individual and professional).

Increase the funding for city school districts so that Alaskan education can be "the best it can be."

Establish a definition of "basics" that includes Mortimer Adler's Paideia; then get "back to the basics" instead of back to bare bones of skills required to address the basics - education for preeminence, not minimal competence.

Please give equal financial support for the education of all Alaskan students.

Make education a top priority - act on educational issues and bills first so districts can set a budget and make effective plans.

I want to wish Sen. Josephson good luck in the coming session; I do hope it is short, I personally don't think I could stand to listen to Jan Faiks into June.

Please support us fully. We can not teach well without supplies and adequate space.

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

=====

Good job - keep it up.

Education costs money especially a good educational program.

Education is an ongoing concern and needs constant help and effort and all portions of a society both public and private.

Please help us with collective bargaining.

Please be more equitable in the funding of various districts. Please support forward funding.

Give us forward funding which includes an inflation increment - on a geographically equitable basis.

Provide adequate equitable funding and forward funding. Amend the law to provide binding arbitration and a way to deal with unfair labor practices.

This is the first short step. Each year an event congruent to this year's event would provide the next step up the ladder.

Give us full funding - so we can work for excellence in education.

Support binding arbitration bill.

Thank you for the opportunity to participate in this excellent conference.

I'm sorry more of you didn't hear more of this.

The weak link in the education chain is in teacher training at the college level. The greatest effort should be made to upgrade at that level.

This should become an annual event. It's focus should narrow and become more specific in the future.

Let's give students a "whole" brain education. Look at the implications of PROJECT ZERO out of the Howard University.

Involve more teachers in conferences such as these.

Thank you for this conference - don't forget Voc-Ed in any reform plan.

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

=====

While it is important to push for items of one's own district, it is also important not to short change another's to the point of weakening the total school program.

Keep education in the forefront - continue the efforts for public involvement.

In discussing funding always keep in mind the "core" of the education apple: the teacher-student relationship.

Remember the whole child. The best and the brightest will be that only if there is a balance between the "basics" and the creative needs of human beings.

Continue to focus on education and thank you for this conference.

Appropriate and fund more money to education.

There should be a balance between the "basics" and those "creative" classes that develop the whole child.

It's going pretty well, heading in the right direction (as this conference indicates). Keep going. Perhaps involve more concerned teachers in some of the input - proposals - decisions.

I appreciate your efforts in conducting this conference. Please do this again - and involve more mediocre teachers. Broaden the effect of the conference. Maybe let teachers decide who they want to send to the conference rather than administration. Send the shy 1st teacher, rather than one in education for 20 years.

Listen to us. We are "where the action is."

Dollars spent on education pay dividends for the state, the nation, and the world. The cornerstone of a democracy is a highly educated citizenry. We therefore safeguard our future more by ensuring quality education than missiles could ever do.

More financial support for upgrading teaching skills, i.e., more conferences like this, Master teacher teams to coach other teachers in rural areas.

Ensure that we have the best and brightest - proper facilities so we can be the model for the world.

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

=====

Work on PR. We have the best education system in the world. Convince parents of that and encourage them to support schools and teachers in the areas of day to day work such as discipline, student requirements, etc.

How can we motivate the kids when the adults do not feel school is important?

If we want to attract new and good teachers we need to offer them salaries that are comparable to the industrial market.

SCHOOL ADMINISTRATORS

Spend our money in a way that maximizes the potential of each individual.

Increase appropriation to lower class size.

Give the school districts at least one year to catch up to all the new demands.

Eliminate the politics in capitol projects funding, support the effective schooling concept. The conference was excellent; thanks for the opportunity to grow and improve professionally.

I realize our high schools face more severe concerns than any generation ever has, but I still feel that attitudes of learning and individual study habits and self concepts are formed at early ages.

Consideration might be given to a public supported AA program (grades 13 and 14) as found in California.

Forward funding guarantees - increased funding for the University system - reestablish the Educational Resource Center. Even the idea of Teacher Centers would be great advantage to many districts.

To develop and work from Alaska's own research base, not an adopted or "bastardized" study by some other "famous" group, persons or state.

Be willing to make major decisions even if unpopular because we are not playing with a "pork barrel" popularity game but the future of Alaska and literally the world.

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

=====

Recognize the fact that some very good things are happening in our schools; be cautious about generalizing all deficiencies which are identified nationwide to all schools in Alaska. Do we really have a good data base in Alaska?

Be careful about legislating improvements in our state system. We have vast differences across the state and the system must remain flexible and be controlled locally.

Try to minimize the pork - allocate the education dollars more equitably.

Senator Faiks needs to be enlightened. It is hard to believe she was a teacher.

Determine and relate to constituents your legislative priorities - re: education. Senator Faiks needs to be reeducated - she is misinformed and dangerous!

You folks need to be much more aware of the timeliness of appropriating education monies for following school year. Much money is wasted because of the way the legislature deals with the money situation. Education as with other things is nothing but a political "joke" because of your idiotic and senseless waste of legislative time and efforts.

Great.

Keep working with educators and parents - the schools are good but can get better.

Work toward establishing forward funding. Work toward replacing the "pork barrel" approach to funding projects.

Education is our most important investment - fund it accordingly!

Continue to focus positive emphasis on education - and improvement of education.

Do not relate rural Alaska to Chicago or Sunnydale. Evaluate the schools - not to find fault, but to examine all that is happening good as well as bad. We have some tremendous programs under adverse conditions.

Your intentions seem to be properly directed. You are, of course, dependent upon the educational "professionals" for many answers and you should expect straightforward, truthful answers without the educational jargon.

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

=====

To see that the legislature be more aware of what is happening in rural schools.

Spend a month in the classroom - talk to teachers about teaching - not money.

That the legislature needs to investigate the teacher training model presently being used by the U of A (all campuses) and establish a task force to force change via the Board of Regents. Everyone talks but no one acts!!

Fight for quality education even if NEA provides opposition.

For teacher certification: State applicants will not apply if they must gamble \$75 per certification area. Leave fee structure as it is!

Lower class size. Provide for more interchange between rural and urban educators.

Support education - it is critical to our lives.

Small rural school districts are very expensive. Particularly when we have to meet other legislative goals for educating our children (i.e., Special Education, Bilingual/Bicultural, Voc Ed, Inservices, conferences.)

Consistent and equitable funding for instruction, maintenance and building. Five year (10 year) planning of facilities - get building of schools out of "pork barrel" appropriations.

Insist on better discipline - school is a place to learn. If a student is not there for that purpose, he should be out.

Get it out of the political arena and keep Mt. Edgecumbe closed.

To fund adequately at all levels - public K-12, Adult Basic Education, and University of Alaska statewide systems.

The need for increased state appropriation to maintain quality of education and delivery of educational services statewide.

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

=====
Change state priorities from capital improvements to fund education 100%. Request information from sources most aware of education - students, teachers, curriculum specialists. Not administrators and legislative assistants with no recent experience with curriculum - teaching.

SCHOOL BOARD MEMBERS

Alaska is very clear on funding for public schools. Now do your job and put up the funds and do it in advance so good budgets can be drawn up.

I appreciate your efforts - please consider the parts of the state with no organized government when considering the foundation money.

Thanks for a sensitivity to the need. Please keep the grass root parents in mind when making decisions. The children are theirs.

We need to return to the foundation program. Thank you for your efforts in setting up and promoting this symposium.

The education provided in Alaska is good when you take into consideration the size of the state, the varieties of cultures, difficulties with communication and transportation, etc. As a parent with two children who attend a rural Alaska school of 25 students, I feel my children are receiving a good solid education in the basics (reading, math, writing) they need to aid them in their lives. However, they do not receive all the education they should have because of lack of facilities. Many of the rural schools are in the same situation. Many rural schools are in crowded, substandard facilities. Funding should be provided for new facilities and multi-purpose rooms to all schools in rural Alaska.

We need H.S. alternative educational options for students from small rural high schools. The legislators need to set up a task force or committee to set this up.

Thank you for putting together this conference which will have, I believe, a lasting impact on education in Alaska.

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

Establish a K-12 through secondary education plan for the state and get the funding out of the "political football" arena. Funding must be guaranteed at a level for two years with a plan for level for the third year. This would allow the local districts to make long term budget plans and would allow for improved fiscal responsibility and less waste through short term expenditure decisions.

Be more aware of the needs of rural Alaska. Because I know of needs in the small villages that are affecting the education of the students.

Thank you so much for your concern and for making possible the opportunity for all those involved in education to get together to discuss concerns and ideas. Keep in mind that I, as a board member, give my time freely and I do so because I am concerned.

Work on removing the guesswork from school finance by guaranteed forward funding. Also need a method of funding capitol projects that would allow long range planning.

Thanks for allowing this cross section of the educational community to get together and discuss our education needs without heavy emphasis on defending what we are doing in each of our individual school district, but look at our larger needs..

Provide forward funding so districts can do better planning.

Give rural education and local control a chance. Seems to be a lack of confidence in local control decisions. School boards are coming of age in rural Alaska.

Visit our schools, listen to our administrators and teachers concerns at the local level.

Thank you for this effort to bring it all together. This is a start of something good; please have follow ups to this. You promoted good ideas and the setting was perfect for discussion to take place statewide on a personal basis.

PARENTS

Please do not pass legislation that takes away local decision making - analyze very carefully what is currently in place, statutes and regulations, which ones are being implemented, which ones are being ignored before any further legislation is passed.

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

=====
Spend education monies wisely where they can be most productive in realizing a quality education for each student.

Consider the young nation, consider excellence...Make the state better and people will stay or return. I congratulate [you] on your idea of this conference but I am impressed and awed at our fortune, that it became a reality. Thank you.

More openness, self expression, strong stands and working relationships with students.

Work with and support the U of A, and DOE for innovative efforts to provide education in this diverse, culturally rich, geographically separated state. Support programs that students, parents, and communities request. Encourage NEA, teachers, principals, superintendents and school boards to lobby parents and communities - to sell their new programs and innovations there first, before they lobby DOE and the legislature for the funds.

Alaska in general and specifically its education structure (public school education, teacher and technician training, and education research/reform) could do a great service to its own citizens and become exemplary on a national and international scale if:

1. One chief per school/district were established as sufficient and practical.
2. The primary (entrance level) "master teacher" were established as the most important career achievement in professional education (The hardest to earn, the best paid, the most thoroughly supported). (i.e., the traditional "elementary teacher" in "grades" 1-3)
3. All education technician jobs (assistant principal, deputy superintendent, consultant, education specialist, pupil services director, coach, athletic director, various therapists, resource person, grant administrator, curriculum "designer," etc.) be considered alternate career/vocational choices or options for persons not suited for "classroom" responsibility. These jobs must be eliminated as escape hatches from teaching for people who are 1. incompetent teachers and 2. forced into the only path of upward mobility and professional growth for competent teachers who should be in the classroom.

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

=====

Develop a better knowledge on issues unique to Alaska.

We need more appropriations but at the same time I believe the public would be willing to be held more accountable.

Don't do line item budgeting for the schools. Let them put the money where it is needed.

LEGISLATOR

[Did not respond]

STUDENT

Let's round out teacher training by adding the Industrial Arts Education program at University level or helping Alaskans with reciprocity tuition (pay resident tuition) so they can reasonably attend a four year institution outside. I appreciate the forgiveness plan on tuition, but that's only about 1/3 the cost of going.

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
December 1983

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State School Board, it would be:"

TEACHERS

Actions speak louder than words. The best and the brightest will not be interested in becoming teachers until teachers are allowed to speak for themselves.

There should have been a teacher on every panel.

As a board member, I felt parents and board members were not adequately represented. I do not feel that the executive director of AASB is a substitute for board members. Senate staff was not speaking for the Senate.

That you need more information from the bush schools.

The state DOE needs to recognize that no certificate can prepare an educator for a system that has two subsystems of teachers, i.e., the conventional teacher and the teacher in remote schools. That teacher turnover will be high in rural Alaska until the state, the REAA/Boroughs and local administrations stop sending such messages as:

1. "We know you are here for the money and soon will leave..."
2. "You are transient in your positions and we can find many others to replace you."
3. "Teacher's personal and family comfort is not of importance." (for the above reasons): housing, travel, food costs, intellectual growth and development.

PS. The last two sessions 12/17 were worthwhile!
Thank you.

You have the funds, the manpower and a cooperative public to build a school system that is based on the needs of Alaskans. Let's build that system for Alaska. Let's quit trying to copy the cancerous school systems of the Lower 48. They are trying to rebuild. We can build.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
=====

Go to the grassroots, the people, not school board members. Note the lack of information or misconceptions about the system. This is widespread not just an educational-industry problem. The answer - a better prepared (educated) electorate. Schools are a fine place to start helping the public know more - especially about economics and politics.

What I said to Senator Josephson. Also toughen up requirements for teachers especially the Native teacher training program XCED. These people are being short changed by allowing illiterate people [to] believe they are capable of teaching students.

Look upon education as an investment that will yield high returns.

The state should not use the valuable resources of the state to provide duplicate education services. Rural schools are becoming stronger, more effective, and needed with each year. The funding of Mt. Edgecumbe will do a great deal to inhibit the continued strengthening of our rural educational programs. We have worked very hard to develop solid effective programs. Please do not deny us the resources that we need. All of the state money comes from the same pocket. The funding for Mt. Edgecumbe will come from what might be spent on rural schools no matter where we are told those funds will come from. Mt. Edgecumbe has served its purpose, let it die an honorable death, and let our new schools live without continuing to pay the bills of its spiritual parent.

Support at least the 105% Education Budget. (It's too late, but should have happened.)

Let us know what we can count on and let us do our work. Give education your #1 support.

They need more insight from people on the field rather than the "experts" most of whom have political viewpoints to expound.

The last 2 sessions were the best, thanks.

Please help us in collective bargaining or binding arbitration.

Need to make sabbaticals or exchange teacher or study internships for teachers after ten years of teaching to prevent teacher burnout and gather new ideas and skills.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
=====

Need for teachers to observe others teachers in action and schools in action.

I have to wait and see how he carries out his promises.

Watch the seeming emphasis on testing/test scores/comparisons among schools and/or districts.

Governor Sheffield - fulfill your stated commitments to work for and with teachers.

Put funds into developing a teaching program that can measure what is being taught in our schools.

Reduce class size in classes of tuned out students (potential drop-outs).

Unless teachers have a say or more control over what is being taught, we will continue to muddle through curriculums that are "packaged" and bought by administrators for us. Teachers aren't given a say in what is happening and neither are kids - a need for a bottom up approach instead of top down. This of course will change the whole face of administrators. We possibly could do without many, given added responsibilities to teachers with PAY.

