

ALASKA LEGISLATURE COMMITTEE FILES 1983-1984 86 / 2

2365 SHESS SB 445 - SB 454 2305

- They keep the child confined -- perhaps in a crib or playpen -- for overlong periods of time.
- They seem to lack understanding of children's physical, emotional, and psychological needs.
- They appear to be misusing alcohol or drugs.
- They cannot be located.
- They appear to lack control, or fear losing control.
- They are of borderline intelligence, psychotic, or psychopathic. While such diagnoses are the responsibility of a psychiatrist, psychologist, or psychiatric social worker, even the lay observer can note whether the parent seems intellectually capable of child-rearing, exhibits generally irrational behavior, or seems excessively cruel and sadistic.

WHAT PHYSICAL INJURIES ARE MOST LIKELY TO OCCUR?

You might wonder which types of injuries Head Start staff are most apt to see. Some studies have shown that the most common types of physical abuse injuries are bruises, welts, scars, fractured bones and burns. Lacerations and abrasions may also occur frequently.⁴⁻⁹ However, bruises by far are the most common.

④ **BRUISES** are injuries in which there is no breakage of the skin. The small blood vessels beneath the skin break and blood leaks into the tissue. The bruise also changes color over time. Initially bruises are blue to purple and over a period of time they change to yellow. It is very difficult to determine the exact age of a bruise. (See picture of Bruises.)

- WELTS are ridges or lumps on the body usually caused by a blow.

- SCARS are marks on the body which are the result of the healing of a wound. (See picture of Scars.)

- FRACTURED BONES are broken bones which may or may not be observed by the average non-medical person.

- BURNS may cause redness, blistering or even peeling of the skin. (See picture of Burns.)

- LACERATIONS are torn and ragged cuts.

- ABRASIONS are injuries in which the outer layers of the skin are scraped or worn away. (See picture of Abrasions.)¹⁰

Any of the above injuries could be the result of accidental injury as well as abuse. Accidents are a leading cause of injury and even death for children of all age groups. How do you determine whether an injury was accidental or caused by abuse?

Unfortunately there are no hard and fast rules; however, there are some guidelines which can assist you in determining whether or not to report. The guidelines include things to look for when observing injuries and when determining how the injuries occurred.

WHAT DO I LOOK FOR?

(Guidelines for Observing Injuries)

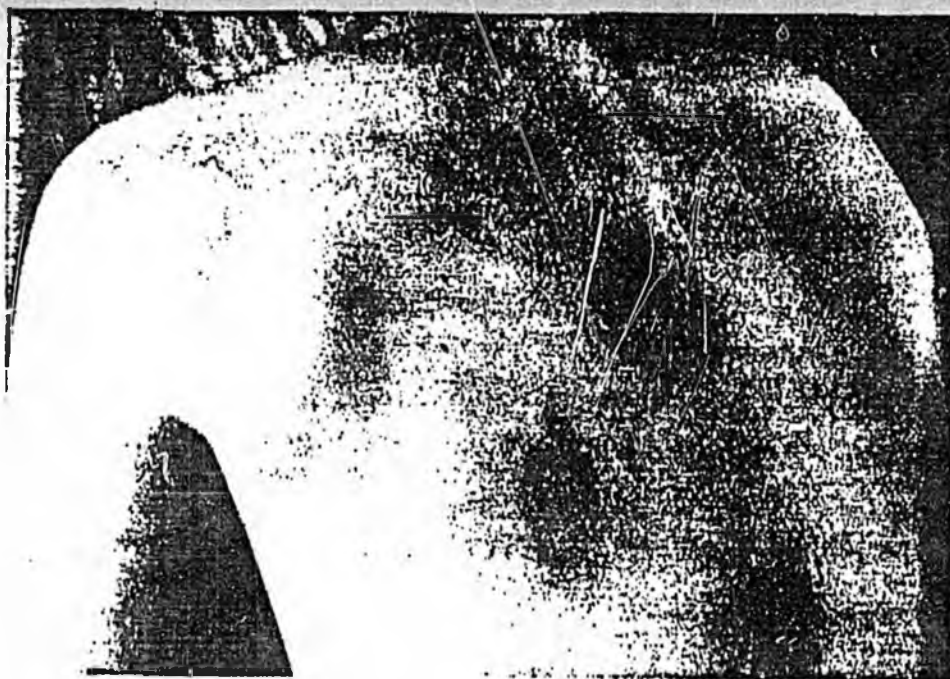
- ① WHERE ARE THE INJURIES LOCATED? IS THIS TYPE OF INJURY WHAT ONE WOULD NORMALLY EXPECT FOR THE CHILD'S PARTICULAR AGE GROUP?

For example, bruises on a preschool aged child which are found on the elbows, knees, or shins, even on the forehead, would be considered normal for the age group in most circumstances. If these bruises were found on the back, genital area, thighs, buttocks, face or the backs of the legs, one should be suspicious.

(See pictures under Location of Injuries.)

- ② HOW MANY INJURIES DOES THE CHILD HAVE? ARE THERE SEVERAL INJURIES OCCURRING AT ONE TIME? OR HAVE THERE BEEN SEVERAL INJURIES OVER A PERIOD OF TIME?

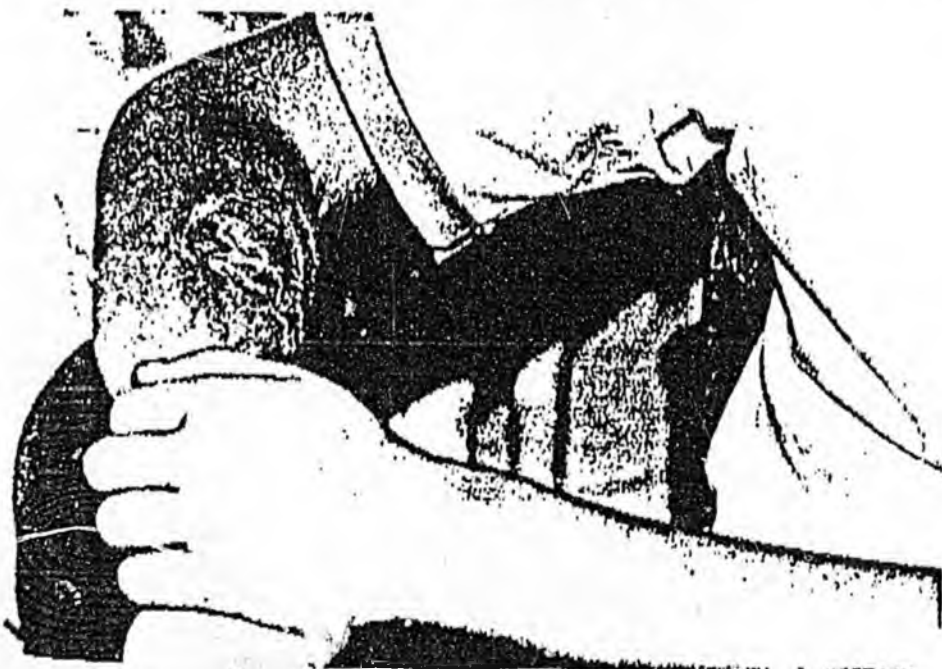
The greater the number of injuries, the more likely abuse could have occurred, although this is not a rigid rule. In the same manner, the presence of many injuries which are at various stages of healing could indicate repeated injury. (See picture of Multiple Injuries.)