Steps for change:

1. Assess what should be taught in relationship to the end product. Look at community in relationship to city, state, national level, trends, research studies.
2. Revise curriculum with feedback from assessment, with input from teachers, parents, administration, students, etc.
3. Set up teacher training classes/centers to adopt new curriculum. Extensive training with administration, etc.
4. A need for an on-going feedback system of test scores, teacher evaluations, and curriculum revision.
5. All changes should be implemented by local teachers after thorough study of original and on going assessments.

Note: Assessment of important curriculums such as Paineia, can't always be measured. However, this is more relevant for success in life than test scores.

Involve teachers in "grassroots" planning! If the teachers believe in an issue via taking part in the planning, the chances of success are better; give us a chance to learn technology that is used in our schools, i.e., computer education in order to teach computer usage, etc.

"10. If I could say one thing to Governor Sheffield, Commissioner Raynolds and the State Board, it would be:"
=====

Be responsive to, communicative with teachers.

Long range look at foundation funding.

Do not adopt merit pay - work with local boards to raise expectations. Get rid of garbage electives. Get binding arbitration so we can concentrate on excellence not adversary relations and power struggles.

Try to grit your teeth and bear with Jan Faiks and her running monologue! She does not represent education, just her own ego.

We need to follow up on the need to develop close working relationship needed between University(ies) of Alaska and high requirements.

Maybe small groups could have been utilized to break up the different panels - to allow interchange of ideas.

Thank you so much - I agree with Rep. Zharoff - the "high level mental confusion" is exhilarating - we must go beyond the status quo and work toward excellence.

Help local school districts to do a better job - as they define it!! Don't dictate too much to locals - don't dictate course content. Do listen to what districts need and support that.

This conference was wonderful. Thank you for giving people a chance to show how important education is. I hope this is the first of an ongoing series of conferences in the next few years dealing with education. As society is in a constant state of change, so should education be constantly reviewed and adjusted to meet the challenge of the present and the future. Two years and ten years from now the answers to the questions asked here at the conference may be different.

One possible agenda change for next time might be to have some small group sessions on the 2nd or 3rd day with no panel presentations, but an exchange of ideas, reactions to all present actions which have gone before. The workshops were good, but each one I attended had to cut off dialogue, exchange, questions because of time. I think many participants (attendees) felt frustrated by this. I don't know if it's possible, but might be worth a try. The resources you brought in presented many good ideas, but the communication was mostly one-way. As many presenters stated, two-way communication, inclusion of the people affected, is an important part of getting it to work.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
=====

Support binding arbitration. I don't want the right to strike but I do want an end to the negotiation process.

To be more visible. As a rural school teacher I am barely aware of your existence and your role in our system.

Give classroom teachers a greater voice in policy decisions regarding education from building to local to state levels.

They are tinkering with a system they really know very little about.

Continue efforts to improve the efficiency and effectiveness of education, and to continue giving education priority support.

- Support education and educators.

Education has been taken for granted for too long - it is time to reassess, plan and carry out planning, review, and continue the process. This effort must arrive to our state and even federal from the grass roots level, students, teachers, administrators, school boards, etc. It is vital that there be decisions made at each level and that each deal with the issues which affect those decisions makers. It is then vital that the decisions be honored - whether financially or non-financially. Education is a dynamic process, we will never BE there but should always be on the road!

Keep computers in perspective. We need to let everyone, including parents, have an opportunity to handle a computer, but until a person needs to know everything about the equipment the computer does not need to have an extra slot in the curriculum. It is not an isolated "course" but should be used as a tool to work on/or with the basic curriculum.

In the job situation:

1. Bush living should be realistic - but the teacher who is trying to do an outstanding job - does not have time to do daily survival tasks of the villager who spends a day hunting, cutting wood or gathering drift. The housing must become a non interfering portion of the day. It's non supportive for the legislature and districts to simply say, "we are not in the housing business." That does not SOLVE housing problems.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
=====

2. Job conditions: The new facilities in many districts are terrific. Don't stop capital projects until the last run-down, inefficient facility is replaced. Please remember that storage space in a room is essential - and should be added on to the number of square feet allocated per student.

It's time to become accountable for educating our state's youth while divesting our schools of the non-academic roles which society has come to expect of us.

There are too many electives for high school students. My son, Mike Grant, a senior at Service High, was surprised when he transferred here last February. He had studied 2 1/2 years of both physics and chemistry. Here only one year is offered at the high school level. He was able to continue his math studies and is now enrolled in calculus (ONE section for a student population of 3400 - Jr/Sr combined). His SAT scores are high even in English which is not our native language (540 verbal, 520 math).

I withdrew my Jr. High daughter from the public school system because I didn't want her to waste her time picking easy electives. The peer pressure is very strong during the teenage years. If most of her classmates are opting for easy electives it's difficult for her to understand why it is better to pick harder courses. She is now attending a private school where the administration backs the belief of the importance of academic excellence. In this school electives are kept to a minimum. It's almost a "Paideia" school, and it works.

Recognize those things we are doing which are successful and excellent and find creative ways to encourage quality and creative solutions to Alaska's diverse and challenging educational needs.

I'm proud to be a teacher in Alaska. Most of us are committed educators of children - salaries, working conditions, rights and protection - all play an important part in keeping committed. I feel that it is your job to keep the above items paramount in your decisions. May your decisions be well researched with input from those of us whose job and avocation depend on your WISE choices.

Remain interested and aware of educational needs - communicate things that the general public needs to hear - Involve teachers in this communication.

Continue to make education a high priority investment for all Alaskans.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"

=====

Please support (financially) math training for current and would-be teachers. I've substituted in most Anchorage elementary schools and saw an outrageous lack of understanding and inability to teach math. My husband is going back to school to get his math degree, at considerable expense and loss of time to us, his family. He has taught in the bush but is currently a businessman. He would be one of your "best and brightest" - he will be - but it'll take two years to get his degree. These excellent teachers are badly needed. Please offer grants!

Institute an intern program for teachers. Make tenure more difficult to obtain, help administrators get rid of incompetent teachers and prevent their reaching tenure.

We need besides academics education an increased emphasis in students learning basic living skills of parenting, family relations, child development, nutritional, consumerism, housing choices along with decisions making, goal setting, value judgments and careers. What a job! Perhaps we teachers can enlist the aid of parents, community, business and even legislators as good role models in these areas.

Please please take the document "A Nation at Risk" seriously. It states THE TRUTH as I have found from my fifteen (15) years of teaching, five (5) years in Alaska and ten (10) years in the lower 48.

As per "Paedeia" principle, we must rethink the traditional modes of delivery of instruction. We must rethink box-like age categorizations. Some learners will take, not 11, as Adler suggests, but perhaps only 8 or 9 years to complete the curriculum which educates toward basics, vocational choices, and the means/motivations toward lifetime learning. Others will need 12-15 years. We must remove from the perception of educators, students, parents and the society as a whole the notion that once a "grade" has been "accomplished," that one is "finished." We must teach our learners that one is never finished.

Budget schools for a maximum of 30 students per teacher.

Continue supporting Alaska Writing Project and look for other programs to enhance curriculum, but not commissions - practical, effective programs for teachers and administration.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"

=====

Senator Josephson: Thank you very much for sponsoring this conference. Focusing on the concerns of education may be the best way to spend our time and energy. This was a marvelous idea. Congratulations.

Look at your young child - many enter school too young, and end up having learning problems, social problems, maturity problems. Please look at the entrance date for kindergarten; instead of November 1 change to June 1. Maturity of child will answer some of your problems as a school. Let a child be a child for as long as possible.

To change the entrance date for children from November to June 1.

Education in the state will improve as teachers achieve status. Since status in our society is so closely tied with money, find a way to get the money to the teachers!

Governor should have stayed in the hotel business.

Find out what villagers expect of schools.

That we are trying out here in the classrooms and it's nice to know you are. Please continue the efforts for communication and increased levels of awareness.

Rural - bush schools need more money support, psychological and emotional support than urban schools, as we do not have the tax base and outside resources that urban centers have.

Remember that the teachers are the experts in the classroom. Listen to their concern; trust their judgment; do not denigrate them. To the State School Board I say the following: For some reason, lately you seem to be in favor of pitting local school boards against the teachers. This stance is very detrimental to the cause of education. Please remember that we are all in this quest for excellence together. When teachers and school boards work together, high morale results. When they are at loggerheads, the unhappiness that ensues cannot advance the cause of education. Please think about this and then solve the problem.

The recognition of information processing as the basic skill required of successful individuals in the future should mandate recognition of information specialists as key persons with a specialized role in every school, K-12. Librarians should be sought, trained and recognized for their role; it should not be possible

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"

=====

to subvert their vital function to other purposes (giving planning time to other teachers, for example) nor to place untrained people in these positions. Interaction among school librarians, and further training for them in the special problems and possibilities in the state of Alaska, should be encouraged, and provided as it is possible to do so, by the state through the state library system and in other ways. Libraries, with their infinite possibilities for expanding human learning, are a vital key for achieving excellence; their personnel must be encouraged and supported in a leadership role. Please make an active effort to bring the importance of information access before the legislature, and to support the library system, elementary through college, with specific goals for providing the best in library services.

If we are to produce students who are prepared to cope with our rapidly changing world, we must give them the skills necessary to research, evaluate and solve problems. Central to these skills is familiarity with centers of learning that they will have access to the rest of their lives - the library. Our students must realize that learning continues throughout their lives. The school library provides an opportunity for students to develop skills of independent research and problem solving that can continue throughout their lives. It is essential that schools be provided with facilities that contain quality information materials and trained professionals if students are to learn self-reliant problem solving skills. It is not enough to provide libraries for only the larger schools and access to them only at a prescribed time on a prescribed day. All students should have access to information centers when they have a need to learn more about a topic. And all students should have a trained librarian available to guide them in their search for knowledge at the time they need help.

Please help assure that adequate funding is available for collection development, incorporation of new technology in the information field, and adequate staffing. Please insist that school districts put not just a good teacher in the library, but also a good (professionally trained) librarian. Please encourage school districts to use librarians as the information specialists, technology utilizers, reading guiders, collection developers that they were trained to be; not the clerks, secretaries and babysitters they too often become.

Teachers need finality in bargaining.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
=====

Remember the students we serve in our schools today are the adults who run our country tomorrow. In order to educate them properly, we must have full support, both financially and publicity.

I am really glad and proud that our legislature felt strongly enough about education to bring this conference together. It was the first one so I'm sure things will go better (smoother) next time.

Alaskan teachers are highly dedicated to students in Alaska but need your continued support both financial and emotional.

Education is on-going and needs constant monitoring and help if it's going to improve.

Please help with collective bargaining.

Provide more opportunities for teachers, legislators and administrators to communicate. There were not enough legislators here to provide for a significant exchange of ideas.

Involve teachers, through NEA/Alaska, in all aspects of the decisions making process in education.

Involve NEA/Alaska in decision-making. Emphasize flexibility in training programs and practices to improve schools - not rigidity and excessive rule making or standard settings.

Don't let what you have started with this conference slowly drift into oblivion.

Alaska has excellent teachers and administrators. Let us concentrate on excellence in education by giving adequate funding without diverting energy into an annual funding fight.

Let's not stop with just talk, but move on to act.

The weak link in education now is at the college level. Teacher training is woefully poor. Don't make the classroom a learning lab for teachers. The kids are too precious to use as training fodder. A teacher should enter the classroom fully prepared to teach, not to grope and learn by trial and error at student expense.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
=====

The Fine Arts should be a requirement in the high school curriculum. It needs to be put in effect by Commissioner Reynolds. For more info contact: Art Dept., Anchorage School District, Anchorage.

Continue to monitor what is happening. Let creative ideas come forward. Continue to finance loans for college students to return to the state.

This conference is only a beginning of the kind of communication that needs to take place between educators, legislators and the public at large.

Alaskans' future will depend on today's education! Not just preparation for college but preparation for life's WORK. That means also Vocational Training. And that means Vocational training at the secondary level.

But Yes! Voc Ed does cost more money but please look at how many of our students go on to the university as compared to those that enter the job market. And last, vocational youth organizations are an integral part of vocation training and must be included.

Please give and stick to a well thought-out long term direction for education. In addition, if you can lobby for funds to make sure this program can be implemented.

Support gatherings of this type. In setting requirements and specific curriculum, set high standards - we must believe our students can and will reach high levels.

Let's put increasing emphasis on cooperation among DOE, Alaska administration, School Boards, administrators, parents and students so we're all working together on that apple core mentioned above.

Remember the whole child. The Best and the Brightest will be that only if there is a balance between the "basics" and the creative needs of human beings.

Money is important. You do get what you pay for in facilities, equipment and teachers.

Let's stop the in-fighting in education and strive to WORK TOGETHER - we are all here for the same reason - to educate Alaska's children. Why do we teachers always have to fight administrators and boards for excellence? So - to the men and women on top - look for the "best and the brightest" administrators who will actively support teachers, who will encourage school boards to be involved in the local school decisions (not be "yes" men) and who are in school administration because they desire good education, not good pay.

"10. If I could say one thing to Governor Sheffield,
Commissioner Raynolds and the State Board, it would be:"
=====

Actively solicit and appoint minority representation on
key committees and on the State School Boards.

Support and fund education.

There should be a balance between the "basics" and those
"creative" classes that develop the whole child.

The reminder that money is important in securing and
keeping the greatest and the best.

Be careful of pushing so many requirements and leaving so
few electives that you do not allow our students much if
any of the Industrial Arts, Drivers Ed, Home Ec, PE,
Music, and etc. These things are important to a well
rounded citizen and I think just as important to the
survival as many of the other courses we are pushing.

I think perhaps too many decisions are made only by
specialists. I have had a high school and college
background in music, debate, speech, phys ed and
athletics. (In college for example I first majored in
music, and finally graduated with a physical ed major and
a speech minor and was on the track team.) So I feel that
all areas are important and I wouldn't trade the
experiences and learning from all those areas for anything!

Keep moving ahead and don't look back!

Listen to us. We are "where the action is."

That we all need to work together to ensure continued
movement toward excellence. The teaching staff is the
most crucial element in the pursuit of excellence.
Well-trained teachers properly supported are needed.
Resolution of contract disputes as expeditiously as
possible is an important part of this support. Binding
arbitration is the best means available to do this.