Bruises

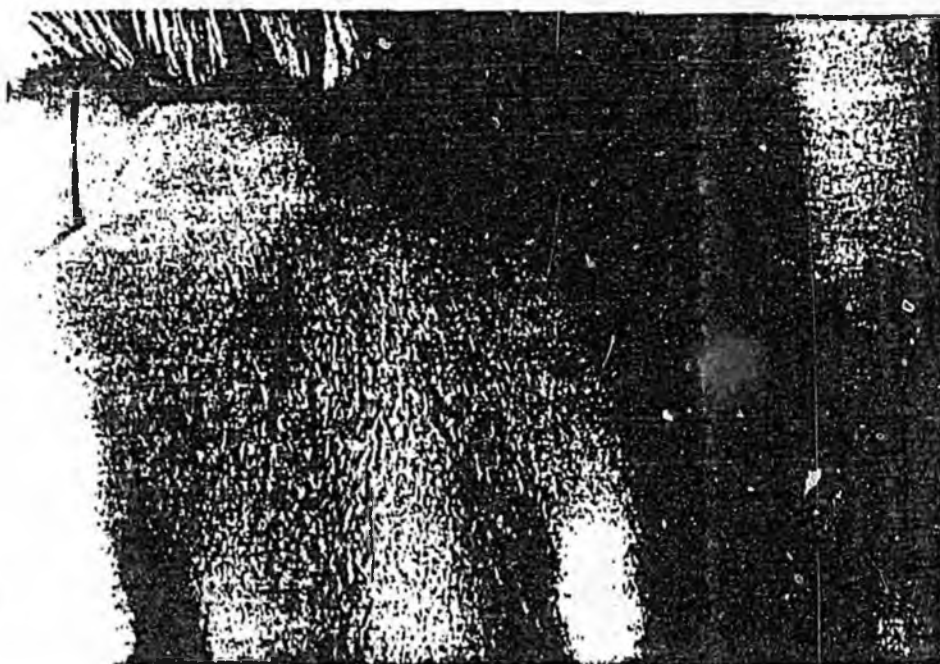


Scars

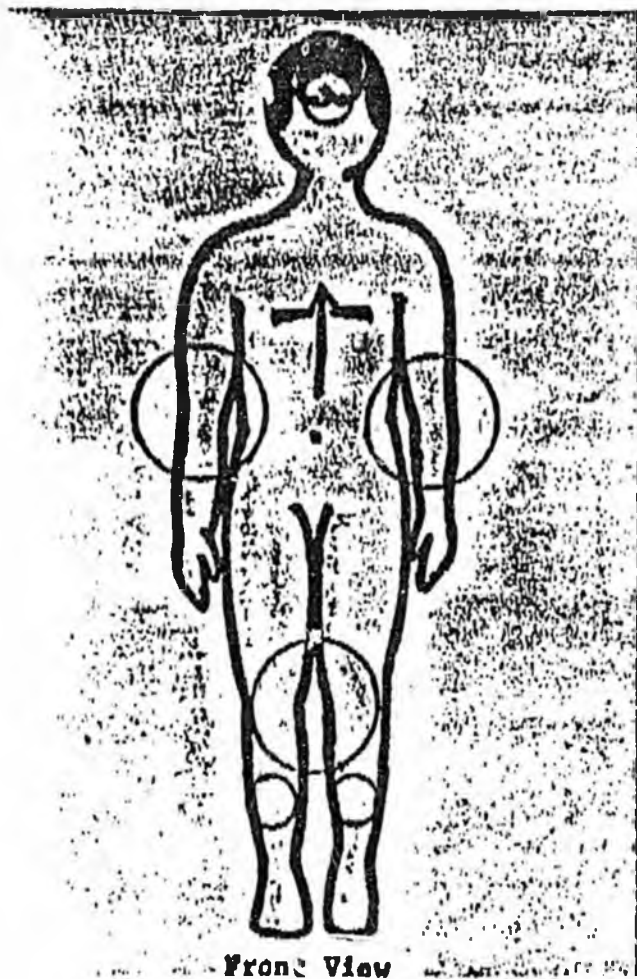


Burns

Abrasions

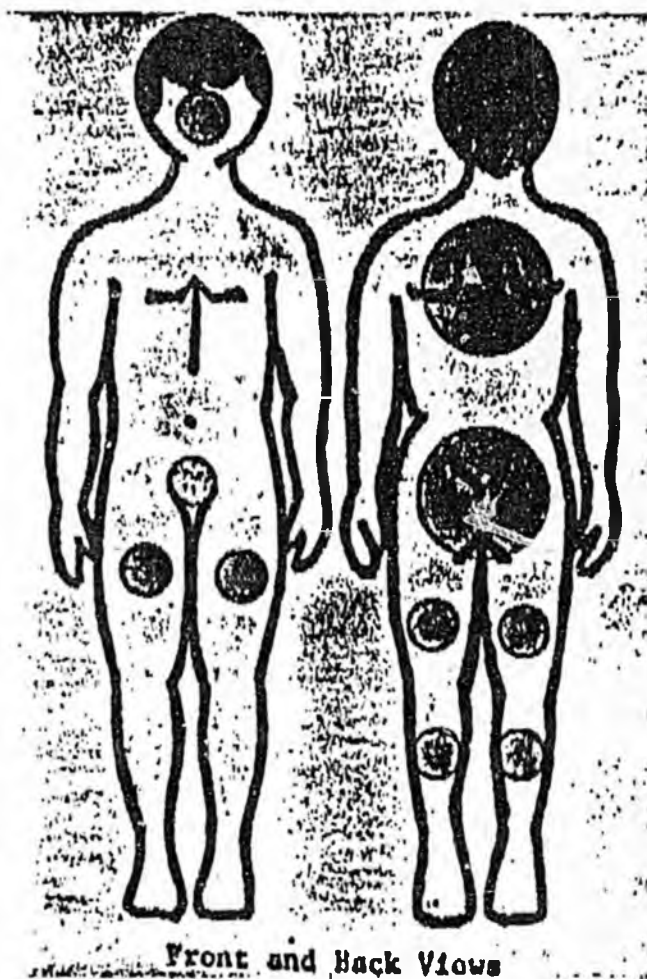


Location of Injuries



Front View

Normal Bruising Areas

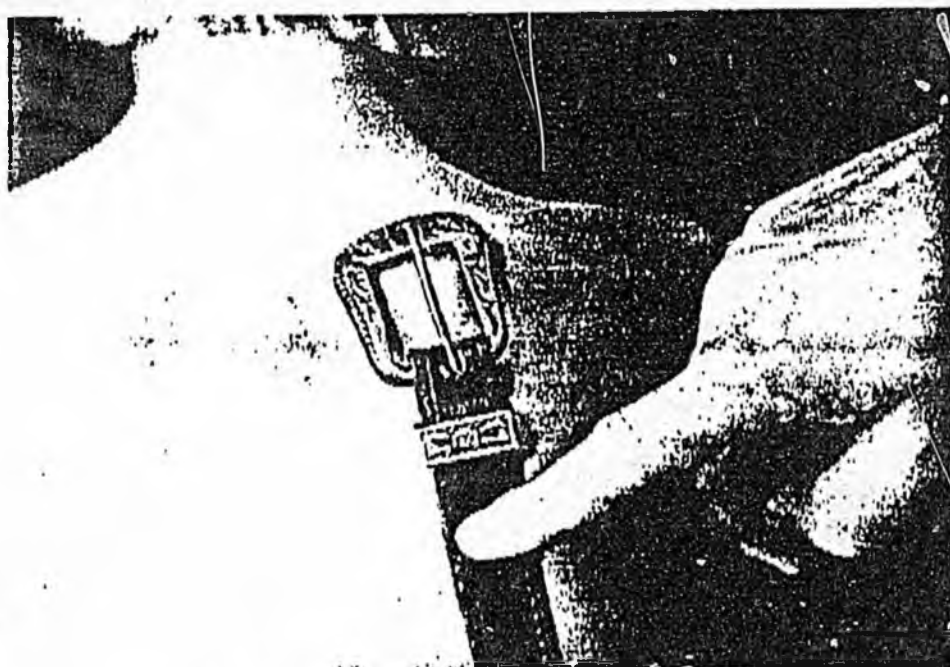


Front and Back Views

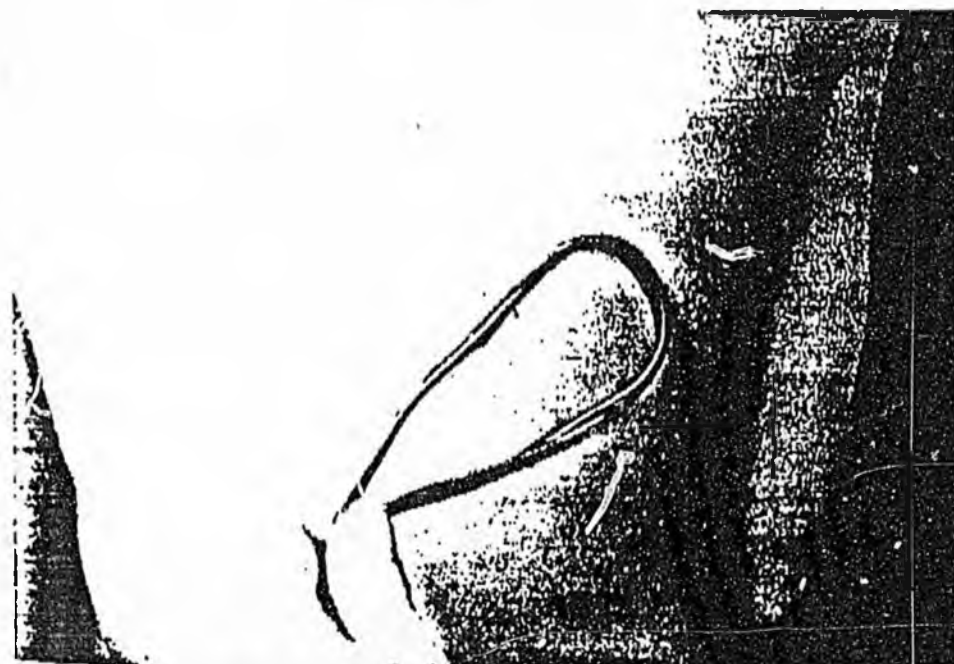
Suspicious Bruising Areas



Multiple Injuries:
Various Stages of Healing