More financial support for upgrading teaching skills,
i.e., more conferences like this, master teacher teams to
coach other teachers in rural areas. Would suggest you
use a model used between 1972 and 1979, University of
Southern Colorado, Title I ESEA Migrant Education Mobile
Unit. The use of master teachers and teacher growth kits
to upgrade rural ed was a documented success. Contact the
Colorado Dept. of Ed. and Frank Ricotta, or Karl Lund,
Hooper Bay.

Presentations at next year's conference by MASTER TEACHERS
from RURAL ALASKA who are culturally sensitive.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
=====

Involve more teachers and students in policy and legislative decisions.

(Al Poindexter, Homer High: If you need any help in the area of Health or Physical Education please ask. I am eager.)

Sell our system to the public as the excellent one it is. Good PR. Work on support for the actual work of proven teaching methods and not frills, over stuffed central administration, etc.

Everyone in government say the natives just want to work. Not true - they just want government handout - how can we help them become independent and not dependent?

That we need to recognize teachers and improve their status perhaps by setting aside one day in the year as "Teacher Day." Also, there should be state-wide standards or curriculum similar to the ones found in New York State. The autonomy of each district as it stands seems a poor and unpredictable status.

SCHOOL ADMINISTRATORS

Get off the defensive and negative - Go on with the Cooperation - Examine all issues, not those that are limited to press exposure. The basics are the foundation, the programs are essential.

Increase appropriation to lower class size.

Do not reopen Mt. Edgecumbe! but do continue the Effective Schooling Program. Effective schooling priorities and support is extremely important. Eliminate the politics and lobbying in capitol projects funding, base decisions on need and not who is the best politician.

Keep up the good work.

Remain aware of the need for increased land control in spite of state funding of schools.

Our state, nation and the world are involved in a transformational change process, now. Toffler (The Third Wave) gives us the parallels between the Agricultural, Industrial and now the Technological Age. Our efforts, obviously, are geared toward the future and that future is here today.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
=====

Personal commitment to educational excellence is the basis for greater growth and participation by the population. I commend the legislators, DOE and the governor's office for the efforts in putting this program together.

Marilyn Ferguson's The Aquarian Conspiracy gives us a clear and wonderful picture of the potential that we each possess. Please, if you have or will purchase this book, read the two chapters dealing with (1) Right Power and (2) Flying and Seeing.

Be careful not to allow the local control espoused by them to be taken away from local school boards.

Keep emphasis on effective schooling and equity.

Be willing to solve regional differences and look at new ideas such as year round schooling.

We need stability in funding, equity in access to resources with consideration not just for REAA's but also for the high growth areas. We need to be able to operate our schools without having to get into politics. We don't have time for that and should not be forced to fight for funds for construction, etc.

It amazed those of us who work with testing and who are responsible for the correct use of test results, that Jan Faiks appears to know so little yet thinks she knows so much. How pathetic.

Be careful about legislating improvements in our state system. We have vast differences across the state and the system must remain flexible and be controlled locally.

Provide leadership and assistance and monitor what is happening but do not over regulate and control to the point that local control is lost.

Give better guidance, information and facts to legislature regarding education.

Continue to believe education of our children is #1 priority - create a solid funding foundation that can be depended on.

We need more conferences such as these and more support (financial and verbal) of education.

"10. If I could say one thing to Governor Sheffield, Commissioner Raynolds and the State Board, it would be:"

=====

More direct attention needs to be paid by you to the more isolated areas of the state, the educational needs and problems, and the various unique situations that the urban areas do not have to deal with. Only then can you make rational, realistic, necessary and innovative decisions and recommendations. Until you show direct interest, your credibility and opinions are in question and will be subject to criticism, skepticism, and disinterest.

Stop looking for new structure. Let the REEA's prove themselves - need to support their efforts.

The funding is absolutely required as an investment in the future of Alaska. Do not increase the schools expectations with another program without removing an existing expectation. We are working hard with our current tasks. Recognize that!

Work toward establishing a priority system of funding for capital projects.

Minority citizens in Alaska need to see role models representing minority groups in top level visible state government positions in education and other key positions.

Are there any minority members in the State School Board? Asian, Native, Black?

Does the new Commissioner have any minority members in key slots in his department to represent minority views and as role models?

Fight for additional adequate funding tied to genuine improvement particularly in secondary education.

Examine the teacher tenure law. It is next to impossible to remove a teacher who "lets up" after two years.

Encourage professionalism at all levels.

Provide a method for all administrators to be evaluated - and make the evaluation mean something.

Provide for finality in negotiations. (reasons too numerous to state.)

Conduct evaluations of positive aspects of rural (meaning bush) education. Do not depend on nationwide norms. Do not be critical without taking a real look. Sending a team from Stanford, or Harvard, or even Anchorage, will not give a true look at bush education.

"10. If I could say one thing to Governor Sheffield, Commissioner Raynolds and the State Board, it would be:"

=====

The primary concern with respect to all actions should be the education of boys and girls, not individuals or groups. Serious attention should be given to all aspects of education and the responsibilities inherent in each office. Adoption of regulations affecting or promising to affect the educational program should be given careful attention. More attention should be given to such areas as tenure, negotiations, retention, promotion, and , yes, termination. I subscribe to the premise that good classroom teachers are the backbone of the educational system; however, the weak, non-caring, incompetent teacher is the greatest danger to that system. It seems as if these types are protected by many regulations and, often times, at the expense of the good teachers and the system. Weak, ineffective administrators fall in this same category.

We continue to talk about, in some of the best educational "jargon," improving our programs and teaching methods. We admit, with all types of excuses, that our students are not achieving at desirable levels, yet there appears to be little dedication to change same.

A commitment from the state to see that the villages that took over BIA schools receive financial assistance and upgrading of the elementary teachers that were transferred from the BIA. Mt. Edgecumbe should be used as a post secondary educational facility, between high school and college.

Where were you!! How could you consider yourself informed when you weren't here, and your representatives visit the workshops which deal with money, funding and laws, something they already are knowledgeable about. Try and establish a state wide forum for common interest teacher inservice. High powered educational leaders are being independently brought into the state by individual districts. It would be terrific to communicate this information via the DOE newsletter in order to involve more districts.

NEA must be brought into the plan of reform and be accountable along with management for what is occurring in school districts across the state - DON'T LET NEA BUY LEGISLATION!

Do not spend money to keep Mt. Edgecumbe open. Improve local opportunities. Provide for residential educational options for students who are emotionally disturbed.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
=====

Support educational programs that provide for quality liberal education, that expose students to academic expectations, that relate to life skills and the joy of learning.

Continue to stress the importance of curriculum - support teachers and finally continue to "humanize" education.

In response to the question proposed in the final session: as a secondary school/urban conference my comment is, excellent. To speak to the issue of information regarding the status of all levels of education, there is a need to convene another symposium on elementary and rural education.

Agree or disagree with me, support me if you think I'm right, tell me if you think I'm wrong, but don't ignore me!

Keep up your support. Also DOE should be a resource to districts and not a bunch of policemen. The two roles need to be separate.

Stable funding - unnecessary stress and work created by never knowing funding for following year. Can't plan for level of student funding (instruction)/number of teachers/programs, etc.

Encourage and demand excellence in teaching and excellence in pupil performance.

Listen to the concerns from the school districts, i.e., Mt. Edgecumbe and after asking for feedback, don't foist an unpopular idea down our throats, keep your credibility, don't sell it as a political issue and redress it inappropriately as an educational one.

Please provide funds for the statewide adult basic education programs in order for them to provide basic education, pre-employment skills, basic computer literacy, and high school completion programs for adults in Alaska who need these services.

The importance of the arts within the educational system and that the arts provide enrichment and education outside the classroom, therefore having an impact on the schools in the state.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
=====

Requirements are necessary. State support must include specialists in subject areas, that are required, available for schools. Continued funding of education should be this state's #1 priority. If we want our children to remain in Alaska, higher education offerings must be expanded, loans continued for in state.

If legislators are involved in panels (3 of 6 in final panel) - political "power plays" should not be allowed. Enough of the garbage republican vs democrat...how about collaboration on an issue that we all can work together on - improving our education in Alaska!

SCHOOL BOARD MEMBERS

If Senator Josephson could use the services of Bob Greene AASB - for coordination it would help. Also ask why not right before the Superintendent's Conference or the School Board Conference. It would save lots of money as most of the people who were here were also at those conferences. Think of the money spent in just transportation alone. Start now for next year's conference. Invite more legislators, they need the education also. Use more classroom teachers as presenters, less administrators.

Please don't let personal gains and legislative hassles cause you to cut capital improvements - it hurts particularly Gov. Sheffield.

The government (education) is for the people (parents and children) by the people. The grass roots (parents) are important.

We need full funding for the Foundation Program. In order to end the conflict of collective bargaining, we need some method of bringing negotiations to a conclusion.

The education provided in Alaska is good when you take into consideration the size of the state, the varieties of cultures, difficulties with communications and transportation, e.c.

As a parent with two children who attend a rural Alaska school of 25 students, I feel my children are receiving a good solid education in the basics - (reading, math, writing) - they need to aid them in their lives. However, they do not receive all the education they should have because of lack of facilities.

Many of the rural schools are in the same situation. Many rural schools are in crowded substandard facilities. Funding should be provided for new facilities and multi-purpose rooms to all schools in rural Alaska.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
=====

We need high school alternative educational options for students from small rural high schools. The legislators need to set up a task force or committee to set this up. We need to set up an advisory board comprised of REEA Board members to set up the mechanism to do this. This advisory REEA Board should take over the responsibility the State Board have over Mt. Edgecumbe type of options. Keep the State Board of Education out of this. We need to preserve local control with the REAAs.

To the State Board: base your decisions solidly on knowledge. Governor Sheffield: education funding is state government's MOST important obligation. Commissioner: heal and be with us next year! Continue to do the superb job you've begun.

Make the graduation requirements higher. Challenge our students, the teachers and schools. Don't underestimate our children's abilities.

As far as Capital Construction goes, he should be aware of the needs of rural Alaska. Because I know of a school that had K-12 grades, and three teachers jammed into a small classroom that was built in the early 60's. We are in bad need of a new school. This crowded situation has a negating affect on the education of the children. And we can't get funds, because of the state's priorities.

Education comes first, before social and recreational concerns.

Local boards need your support. Thank you for all the support in the past.

Need to develop public policy re: education. How will we treat education when funds decline? Clarify role of Dept. of Ed. For instance, does the dept. role in capital project prioritizing mean anything when most successful route is to go direct to the legislature.

Please look deep into the problems and successes of education in Alaska and don't make surface/superficial evaluations and base decisions on that.

Push for Forward Funding and possibly allow school districts to tax property or sales to provide increased funding for schools, if the local people so desire.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"

=====

Continue commitment to rural education. Don't let one bad apple (supt) imply that we're railroaded by our superintendents. There are good things happening out there. Support us. Encourage us. Have extensive statewide hearings before you institute regulations or laws that affect all districts when one or two maybe are at fault.

Take a good look at what the roles and responsibilities of the State Board of Education are. Does it need to be redefined? Does it conflict with local School Board control?

Support financially and use your influence with the legislature to implement the concept of FORWARD FUNDING in the foundation program.

This is where it's at when it comes to education. Not in a stuffy meeting with the same old people. The educators of Alaska have many diverse ideas some good some not. But they deserve to be listened to. It would profit anyone to attend a conference like this especially when you write curriculum or decide who is to receive what funding.

PARENTS

Analyze carefully and thoroughly the graduation requirements - students must be given the opportunity to learn about the most important person in their life - themselves. I start with me and I need to know as much as possible about me, how this unique gift of my body functions, how it reacts when abused, how it responds to the variety of environments etc, etc. Then how do I live in harmony with my fellow traveler on this planet...how do I arrive at a meaningful value system for me, when these needs have been minimally met, then I am ready mentally to learn.

Know what you are doing!! Act with more knowledge of the consequences of where and how you spend funds.

Encourage best utilization of funds, a huge part of our problem. Keep only the best teachers, especially administrators and utilize programs after they are purchased for schools. Keep from getting taken on local levels, by poor architects, contractors, etc. It costs districts money. What a waste of funds I see by poor local management and human error or lack of any enthusiasm. District mismanagement and an impotent, "uneducated as to schools' why and wherefores" Board of Education. Many school are still paying for poor

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
=====

administrative decisions - we can see this in how many poor or average tenured teachers we carry and administrators. Also I would say - Did you watch, listen and digest the tapes to the conference?

More involvement with parent groups - student groups.
More grass roots activities and participation.

The DOE has had a very poor record of efforts to encourage, enhance or support pre-school education. The controversy that surrounds the proposed revision of the DOE pre-school regulations is an unfortunate side-tracking of everyone's time and effort.

I wish the Dept. of Ed. would go back to the recommendation made two years ago that the DHSS be responsible for the licensing of all pre-school as well as child care programs for basic health and safety requirements.

The Department of Education would then develop criteria for excellence - several levels - that pre-school programs could choose to apply for recognition. No pre-school - private or public - would be required to participate; however, any program that wanted recognition for operating a program that had trained staff, sufficient equipment and materials, adequate staff for the ages of the children, adequate space for the ages of the children, and a planned educational program could get a meaningful certification of their program from DOE.

To demand that the education profession reform itself to reflect the expectation and image that society holds of education; and then for the governor (et al) to support that reform.

Revise state teacher and administration certification requirements to make sure educators are able to work effectively in the Alaskan setting.

What is more important limited funds for education or ignorance.

Let the schools know how much money they will receive and then let them decide how to spend it, with guidelines from the state DOE.

"10. If I could say one thing to Governor Sheffield,
Commissioner Reynolds and the State Board, it would be:"
=====

STATE DOE

Establish program standards, establish recommended curriculum, add people to DOE with recent bush experience to help with these activities. Find out the kind of support rural teachers needs and if and how DOE can provide it.

Let this be the catalyst that encourages state, local and federal factions to work more from cooperation rather than from confrontation.

Recognize the good things that are already going on then look at the places where changes need occur. Recommend a plan that uses in a systematic way those who are successful to help those areas and people who need to make improvements.

LEGISLATOR

[Did not respond]

STUDENT

Support the lead to have business work with Voc. Ed to create and improve jobs for Alaskans.

COMMUNITY
MENTAL HEALTH
CENTER HEARING
(CMHC)

March 5, 1984

Memorandum

To: Senator Vic Fischer
From: Nancy Deitrick
Re; Community Mental Health Center Information Hearing

This information hearing has been in planning for a number of months, at the request of the Program Directors of the Community Mental Health Centers in the state.

The Committee has requested the presence of Dr. Phil Shapiro, Director, Division of Mental Health and Developmental Disabilities and Susan Will, Program Administrator, Community Mental Health Services within the same Division.

The Program Directors have prepared their presentation and wish to testify in the order signed up on the witness register.

COMMUNITY MENTAL HEALTH IN ALASKA

Over 200 Alaskan cities, towns and villages are regularly served by Community Mental Health Centers.

Last year, over 5600 Alaskans received treatment services from Community Mental Health Centers.

Community Mental Health Centers are mandated to serve the Chronically Mentally Ill, crisis cases (including suicide), children and adolescents, and all others in need.

In the majority of Mental Health Districts, there are no private sector mental health providers.

Basic child abuse and parenting programs are non-existent in ten Mental Health Districts.

Each Community Mental Health Center in Alaska serves an average of 9 communities.

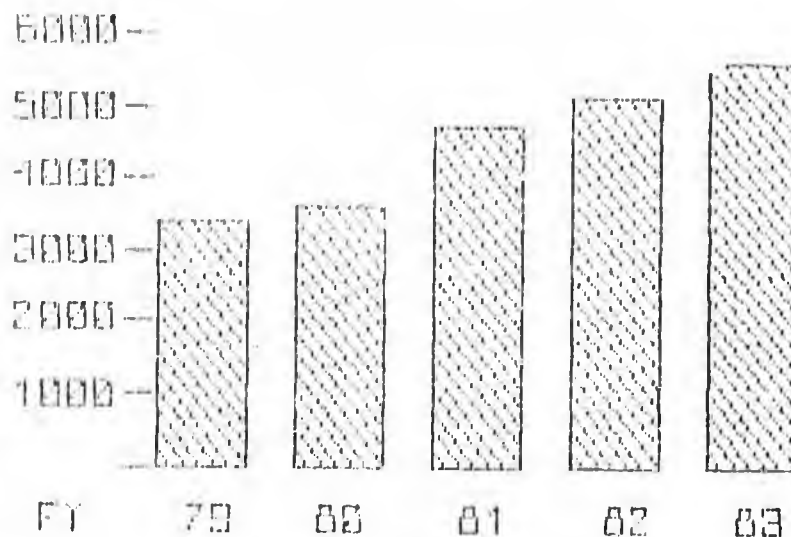
Half of Alaska's Mental Health Districts have no TASC or Court Counter-measure programs.

At least 7 Community Mental Health Centers operate without ANY of the following services in their districts:

- Drug Abuse Programs
- 24 Hour Crisis Lines
- Veteran's Centers
- Women's Centers or Shelters
- Physicians or Hospitals

COMMUNITY MENTAL HEALTH IS THE ONLY PROFESSIONALLY STAFFED GENERALIST RESOURCE SERVING ALL COMMUNITIES STATEWIDE. CMHC'S FILL THE SERVICE CAPS IN ALL THESE AREAS!

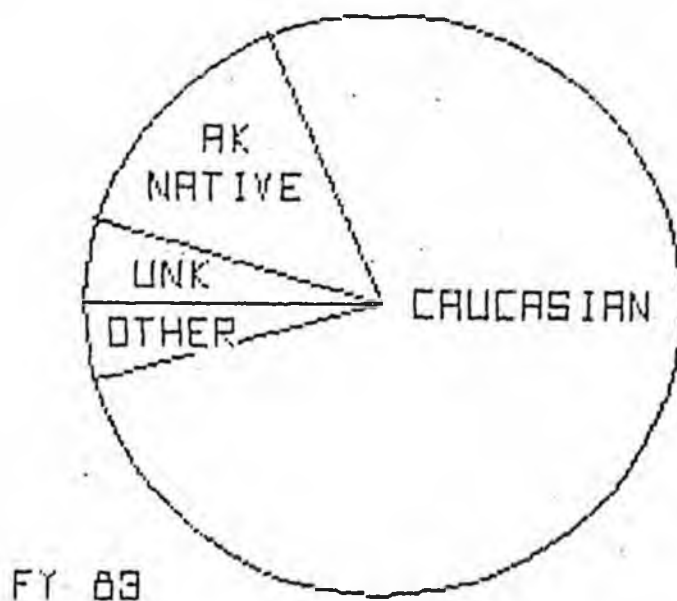
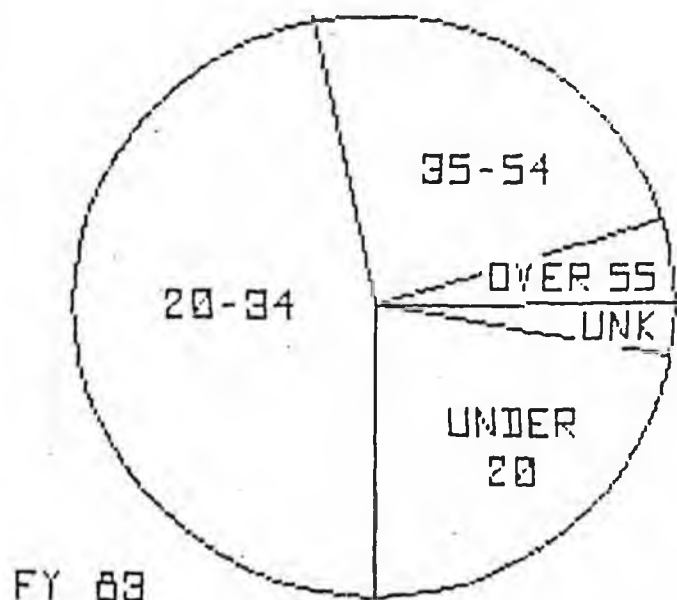
DO CITIZENS USE COMMUNITY MENTAL HEALTH CENTERS?



NUMBER OF ALASKANS SERVED BY COMMUNITY MENTAL HEALTH CENTERS

THE DEMAND FOR SERVICES CONTINUES TO INCREASE EVERY YEAR!!!

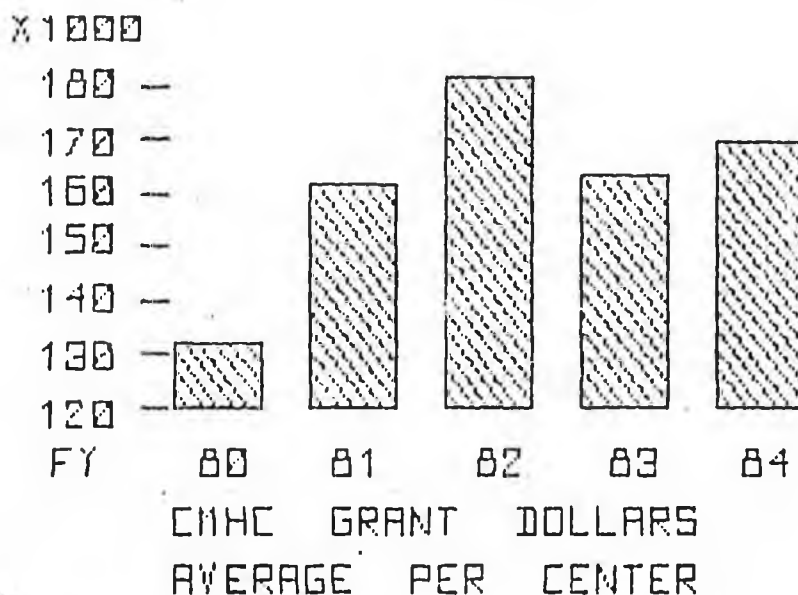
WHO USES COMMUNITY MENTAL HEALTH?:



EVERYONE!

ALL AGES, ALL RACES, ALL WHO ARE IN NEED

WHAT'S THE FUNDING HISTORY BEEN?



DOLLARS HAVE NOT KEPT PACE WITH DEMAND

ALASKA MENTAL HEALTH PROGRAM DIRECTOR'S ASSOCIATION

UTILIZATION SUMMARY

VERIFIED HOURS OF SERVICE

Year	Total Hours of Mental Health Service	% Increase
1976	12,498	+ 149%
1978	17,579	+ 29%
1980	180,455	+ 926%
1982	248,945	+ 371%

STATE ANNUAL APPROPRIATIONS FOR SERVICES

Year	Appropriation for Community Mental Health Programs
1976	\$0.622 Million
1978	\$2.063 Million
1980	\$2.641 Million
1982	\$4.1 Million

STATE COST PER HOUR OF SERVICE

Year	Cost Per Hour of Total Service
1978	\$117.40
1980	\$ 14.61
1982	\$ 16.46

HOW COMMUNITY MENTAL HEALTH PROGRAMS SERVED THE CITIZENS OF ALASKA DURING FY82

Service	Hours
Client Related Hours.....	98,140
Prevention and Education Hours.....	15,522
Program Development Hours.....	26,367

ADMISSIONS

Year	Number of Admissions	% Increase
1976	2486	+ 48%
1978	3121	+ 26%
1980	3490	+ 12%
1982	5081	+ 31%

WHO WE SERVE*

1. The most frequent problem identified by admissions is "life crisis".
2. 57% of all admissions are women, 43% are men.
3. 27.9% of all admissions are children and elderly.
4. Approximately 19% of admissions are minorities.
5. 84% of all individuals pay a portion of the cost of their services.
6. 60% of all admissions have an income of less than \$20,000.
7. 55% of all clients have a third party payor for the services they receive.
8. Of all center activities, the largest number of hours is spent in serving clients directly.

* Source: FY82 Mental Health Annual Report



Reaching In Reaching Out



The Central Peninsula Mental Health Center began in April of 1976 when a group of community members recognized the need for mental health services. As a result, the Mental Health Center was initiated.

The Center is governed by a non-profit board of directors comprised of interested members of the community.

The services of the Center are available to all individuals in the Kenai, Nikiski, Soldotna, Sterling, Kasilof, Clam Gulch and Cooper Landing areas.

Approximately 60% of its revenue is received from a state grant with the remaining income generated through client fees and local community support.

Fees for services are based on a sliding scale depending upon a person's income and number of family members.

The Center is located on the second floor of the Benco Building in Kenai. Hours for the Center are each Monday 9 a.m. to 8 p.m. and Tuesday through Friday 9 a.m. to 5 p.m. Appointments can be made by calling 283-7501.

**Central Peninsula
Mental Health Center**



People have problems as a matter of living. Commonly, we deal with the problems of living within ourself and with the help of family and friends.

Solutions are often readily at hand either by reaching in or reaching out to our friends and family.

Though at times our emotional problems feel overwhelming, and no solution seems in sight, we may need to reach out even farther.

It is during these times that the professional staff at Central Peninsula Mental Health Center is able to help us solve our problems by reaching in to our own resources or reaching out to other kinds of help. In addition to solving our problems, we often will experience greater understanding of ourselves, regain self-confidence and have the ability to deal with our problems if they occur again.

Finding solutions to life's problems by reaching in or reaching out will allow us to improve the quality of our lives.

Services

The Central Peninsula Mental Health Center provides a wide range of services available during those times when we need to reach out.

Outpatient Treatment Services include individual, couple, family, group and play therapy.

Emergency Services provide assistance on a 24 hour basis by dialing 283-7501.

Consultation Services are provided to individuals or agencies regarding psychological problems and solutions.

Evaluation Services include psychiatric, psychological and family evaluation and testing to determine the nature and extent of problems.

Class, workshops and presentations within the community and a quarterly newsletter are provided as Education Services.

Our staff is composed of trained and experienced members of the helping professions with backgrounds in many areas of expertise.

Programs

The programs offered at the Center include the following:

Community Outreach: designed to meet the needs of the chronically mentally ill.

Community Wellness: promoting positive preventative behaviors through education.

Elderly Consultation: providing preventative mental health services to the senior citizens.

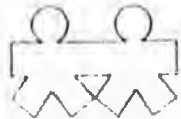
Infant Learning: a home-based program for children, ages 0-3 who are handicapped, high risk or developmentally delayed.

Respite Care: in-home temporary, short-term care of developmentally disabled persons.

Stress Management and Biofeedback: training techniques used to teach people to control anxiety, stress and stress-related problems.

Community Mental Health Services

- * Outpatient Treatment Services: individual, couple, family, group and play therapy.
- * Emergency Services: crisis intervention is provided on a 24 hour basis and is obtained by dialing 283-7501.
- * Evaluation Services: psychiatric, psychological and family evaluation and testing to determine the nature and extent of individual's problems.
- * Consultation Services: provided to agencies or individuals with respect to psychological problems.
- * Education and Prevention: classes, workshops, presentations offered in the community and a quarterly newsletter mailed out to interested community members.
- * Specialized Programs: designed to meet special needs in the community.



Central Peninsula Mental Health Center

11355 Kenai Spur Highway
Benco Building, Suite 228
Kenai, AK 99611
283-7501

Community Outreach Program

Like many people, the "mentally ill" experience everyday problems. Unlike many people, however, they often lack the basic skills necessary to deal with these problems. The Community Outreach Program through home visits and resource networking, is designed to effectively and measurably meet the needs of the chronically mentally ill in our community.

Those with chronic problems tend to be neglected. Consequently, they drop out of community life and lead a marginal lifestyle. The Community Outreach Program work to make sure that participants are provided with basic necessities such as food, shelter, clothing, and medical care. It also makes it possible for each individual to utilize all available financial resources.

Teaching participants independent living and coping skills is a high priority. Recognizing the stress and confusion that mental illness can cause others, the Program provides support and education to community members who are involved with participants.



Central Peninsula Mental Health Center

11355 Kenai Spur Highway
Benco Building, Suite 228
Kenai, AK 99611
283-7501

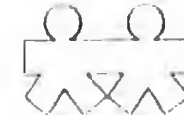
Respite Care

Respite Care is in-home temporary, short-term care for developmentally disabled individuals and is used as a means of providing support to the family of developmentally disabled individuals.

Respite workers are trained by the staff at Central Peninsula Mental Health Center in child development, basic care and special needs of the developmentally disabled individuals of all ages, and in safety and emergency procedures.

Services are scheduled through the Mental Health Center and are provided in the home of the family. Respite can be for a short time period such as the family shopping or for a longer term such as a weekend away from home.

Families in the Kenai, Soldotna, Sterling, Nikiski and Kasilof area with a member who has been determined by the Center to be developmentally disabled are eligible for services at no cost to the family.



Central Peninsula Mental Health Center

11355 Kenai Spur Highway
Benco Building, Suite 228
Kenai, AK 99611
283-7501

Elderly Consultation Program

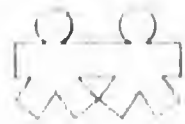
The Elderly Consultation Program provides preventative mental health care to seniors within our area.