Belt Buckle



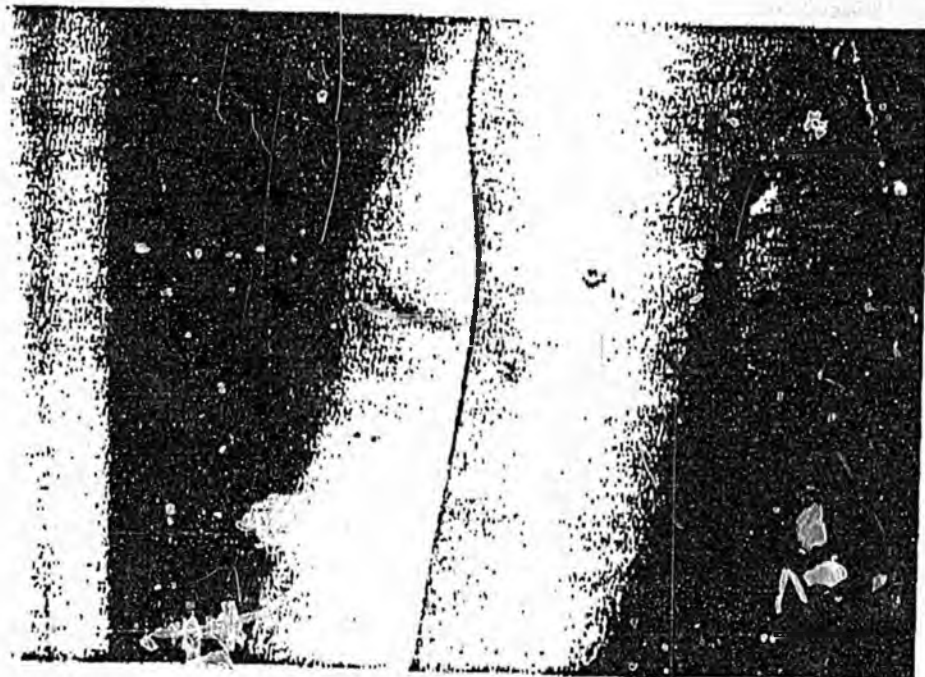
Looped Electric Wire



Bruised and Infected Lips



Cigarette Lighter



Cigarette Burn

② WHAT IS THE SIZE AND SHAPE OF THE INJURY?