The Program supplies information on psychological and stress-related problems frequently experienced by seniors, with emphasis placed on preventing these problems before they occur.

Direct psychological and psychiatric services are available to seniors who are already experiencing distress.

To further assist seniors, the Program provides referrals to other agencies or resources within the community as they are needed. It also provides support to families and other individuals who deal with seniors.

Maintaining seniors within our community is an important goal of the program. Taking into consideration, the strong cultural values and independence of older Alaskans, the Program seeks to sustain and enhance the best possible lifestyle for each individual senior citizen.



Central Peninsula Mental Health Center

11355 Kenai Spur Highway
Benco Building, Suite 228
Kenai, AK 99611
283-7501

Infant Learning Program

The Infant Learning Program is a free home-based program for children, ages 0-3, with any of the following conditions:

a) Handicapped - such as Blindness, Deafness, Down's Syndrome, Cerebral Palsy, Mental Retardation, or Seizure Disorder.

b) High Risk-such as premature, low birth weight, difficult birth, or serious illness after birth.

c) Developmentally Delayed-children who appear to be developing at a slower than average rate.

Evaluation is the first step in determining the infant's level of development, strength, and weaknesses. This assessment aids in setting realistic goals for both the child and parents.

The Infant Learning Instructor comes to the home on a weekly basis providing support to the family. The instructor assists the parents in structuring learning experiences for their child and in stimulating growth and development.



Central Peninsula Mental Health Center

11355 Kenai Spur Highway
Benco Building, Suite 228
Kenai, AK 99611
283-7501

Community Wellness Program

The Community Wellness Program promotes positive, preventative health behavior by assisting individuals to evaluate and design their lifestyles to achieve their highest potential of well-being.

The program provides information and education in the areas of physical fitness, with emphasis on endurance, strength and flexibility; on nutrition, evaluating eating habits and learning to make appropriate food choices; and on stress management by learning how to identify and cope with stress; it also promotes environmental awareness.

Consultation is available on an individual basis or to groups such as student, employers/employees, community organizations and agencies.

Wellness education is offered in the community through workshops, community schools, classes and health fairs.

A Stress Management and Biofeedback Program is also available, teaching skills on how to control anxiety, stress, and stress-related problems.

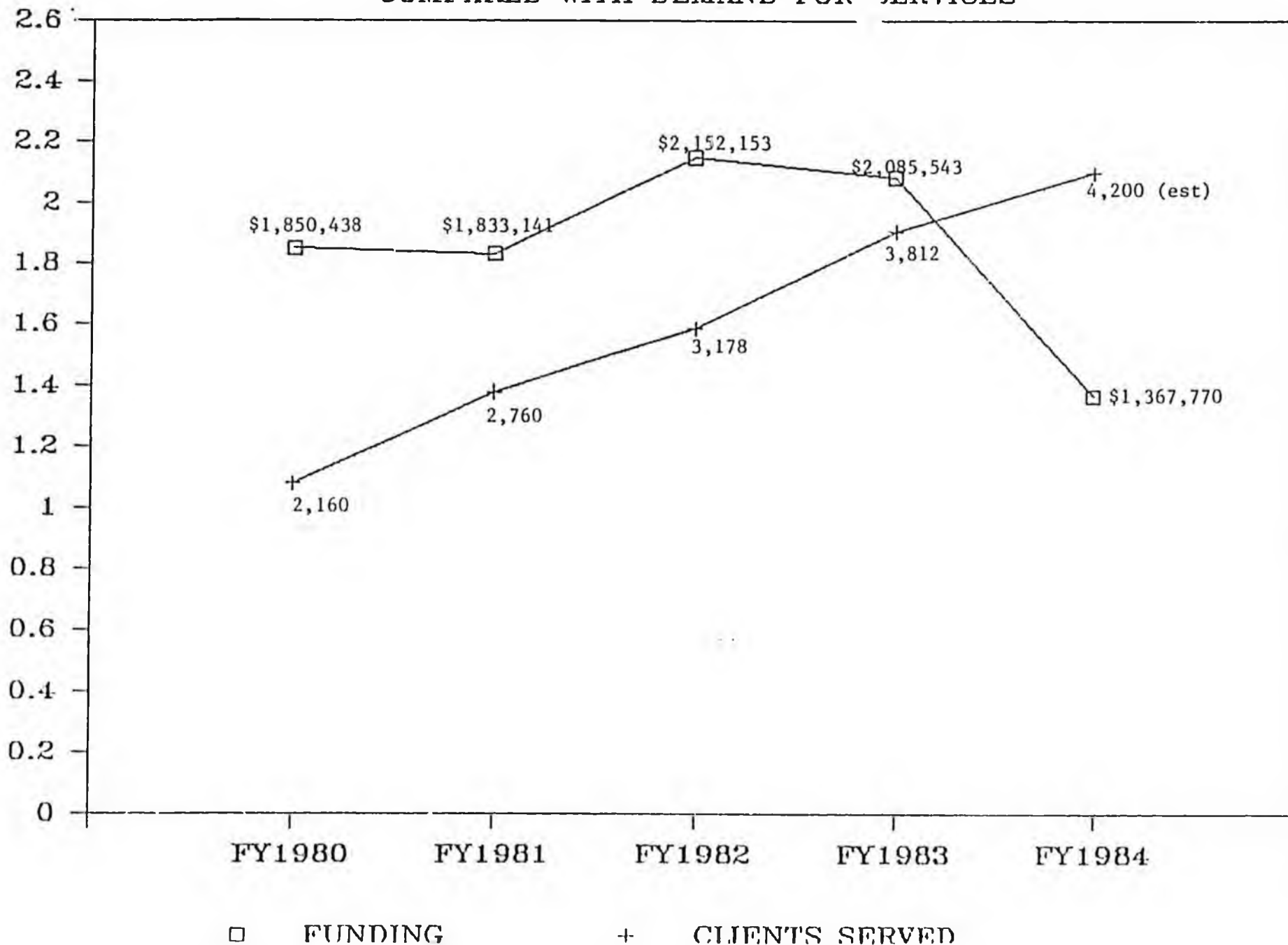


Central Peninsula Mental Health Center

11355 Kenai Spur Highway
Benco Building, Suite 228
Kenai, AK 99611
283-7501

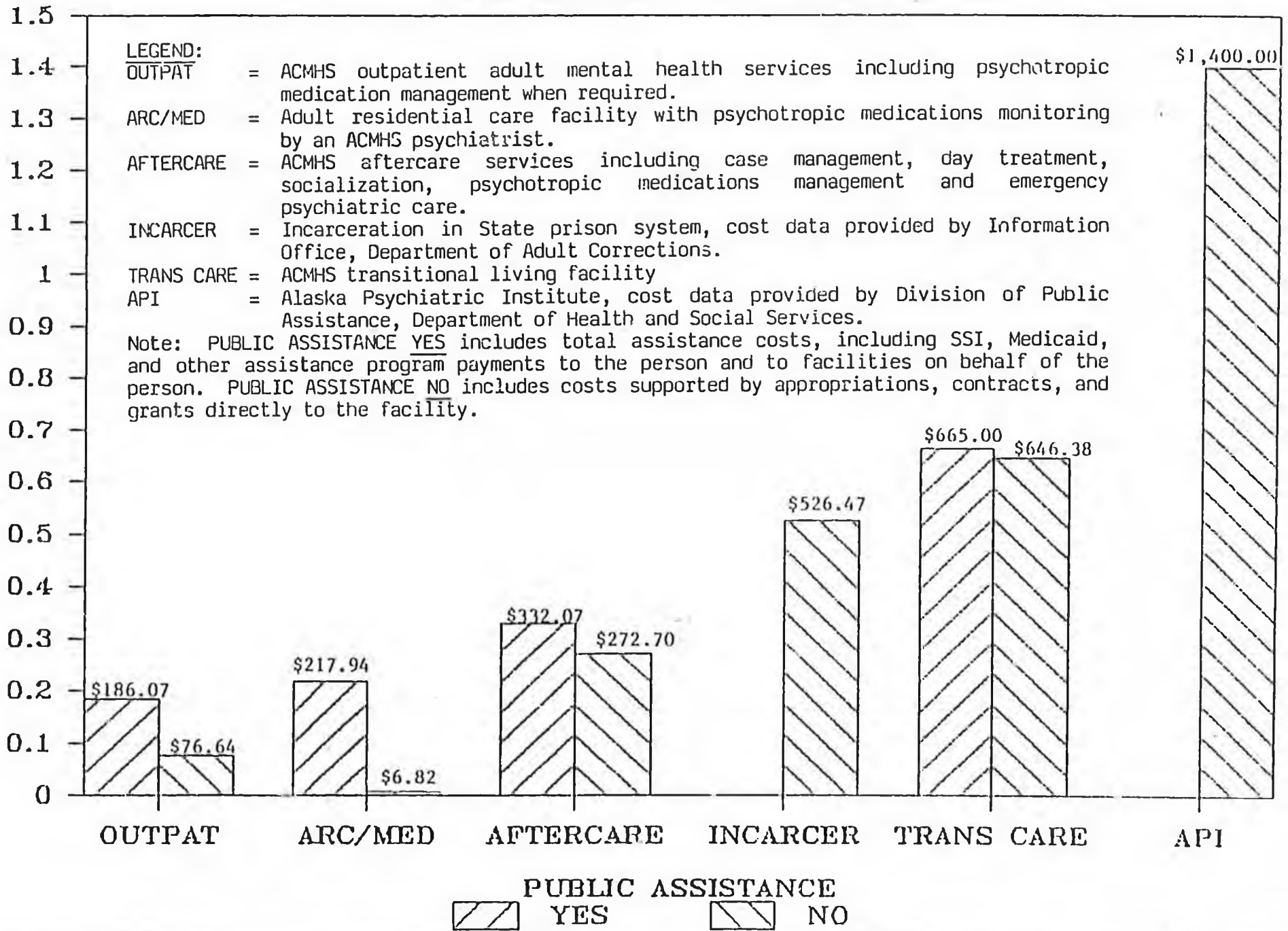
PUBLIC FUNDING FOR OUTPATIENT SERVICE COMPARED WITH DEMAND FOR SERVICES

January 1, 1984 Dollars
(Millions)



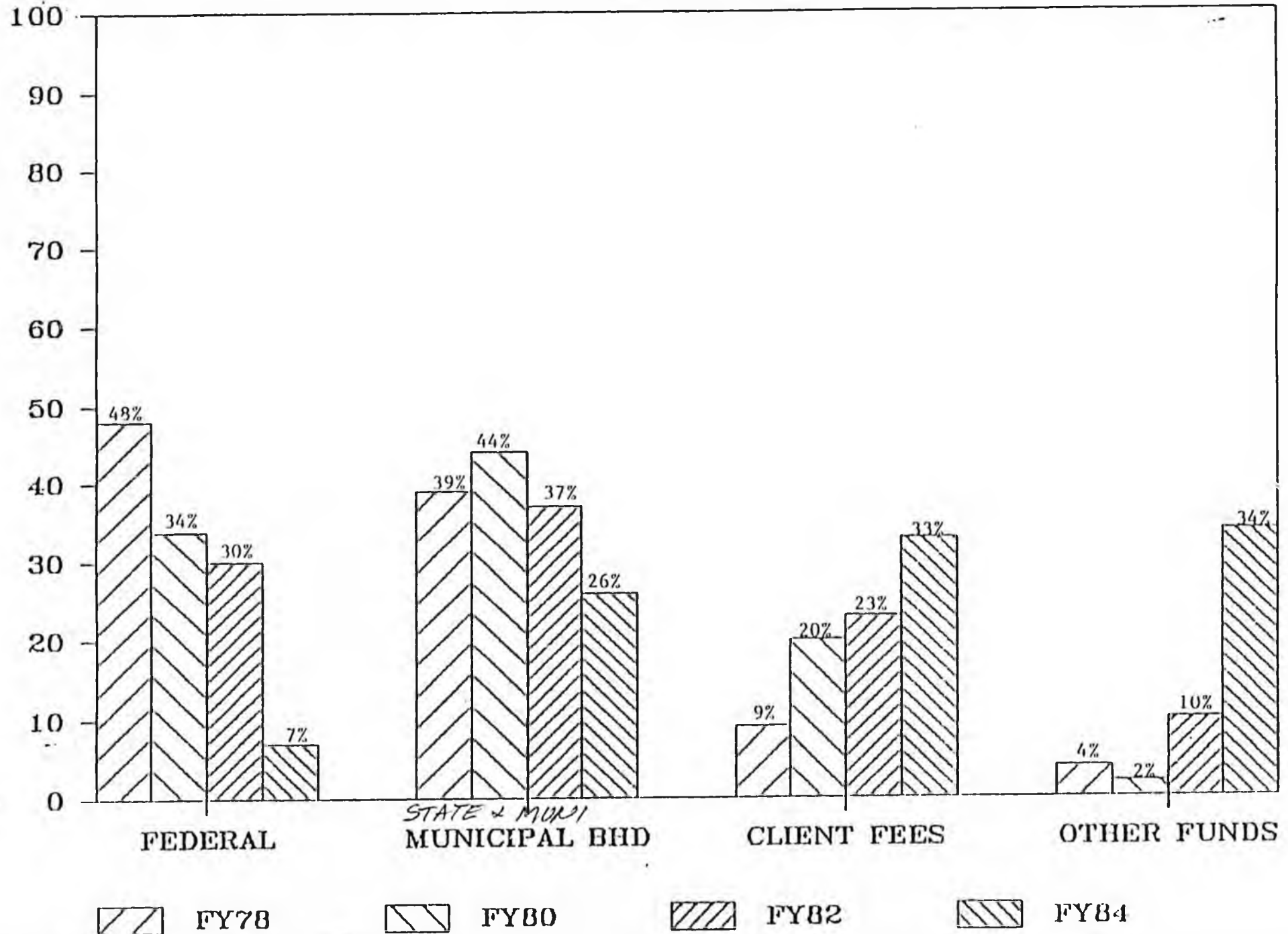
WEEKLY PUBLIC COST PER PERSON

WITH NO SELF PAY - CY 1983



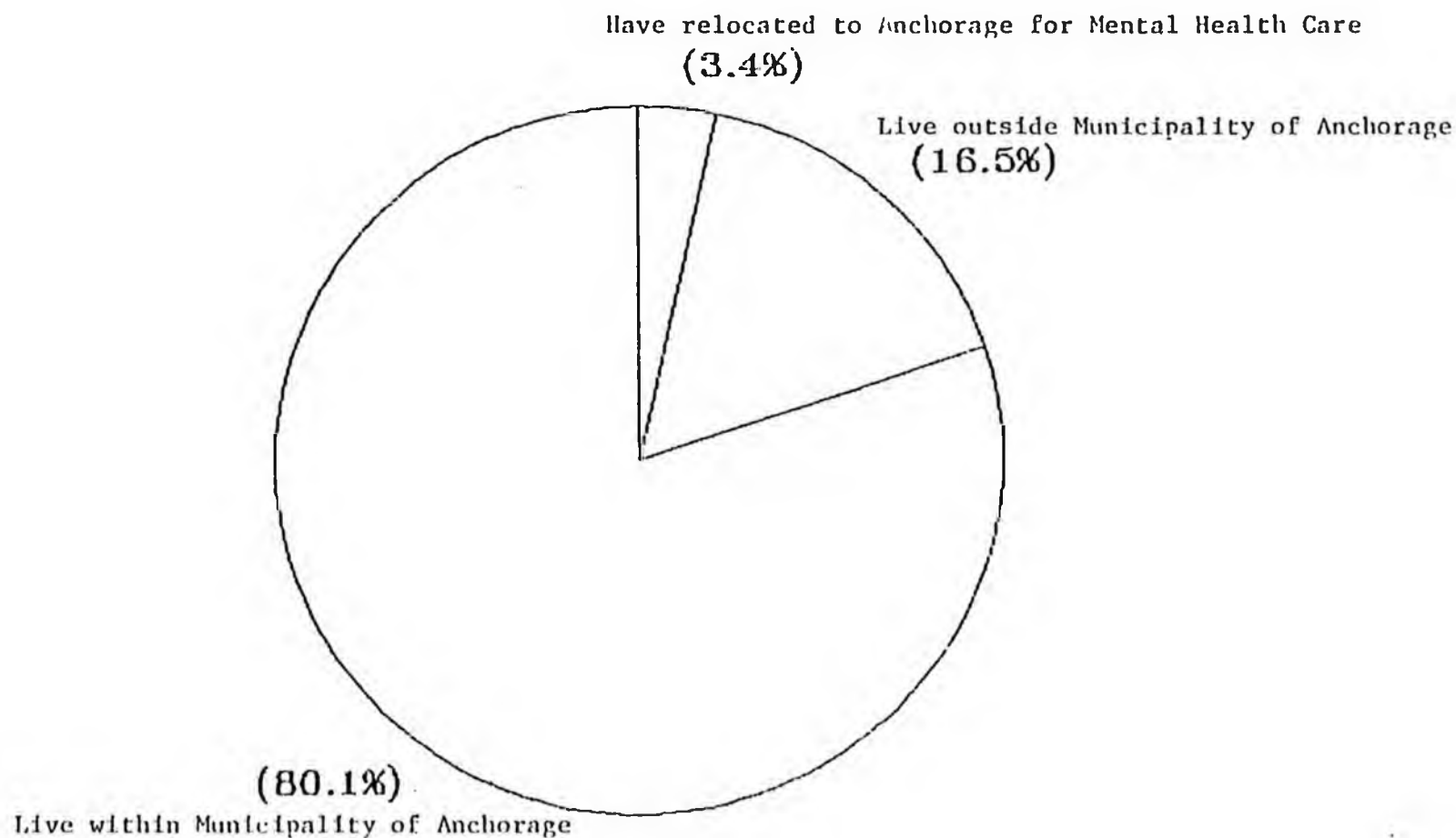
FUND SOURCES AS % OF COST OF SERVICE

ACMHS, INC.



RESIDENCE OF CLIENTS SERVED IN FY1983

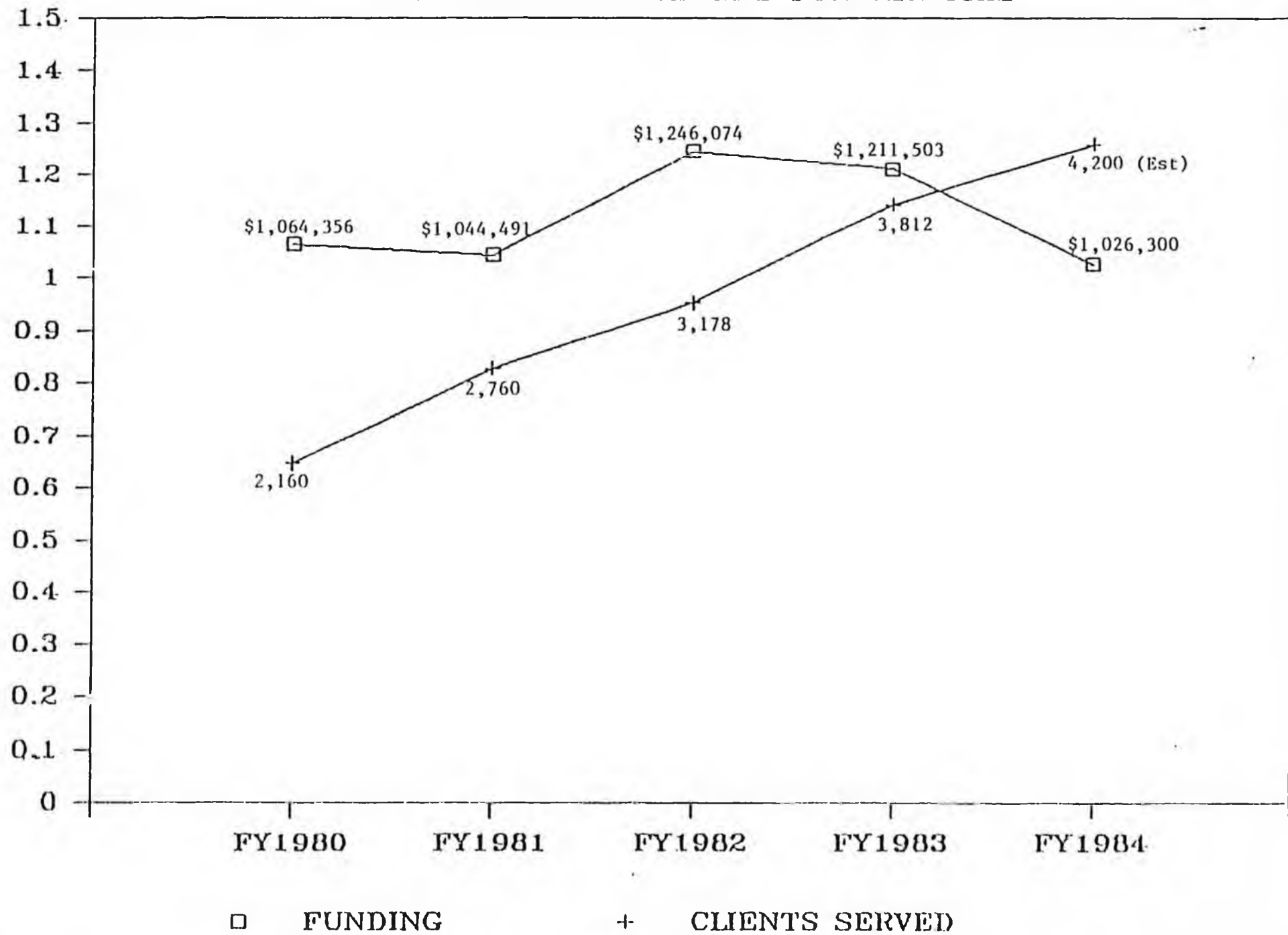
A C M H S , INC.



MUNICIPAL BHD / STATE CMH FUNDING

COMPARED WITH DEMAND FOR SERVICES

January 1, 1984 Dollars
(Millions)



**PLEASE NOTE: THE FOLLOWING PAGES WERE TREATED
AS A UNIT IN THE ORIGINAL DOCUMENT**

Fairbanks Community Mental Health Center

209 Forty Mile Ave., Graehl • Fairbanks, Alaska 99701
Phone (907) 452-1575

February 29, 1984

Senator Vic Fischer, Vice-Chairman
Alaska State Senate
Standing Committee, Health, Education and Social Services
Alaska State Capitol
Pouch V
Juneau, Alaska 99811

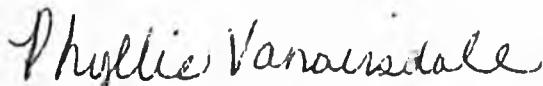
Dear Senator Fischer:

Your kind attention is invited to the attached collection of information concerning one of Alaska's vital needs in providing required adequate service to the health and social well being of our citizenry, unfortunately some of whom are impaired by mental health problems.

The purpose of this letter is to respectfully request your careful review of and support for legislation currently before the 13th Alaska Legislature for consideration. It is our additional desire to provide you with current background information on the successes to date of the work of the Fairbanks Community Mental Health Center and to outline in broad parameters our future goals and objectives.

The accomplishments thus far obtained for our needy citizens has in large measure been due to your past financial support and consideration for one of societies critical responsibilities. We wish to thank you for the funding rendered by you and your colleagues and express our advance appreciation for your willingness to help in the future.

Respectfully,



Phyllis Vanairsdale
Chairman, Board of Directors
Fairbanks Community Mental Health Center

PV:cj

INFORMATIONAL DATA BROCHURE
ON REQUEST FOR
SUPPORT OF MENTAL HEALTH ISSUES
CONFRONTING CITIZENS OF ALASKA

AND

CURRENT BILLS PENDING
BEFORE THE
13TH ALASKA LEGISLATURE, 1984

SUBMITTED BY THE
FAIRBANKS COMMUNITY MENTAL HEALTH CENTER
ADVOCACY COMMITTEE MEMBER
(ALASKA MENTAL HEALTH ASSOCIATION)

ON

MARCH 5, 1984

EXECUTIVE SUMMARY

TESTIMONY: The enclosed written testimony is being orally presented to the House and Senate Standing Committees on Health, Education and Social Services on behalf of the legislative advocate for the Fairbanks Community Mental Health Center and expresses appreciation for past financial legislative support, stresses support of five key Mental Health Bills pending before the 13th Alaska Legislature and requests continued future support as the needs of Alaskan citizens grows.

BILLS: Five bills are numbered, giving current status, sponsors and a one time descriptive title.

FCMHC PROGRAM NARRATIVE: The current FCMHC program narrative covers background information on Organization, Client and Community Services, Program Goals, and Objectives along with the FY85 activities projected.

Testimony Supporting Various Bills
Pending Before The
13th Alaska Legislature, 1984

by
Charlot Thickstun
Clear, Alaska
on behalf of the
Fairbanks Community Mental Health Center
(FCMHC, Fairbanks, Alaska)

Monday, March 5, 1984

to

13th Alaska Legislature, 1984
Senate
Standing Committee: Health, Education
and Social Services
House of Representatives
Standing Committee: Health, Education and Social Services
(in Hearings for HESS)

Mr./Madam Chairman/Chairperson and Members of the Committee:

I am Charlot Thickstun of Clear, Alaska, today representing the Fairbanks Community Mental Health Center advocating support for certain key bills currently pending before your august body for consideration in this session. I wish to say it is a privilege for me to address your Committee on such a vital issue for all Alaskans as Mental Health. I will keep my remarks brief and to the point, asking that a written copy of this testimony with supporting backup material be made a part of the official record of this hearing.

I am sure that I not only speak for myself but for all Community Mental Health Centers in Alaska when I say how appreciative we are of your past funding support, without which, we would not be able to demonstrate important successes being provided to mental health clients statewide today. The written copy of the Fairbanks Program Narrative to be provided as a part of my comments highlights background on our activities stressing the goals and objectives of our efforts as well as provides a pathway for plans of execution in the near timeframe. I would be remiss if I failed to mention that we are functioning in an environment of anticipation of continued legislative support to financially enable us to keep up with the ever expanding needs of mental health support as our communities continue to grow. Meeting this constitutional mandated requirement, we know becomes increasingly difficult as economic constraints befall us, however, we do ask for your continued support.

Our non-profit organization would like to say that we enthusiastically support Senate Bills 457, 346, 334, 303, and House Bill 355 as measures and actions vital to the safeguarding and protection of the health and welfare of our citizens. We applaud Senators Faiks, Josephson, Halford, Moss and Representative Koponen for their wisdom and foresight in drafting these legislative acts.

Passage of these five bills will go a long way toward enhancing the care of mental health related persons by:

- improving mental health insurance
- providing proper treatment to the mentally ill
- establishing a Board of Social Worker Examiners; and
- insuring that social workers are professionally educated and adhere to a code of professional ethics.

We totally commit ourselves to an enhancement and improvement in communications from the Community Mental Health Centers with the Department of Health, Education and Social Services, the Alaska Mental Health Association, the Governor's Council on Mental Health and members of the Legislature with the objective in mind of providing for comprehensive needs to all mental health needs statewide.

Finally, I thank you for the opportunity of being able to appear before you today and to say that we can be responsive to your questions now or in the future. Thank you for listening and your indulgence is appreciated.

MENTAL HEALTH ISSUES

Bills currently before the 13th Alaska Legislature, 1984:

<u>BILL NUMBER</u>	<u>CURRENT STATUS</u>	<u>SPONSOR</u>
	<u>FOLLOWED BY BRIEF DESCRIPTION OF BILL</u>	
SB 457	In the Senate: Introduced: 2/10/84 Referred: HESS and Finance "An act relating to mental health insurance."	FAIKS
SB 346	In the Senate: Introduced: 1/11/84 Referred: HESS and Judiciary "An act relating to the treatment of mentally ill persons."	JOSEPHSON and HALFORD
SB 334	In the Senate: Introduced: 1/9/84 Referred: HESS and Finance. "An act relating to health resources development; and providing for an effective date."	MOSS
CS Senate Bill No. 303 (HESS)	In the Senate: Offered: 2/14/84; Referred: Finance "An act relating to the practice of social work and establishing the Board of Social Worker Examiners; and providing for an effective date."	JOSEPHSON (original)
HB 355	In the House: Introduced: 4/13/83; Referred: HESS and Finance. "An act relating to health resources development; and providing for an effective date."	KOPONEN
SB 313	In the Senate: Introduced: 6/9/83; Referred: Labor and Commerce, Judiciary and Finance. "An act revising the non-profit corporations code; and providing for an effective date."	THE RULES COMMITTEE BY REQUEST OF THE LEGISLATIVE COUNCIL

PROGRAM NARRATIVE

I. Organization

- A. The FCMHC, Inc., is a non-profit corporation governed by a 15 member community Board of Directors.

The Board of Directors is responsible for establishing policies, procedures, and program plans for all functional areas of the FCMHC. Through Board committees (Finance, Personnel and Program, Evaluation and Review) the Board of Directors monitors the administrative and programmatic affairs of the agency.

Implementation of agency policies and programs is the responsibility of the Executive Director who reports directly to the Board of Directors.

The FCMHC has been providing services to the greater Fairbanks and surrounding areas since 1978. The Center has experienced and continues to experience a tremendous amount of growth and sophistication in both its organizational structure and service delivery system.

- B. Enclosed is a list of the current Board of Directors. During FY83, the Board of Directors met twelve times. The past year was a growthful and active year. To illustrate this activity, a sampling of significant actions taken by the Board of Directors is as follows:

1. Voted to accept a grant from Division of Mental Health - Central Office to begin the Supervised Apartment Living program's pilot project.
2. Voted to submit a RFP and accept a contract with Fairbanks Correctional Center to deliver services to Sex Offenders.
3. Voted to accept the Sex Abuse Coordinator Contract from the Division of Family and Youth Services.
4. Sent representatives to the Statewide Planning Conferences in Anchorage to help develop a mental health plan for the State.
5. Voted to produce an annual report of FCMHC activities.
6. Voted to send staff and Board representatives to Region X Conference in Vancouver, Washington and CSP Conference in Washington, D. C. This was the first time the Center participated in any National conferences.
7. Voted to expand Day Treatment to full-time for one quarter to assess the financial and programmatic feasibility.

C. Structure

1. Enclosed is a copy of the revised organizational chart as approved by the Board of Directors.
2. Enclosed is an updated list of current agency staff members by name, degree, professional certification, position and tenure.
3. Psychiatric coverage is provided to FCMHC through the following contracts:
 - a. Fairbanks Psychiatric Clinic, Irvin Rothrock, M.D. - inpatient services are provided for clients hospitalized at Fairbanks Memorial Hospital on an as needed basis.
 - b. Langdon Clinic, Jerry Schrader, M.D. - outpatient psychiatric services; medication reviews; quality assurance and staff supervision, as related to treatment plans, are provided on a once a week basis.
 - c. Dr. Schrader - an additional day of service is contracted for directly with Dr. Schrader to provide the same services as outlined above.

The FCMHC is continuing its diligent search for a full-time Staff Psychiatrist. It is anticipated that this position will be filled prior to the end of FY84.

4. The financial records are maintained by consulting accountants. The Administrative Manager provides direct supervision on a day-to-day basis to the accountants. The Executive Director is fiscally responsible for all agency funds including mental health funds.

II. Client and Community Services

A. Enclosed is a copy of FCMHC current fee scale. Total fees collected in FY83 were \$230,813. This represents 32 percent of the total revenues generated. Approximately 97 percent of all clients pay some fee, on a sliding scale basis, for services rendered by FCMHC. Payments were made as follows in FY83:

1. 33% cash
2. 37% insurance
3. 25% medicaid
4. 5% FCC/DFYS/VA/other

B. Enclosed is Chart A documenting service delivery to communities outside Fairbanks. In the past, the criteria used to provide services to outlying communities has been to provide direct service time to each community proportional to its population as compared with Fairbanks itself. However, a sharp increase in community demand in FY83 has necessitated the increase of projected service delivery. (See enclosed letters of support).

C. Services delivered by Fairbanks Community Mental Health Center are coordinated with those delivered by other social service agencies through the following mechanisms:

1. Meetings between the FCMHC Executive Director and the Directors of other programs.
2. Consultation between FCMHC clinical staff and direct service staff of other programs as they relate to the needs of particular clients.
3. Maintenance at FCMHC of a regularly updated list of referral sources and the criteria for referral.
4. Attendance by the FCMHC Executive Director at meetings of the Arctic Alliance for People Program, an organization composed of human service agencies in the Fairbanks area. The Executive Director also participates in NARA meetings.
5. FCMHC maintains memoranda of agreement regarding mutual client referral, consultation, information and referral, joint programming of services, and evaluation of services with Women in Crisis-Counseling and Assistance, The Resource Center for Parents and Children, and Fairbanks Counseling and Adoption. We anticipate including the following agencies in similar agreements:

Tanana Chiefs Conference
Hospitality House
Division of Family and Youth Services
Division of Vocational Rehabilitation
Fairbanks Native Association

Fairbanks Rehabilitation Assn.
Family Focus
Egghusd Homekeepers
Workshop Center for Alcohol &
Other Addiction
BIA

D. Services

1. Outpatient Services

a. Except in emergency situations, persons desiring or requiring services from the FCMHC are screened, usually by telephone, by a clinician for appropriateness. If it is determined that the individual is appropriate for treatment at the Center, an appointment is made with a therapist at that time. If it is determined that the individual would be better served by another community agency, a referral is made.

Fairbanks Community Mental Health Center clinical staff provides initial screening for petitions for involuntary commitment. The local Probate Master calls upon receipt of a petition and usually reviews the situation with a clinical staff person. If there is no reason to disqualify the petition (e.g. as, for example, if it were based on alcohol use rather than mental illness), an appointment is immediately scheduled for the Petitioner to review with a clinician the facts substantiating need for involuntary hospitalization. The clinician sees the Petitioner, and contacts by telephone or in person others providing information relevant to the petition. The Respondent would also be seen if appropriate. The resulting decision concerning the appropriateness of the petition for three-day commitment at Fairbanks Memorial Hospital for further evaluation is made, and a written recommendation forwarded to the Court the same day. The FCMHC currently employs five mental health professionals who are eligible to perform these screening evaluations for involuntary commitment.

The FCMHC does not rely heavily on outside agencies or individuals to provide evaluation services. However, we do work with School Psychologists, API and Fairbanks Memorial Hospital. We also occasionally utilize the services of any one of the eleven individual mental health professionals in the area.

b. Therapy. The following therapeutic modalities are available at FCMHC: crisis intervention; behavior modification; cognitive therapy; rational-emotive therapy; reality therapy; biofeedback and stress management; family and couples therapy; play therapy and chemotherapy. Additionally, group therapy is provided for a variety of special needs.

c. Referral. During the initial screening of a potential client, it is determined whether additional services are required, and referrals are made accordingly. There are numerous agencies in the Fairbanks community to which we refer clients for specialized services, including the Resource Center for Parents and Children, Salvation Army, Rescue Mission, Division of Family and Youth Services, Women in Crisis-Counseling and Assistance, the Counseling Center at the University of Alaska, Fairbanks Rehabilitation Association, Division of Vocational Rehabilitation, Fairbanks Counseling and Adoption, KHA, CAP, Tanana Chiefs, and various private psychiatrists and psychologists.

2. Inpatient Services

Fairbanks Memorial Hospital has the capacity to meet the emergency mental health hospitalization needs for clients, both voluntary and involuntary to the extent of initial screening and evaluation for commitment. Please refer to (D. 1a) for the procedures used by the FQMHC in handling involuntary commitment.

3. Services are provided to the chronically mentally ill through individual outpatient therapy and through the Day Treatment Program. Under separate funding, the FQMHC also provides a Supervised Apartment Living Program. (See attached Goals and Objectives, Goals II and III, for more details on the above programs).

The following information describes patient statistics for individuals hospitalized for psychiatric care at Fairbanks Memorial Hospital:

1. Number of Psych admits by month:
- | | | | |
|--------|--------|--------|---|
| Jan-35 | May-43 | Sep-25 | |
| Feb-31 | Jun-26 | Oct-44 | |
| Mar-38 | Jul-37 | Nov-32 | |
| Apr-37 | Aug-35 | Dec-30 | *Average monthly admits: 34.4 per month |

2. Total psych admits for 1983: 413 psch admits

3. Patient Information:

a. SEX	NUMBER OF PATIENTS
Male	205 (49.6% of total)
Female	208 (50.4% of total)

b. AGE's

	<u>10-19</u>	<u>20-29</u>	<u>30-39</u>	<u>40-49</u>	<u>50-59</u>	<u>60-69</u>	<u>70-79</u>	<u>80-89</u>	<u>90-99Y/O</u>
Males	10	83	62	24	18	5	3	1	0
Females	18	74	50	34	19	9	2	1	1
TOTAL	28	157	112	58	37	14	5	2	1

c. API transfers:

16	male patients
7	female patients
<u>23</u>	Total patients transferred to API (5.5% of total sum)

4. Twenty-four Hour Emergency Services

The clinical staff at FCMHC maintains 24 hour on-call telephone availability for emergency services through a pager system. After-hour calls are referred through Crisis Line. Twenty-four hour face-to-face services are available, but infrequently used. From January 1, 1983 - December 30, 1983, the FCMHC provided 461 hours of face-to-face crisis intervention during office hours and made 91 after-hours phone contacts.

5. Consultation Services

The FCMHC is currently providing the following consultation services:
Division of Family and Youth Services - twice monthly
Fairbanks Memorial Hospital, 4-East Wing - once weekly

Informal consultations occur on a regular basis with a number of community agencies and individuals.

6. Education/Prevention Services

In 1983, the FCMHC Board of Directors voted to allocate 5% of staff time to the area of education/prevention. However, because of staffing and financial constraints, it has been extremely difficult to fulfill this internal commitment. As noted in Goal X. of our Goals and Objectives, we intend to dramatically increase our education/prevention efforts in FY85.

7. Other Services

As noted in Goal IV of our Goals and Objectives, the FCMHC has a program for victims, perpetrators and families involved in Sexual Abuse (See Goal IV for justification of need.)

E. In 1982, the FCMHC Board of Directors conducted a full-scale community needs assessment (a copy of the results is on file at the Center). In addition, the Center continues to routinely survey client satisfaction with services through a questionnaire. (sample copy enclosed) In an attempt to conduct program evaluations more efficiently, the Center is now developing programmatic objectives and hopes to implement program component and staff work plans in FY85.

F. Service Statistics

	<u>IMH&DD Statistics</u>	<u>Center Statistics</u>
1. Direct Service	63%	69%
2. Client Centered	4%	4%
3. Program/Staff Development	7%	9%
4. Administration	18%	13%
5. Travel	2%	5%
6. Consultation/Education/Planning	6%	N/A

F. Service Statistics (continued)

The Division of Mental Health and Developmental Disabilities Annual Report only reflected the time of 8 out of 11 of our active clinicians. Additionally, information reported to DMH&DD through staff logs was reported back to us in an untimely manner and contrary to the actual hours per clinician per category than was originally reported.

III. Client and Community Services, FY85

A. Enclosed please find Chart B summarizing our community mental health activities projected for FY85. Also enclosed is a copy of our internal Goals and Objectives for FY85.

B. In FY84, the Board of Directors assigned the responsibility of developing a five year program plan to its Program Evaluation and Review Committee.

Some program considerations for the future include:

1. Spinning off the Sexual Abuse Program
2. Developing a 24 hour Crisis Intervention team
3. Developing a comprehensive Outreach Program
4. Acquiring funds and constructing a Residential Facility
5. Developing a comprehensive Prevention/Education Program including education in the schools.
6. Developing a Day Treatment Program for emotionally disturbed children.

C. Need for services offered by the FCMHC are identified by program staff, the Board of Directors, and the community at large. Through our participation in organizations like NAKRA, we receive and provide input on community needs. (See State of Alaska Memorandum dated December 20, 1983 from Daniel J. Meddleton, Department of Health and Social Services for an example of this community effort.)

I. 20%

To provide on-call 24 hour crisis intervention services to individuals experiencing acute emotional disturbances and/or displaying psychotic behavior.

Local FCMHC statistics for calendar year 1983 reflect the following client contacts: 461 hrs of face-to-face client contacts and 91 phone contacts. Estimated needs as provided by other community agencies and professionals indicate the need for service to be as high as 3 calls per day.

FCMHC staff maintains 24 hour on call crisis intervention services through a pager system. After-hour calls are referred through Crisis Line. During the hours the Center is open, a clinician is available to respond on a face-to-face basis at all times.

I. 15%

To provide CMI individuals with Day treatment services.

National statistics provided by NIMH state that one percent of the population suffers from Chronic Mental Illness. Locally between FCMHC, TCC and FAMI, 136 CMI individuals have been identified.

This program will be expanded to full-time in FY85. See attached objectives for specific activities that will be conducted to achieve this goal. It is anticipated that a Volunteer Program will begin in FY85 and the volunteers will be utilized in this program.

II. 5%

To provide supervised residential care to CMI individuals requiring these services.

All existing community shelters are either time-limited or unequipped to provide for the special needs of this population. From December 1982 - September 1983, eleven persons received services through FCMHC Supervised Apartment Living Program, while 15 persons were turned away due to a lack of space.

FCMHC staff and volunteers will act as a liaison for and between clients and other community agencies.

Emergency food and clothing provisions are provided to residents as needed. Psychiatric services and emergency needs are provided by FCMHC staff as deemed appropriate.

EVALUATION: HOW ACHIEVEMENT OF THIS
WILL BE MEASURED

TIMEFRAME: SCHEDULE FOR IMPLEMENTATION

I. Staff logs will be used to document staff time, client population and program activities. Additionally, reports of contact will be used to document after-hours calls. Program data will be entered into our internal computer system and analyzed accordingly on a quarterly basis.

The 24 hour on call service is a continuation service. The availability of clinical staff to respond face-to-face at all times during office hours will be implemented July 1, 1984.

II. Staff logs will be used to document staff time, client population, and program activities. Program data will be entered into our internal computer system and analyzed accordingly on a quarterly basis.

The decision to expand services was made in December, 1983. Implementation will begin July 1, 1984.

III. Staff logs will be used to document staff time, client population, and program activities. Additionally, the Global Assessment Scale and the Life Skills Assessment is utilized on a quarterly basis to determine the level of client functioning. (copies are enclosed for review). Program data will be entered into our internal computer system and analyzed accordingly on a quarterly basis.

This is a continuation of an existing service.

*2

IV. 15%

To provide direct services to victims, perpetrators, and families involved with sexual abuse.

National statistics estimate that 1-4 girls and 1-6 boys will be sexually abused by age 18. Locally, the rate of reporting has increased three-fold since 1981. FCMHC is the major referral source for providing treatment to the identified population.

See attached objectives for specific activities that will be conducted to achieve this goal.

V. 5%

To provide direct services to emotionally disturbed children and adolescents requiring these services.

The FCMHC currently receives 12 referrals per month for evaluation and/or therapy involving children and adolescents.

See attached objectives for specific activities to be conducted to achieve this goal.

VI. 5%

To provide psychological assessments, evaluations and diagnostic services for individuals when requested by other agencies, and/or professionals.

The FCMHC currently provides evaluative services to the courts and five other community agencies. The need for service far exceeds our current ability to meet the demand. The current demand requires approximately 40 hours per month of staff time.

This goal will be achieved through the addition of qualified staff to conduct evaluative services.

VII. 10%

To provide general mental health services to outlying communities to include Delta Junction, Healy, Anderson/Clear, and Nenana.

To better fulfill the FCMHC mandate to serve outlying communities, further services are proposed in an effort to meet significantly increased community demand. (See attached Letters of Support)

See attached objectives for specific activities to be conducted to achieve this goal.

EVALUATION: HOW ACHIEVEMENT OF THIS
WILL BE MEASURED

TIMEFRAME: SCHEDULE FOR IMPLEMENTATION

IV. Staff logs will be used to document staff time, client population, and program activities. Additionally, through the Sex Abuse Services grant from the Division of Family and Youth Services, statistics will be compiled on all sexual abuse services provided by the Multi-Agency Service Delivery System. Program data will be entered into our internal computer system and analyzed accordingly on a quarterly basis.

This is a continuation of an existing service.

V. Staff logs will be used to document staff time, client population, and program activities. Program data will be entered into our internal computer system and analyzed accordingly on a quarterly basis.

This is a continuation of an existing service.

VI. Staff logs will be used to document staff time, client population, and program activities. Program data will be entered into our internal computer system and analyzed accordingly on a quarterly basis.

This is a continuation of an existing service. Effective July 1, 1984, we expect to provide an additional 20 hour per month of staff time.

VII. Staff logs will be used to document staff time, client population, and program activities. Satellite service reports are prepared after each visit to the satellite center. Program data for the satellite services will be analyzed separately. Program data will be entered into our internal computer system and analyzed accordingly on a quarterly basis.

This is a continuation of an existing service. Increased services to the satellite centers will begin January 1, 1985.

VIII. 10%

To provide general therapeutic services to individuals requiring services other than crisis intervention.

These services are only available and provided to persons unable to afford treatment in the private sector, or when services are unavailable from the private sector.

See attached objectives for specific activities to be conducted to achieve this goal.

IX. 5%

To provide case consultation to community agencies and other professionals on behalf of FCMHC clients as requested.

This service is primarily required to ensure continuity of care for the Center clients.

Coordinating staff time to insure prompt response to requests for consultation.

X. 10%

To provide community education, training, and technical assistance to other community agencies and individuals as requested.

Community education is the key to prevention. Through community education, we hope to reduce the need for mental health services in the greater Fairbanks area.

See attached objectives for specific activities to be conducted to achieve this goal. Expansion will be accomplished through an additional staff person.

- *1. This program is currently being funded by Community Support Systems Program, Division of Mental Health and Developmental Disabilities. However, should funds not be available for this program in FY85, FCMHC intend to continue to provide services through excess generated revenues if they so allow. This grant does however include a request for staff positions which will be directly associated with the continuation of this program.
- *2. As noted in the attached objectives, this program is partially funded by the Division of Family and Youth Services. The Division of Family and Youth Services grant funds a coordinator position only. All treatment is provided by FCMHC clinical staff.

EVALUATION: HOW ACHIEVEMENT OF THIS
WILL BE MEASURED

TIMEFRAME: SCHEDULE FOR IMPLEMENTATION

VIII. Staff logs will be used to document staff time, client population, and program activities. Program data will be entered into our internal computer system and analyzed accordingly on a quarterly basis.

This is a continuation of an existing service.

IX. Report of Contact forms will be utilized for reporting staff time, client population, and activity conducted. Program data will be entered into our internal computer system and analyzed accordingly on a quarterly basis.

This is a continuation of an existing service.

X. Report of Contact forms will be utilized for reporting staff time, client population, and activity conducted. Program data will be entered into our internal computer system and analyzed accordingly on a quarterly basis.

This is a continuation of an existing service. An additional staff person will be added July 1, 1984.

GOALS AND OBJECTIVES

GOAL 1: Crisis Intervention Services

To provide on call 24-hour crisis intervention services to individuals experiencing acute emotional disturbances/or displaying psychotic behavior.

OBJECTIVES:

1. To establish contact with 550 individuals.

GOAL 2: Day Treatment Services

To provide Day Treatment services to chronically mentally ill individuals requiring these services.

OBJECTIVES:

1. To serve 70 individuals in Day Treatment.
2. To conduct one basic life skills training group per week.
3. To conduct two social skills building group per week.
4. To conduct one hobbies and crafts group per week.
5. To conduct three group therapy groups per week.
6. To provide five hours of individual screening and assessment per week.
7. To provide twenty hours of individual therapy per week.

GOAL 3: Supervised Apartment Living Program (funded by Division of Mental Health, Chronically Mentally Ill funds)

To provide supervised residential care to chronically mentally ill individuals requiring these services.

OBJECTIVES:

1. To serve 12 individuals in residential care.

GOAL 4: Sexual Abuse Services (Partially funded by a grant from Division of Family and Youth Services).

To provide direct services to victims, perpetrators and families involved with sexual abuse.

OBJECTIVES:

1. To conduct one group per week for adolescent victims of sexual assault.
2. To conduct one group per week for child victims and siblings.
3. To provide 80 hours per week of individual and family therapy for victims, perpetrators and non-offending parents of sexual assault.
4. To provide 8 hours per week of diagnostic assessment and evaluation for the above.

GOAL 5: Children/Adolescent Services

To provide direct services to emotionally disturbed children and adolescents requiring these services.

OBJECTIVES:

1. To provide 20 hours per week of individual and family therapy.
2. To provide 8 hours per week of diagnostic assessment and evaluations for the above.

GOALS AND OBJECTIVES

Page 2

GOAL 6: Psychological Assessment, Evaluation and Diagnosis

To provide psychological assessments, evaluations and diagnostic services for individuals when requested by other agencies and/or professionals.

OBJECTIVES:

1. To provide 15 hours per week.

GOAL 7: Satellite Services

To provide general mental health services to outlying communities.

OBJECTIVES:

1. Delta Junction - to provide 2 days of service per week
2. Healy/Anderson - to provide 1 day of service per week
3. Nenana - to provide 1 day of service per week

GOAL 8: General Therapeutic Services

To provide general therapeutic services to individuals requiring services other than crisis intervention.

OBJECTIVES:

1. To provide 50 hours per week of time-limited individual and conjoint therapy.
2. To conduct two specialized time-limited groups per week.
3. To provide 20 hours per week biofeedback/stress management therapy.

GOAL 9: Consultation Services

To provide case consultation to community agencies and other professionals on behalf of FCMHC clients.

OBJECTIVES:

1. To provide 10 hours per week as requested.

GOAL 10: Education/Prevention Services

To provide community education, training, and technical assistance to other community agencies and individuals as requested.

OBJECTIVES:

1. To provide 25 hours per week of community education regarding general mental health issues emphasizing a holistic approach to health.
2. To provide 5 hours per week of professional training and technical assistance to other community agencies.

BOARD OF DIRECTORS

EXECUTIVE DIRECTOR

PROGRAM DIRECTOR

ADMINISTRATIVE DIRECTOR

CLINICAL SUPERVISOR

DAY TREATMENT SUPERVISOR

CSAS COORDINATOR

ADMINISTRATIVE SECRETARY

STAFF PSYCHIATRIST

CLINICIAN III

CSAS CLINICAL SUPERVISOR

ACCOUNTS RECEIVABLE SPECIALIST

CLINICIAN IV

MENTAL HEALTH WORKER II

DATA PROCESSING SPECIALIST

CLINICIAN IV

MENTAL HEALTH WORKER II

RECEPTIONIST/OFFICE CLERK II

CLINICIAN III

MENTAL HEALTH WORKER I

RECEPTIONIST/CLERK TYPIST II

CLINICIAN III

MENTAL HEALTH WORKER I

CLERK TYPIST II

CLINICIAN III

RECEPTIONIST/CLERK TYPIST I

CLINICIAN III

ACCOUNTANT

CLINICIAN II

CLINICIAN II

CLINICIAN II

CLINICIAN I

**PLEASE NOTE: THE PRECEDING PAGES WERE TREATED
AS A UNIT IN THE ORIGINAL DOCUMENT.**

Senator Vic Fischer

Alaska State Legislature
Pouch V • Juneau, Alaska 99811 • (907) 465-4954



3/1/84

To: Senator Vic Fischer
From: Steven Kadish
Re: Anchorage Mental Health Services and Funding

Problem

Because of decreases in federal, state and municipal funding, core mental health programs offered in Anchorage will require major service cutbacks, unless state funding for the community mental health grant to Anchorage is increased. Without this support, the provision and quality of core mental health services for Anchorage and the State is threatened.

Anchorage serves as the State's center for the provision of mental health services. The mental health center in Anchorage is responsible for 40% of the total community mental health center admissions statewide (yet only receives 19% of the state support available). Twenty percent of the patients using these services are from outside of Anchorage. Cutbacks in funding in Anchorage provide a negative ripple effect throughout the State.

Funding Outlook

In FY 84 government funding for adult, family, aftercare, elderly, and other core mental health services provided by the community mental health center in Anchorage has been cut to two-thirds of FY 82 levels. At the same time, the number of clients treated has increased 39% from 2720 to 3793. These funding reductions have resulted in longer and longer patient waiting lists, counseling staff layoffs, and the shutting down of some services.

The good news is that over this same time period, private support from first and third party payments for these services has increased over two and half times from \$412,000 in 1982 to \$1,055,000 in 1984. Some of the shortfall from decreased federal and state support has been mitigated. However, increases in private funding have reached a maximum, and further gains are not expected.

For FY 85, State community mental health and federal-state pass through grants are expected to be supported at about FY 84 figures, well below previous years funding. In addition, due to Proposition 24, Municipal mental health matching funds are expected to decrease.

Bottom Line

The Municipality of Anchorage Health Department has estimated that \$1.5 million is needed to provide core mental health services in Anchorage for emergency, aftercare, adult, family, elderly, and other mental health programs. Community mental health grants are provided on a 75/25 state/city ratio.

At the present time, the State Department of Health and Social Services has indicated that they are planning to make about \$835,000 available for Anchorage community mental health grant. The Municipality expects to match the State grant with \$278,000.

Thus, the total available is \$1,113,000 or \$387,000 short of the amount needed to provide minimum mental health services in Anchorage.

Municipality of Anchorage
Department of Health and Environmental Protection

FY 85 Community Mental Health Grant Funding Needs

<u>Component</u>	<u>Funding Needed</u>
Emergency Services	\$360,000
Aftercare	516,436
Adult	174,200
Family	216,683
Elderly	149,751
Consultation & Education	90,000
<u>Total</u>	1,507,070

ANCHORAGE COMMUNITY MENTAL HEALTH SERVICES, INC.
PUBLIC FUNDING

	FY 82	FY 83	FY 84
1. <u>Adult</u>			
BHD	211,110	203,300	161,120
Federal	236,270	115,238	-0-
Block	-0-	96,280	47,940
Total Adult	<u>447,370</u>	<u>414,818</u>	<u>209,060</u>
2. <u>Family</u>			
BHD	118,300	113,900	82,440
Federal	211,220	48,046	-0-
Block	-0-	53,635	26,080
Total Family	<u>329,520</u>	<u>215,581</u>	<u>108,520</u>
3. <u>Aftercare</u>			
BHD	207,900	208,340	285,000
Federal	250,510	64,111	-0-
Block	-0-	106,692	175,680
Total Aftercare	<u>458,410</u>	<u>379,143</u>	<u>460,680</u>
4. <u>Elderly</u>			
BHD	231,300	222,750	175,500
Federal	-0-	15,347	-0-
Block	-0-	65,017	-0-
Total Elderly	<u>231,300</u>	<u>303,114</u>	<u>175,500</u>
5. <u>Parent Training</u>			
BHD	-0-	175,000	67,500
Federal	-0-	43,199	-0-
Block	-0-	80,072	-0-
Total PTC	<u>-0-</u>	<u>298,271</u>	<u>67,500</u>
6. <u>C&E</u>			
BHD	141,500	144,000	102,560
Federal	-0-	-0-	-0-
Block	-0-	33,304	-0-
Total C&E	<u>141,500</u>	<u>177,304</u>	<u>102,560</u>
7. <u>Emergency Services</u>			
BHD	-0-	-0-	-0-
Federal	-0-	-0-	-0-
MOA Soc. Svc.	-0-	56,860	14,220
Block	-0-	-0-	-0-
Total	<u>-0-</u>	<u>56,860</u>	<u>14,220</u>
Emergency Services	-0-	56,860	14,220
TOTAL Units	1,608,100	1,847,091	1,138,040

Core services of Adult, Family, Aftercare, C&E, Parent Training Center, and Elderly

	<u>FY 82</u>	<u>FY 83</u>	<u>FY 84</u>
Total BHD	910,100	1,067,290	874,120
Total Federal	698,000	285,941	-0-
Total Block	-0-	437,000	249,700
Total MOA S.S.	-0-	56,860	14,220
TOTAL	<u>1,608,100</u>	<u>1,847,091</u>	<u>1,138,040</u>

PUBLIC vs. PRIVATE FUNDING - ANCHORAGE COMMUNITY MENTAL HEALTH CENTER

	<u>FY 82</u>			<u>FY 83</u>			<u>FY 84</u>		
	Public	Expense	Private	Public	Expense	Private	Public	Expense	Private
Core Services									
Adult	447,370	(624,584)	177,214	414,818	(681,611)	266,793	209,060	(557,413)	348,353
Family	329,520	(349,190)	19,670	215,581	(347,771)	132,190	108,520	(305,525)	197,005
Aftercare	458,410	(720,689)	262,279	379,143	(790,318)	411,175	460,680	(793,031)	332,351
Elderly	231,300	(179,416)	(51,884)	305,114	(303,386)	(1,728)	175,500	(225,350)	49,850
Parent Training	-0-	-0-	-0-	298,271	(361,878)	63,607	67,500	(189,357)	121,857
C&E	141,500	(146,213)	4,713	177,304	(204,802)	27,498	102,560	(106,053)	3,493
Emergency Services	-0-	-0-	-0-	56,860	(58,493)	1,633	14,220	(16,556)	2,336
TOTAL	1,608,100	(2,020,092)	411,992	1,847,091	(2,748,259)	901,168	1,138,040	(2,193,285)	1,055,245