Many injuries are inflicted by familiar objects -- sticks, boards, a hair brush or belt. For example, a stick or rope could cause a bruise in a straight line. A bruise might also resemble the shape of a belt buckle, a looped electric wire or a hair brush. A small round burn could have been caused by a cigarette or cigarette lighter. Occasionally in a small child the lips may be bruised and infected or there may be a chipped tooth. This might have been due to forced feeding on the part of a frustrated parent. (See remaining pictures.)

WHAT KIND OF QUESTIONS DO I ASK?

(Guidelines for Determining How the Injury Occurred)

If an injury is accidental, there should be some reasonable relationship between how the injury happened and the severity, type and location of the injury. One should become suspicious when the history of how the injury happened and the appearance of the injury do not seem to be related. For example, could a fall on the head produce bruises all over the body? Could a child who "accidentally stepped into a scalding hot bath" have burns on the buttocks but not on the feet? In addition, is it reasonable to expect this situation to have occurred given the age of the child?

WHAT ACTION SHOULD I TAKE IF I SEE A CHILD WITH AN INJURY?

The most apparent need is to get the child to a source of medical care if his or her condition appears to need immediate attention. Contact your Head Start nurse and ask her to examine the child.

When any child has a physical injury you should simply ask the child how the injury occurred. If the child's explanation seems incompatible with the type, location and shape of the injury you should not press the child for additional information. It is unlikely he will be truthful anyway in order to protect the abuser. You should also be aware of the fact that further questioning may put him at risk. He might tell his parent about the questioning and this could possibly cause another abusive episode to occur.

Do not undress the child to look for additional injuries. This is illegal unless it is part of your professional duties or responsibilities. Pay attention only to those injuries you can see or the child voluntarily shows you. The nurse should examine the child fully.

IF THERE IS SUFFICIENT REASON TO SUSPECT ABUSE HAS OCCURRED IT SHOULD BE REPORTED. Whether the parents should be contacted before the report is made is a decision which needs to be determined by your own staff and the protective service worker. AS INDICATED EARLIER, IT IS OF CRITICAL IMPORTANCE FOR YOUR STAFF AND THE PROTECTIVE SERVICE AGENCY TO DETERMINE WHAT EACH MUST DO.

WHAT ACTION SHOULD I TAKE IF I SEE A CHILD OR PARENT WHO APPEARS TO HAVE
BEHAVIORAL CHARACTERISTICS SUGGESTIVE OF ABUSE AND/OR NEGLECT?

Behavioral characteristics of a child or parent suggestive of abuse and neglect are difficult to evaluate unless accompanied by some type of physical injury.

If the injury is severe the behavioral characteristics are not that important in arriving at a decision to report. However, if the injury is slight, the characteristics of the behavior of both child and parent as described at the beginning of this unit should be carefully considered. If present, the case should be reported.

Where there is no injury, but the behavior of the child and/or parent fits some of the characteristics previously outlined, further observation is necessary. Gentle questioning may reveal frustrations on the part of the parents in handling the child, or, rarely, confessions by the child of being ill-treated. This would suggest further observation of the family and offers from Head Start personnel to be of help wherever possible.

WITHOUT INJURIES, CHARACTERISTICS SUGGESTIVE OF CHILD ABUSE AND NEGLECT MUST BE QUITE OBVIOUS BEFORE THE CASE SHOULD BE REPORTED. Remember, you do not always have to report a family in order to obtain help for them. You can help them yourself or refer them to a community agency to obtain the necessary services. Prevention is the name of the game, and it is better to intervene before an injury is committed rather than after.

☆ SELF-ASSESSMENT QUIZ: Unit 5

Please answer each question. After you have done this turn the page and check your answers.

1. The most common type of physical injury is _____.
2. Name two common objects used to inflict injury.

3. Name two areas of the body where bruising could be accidental.

4. Injuries to the _____ or _____ can occur in a child who is a difficult feeder.
5. A child could not have "accidentally stepped into a scalding hot bath" if his _____ were not burned.
6. The Head Start _____ should be contacted if a child has a physical injury.
7. What is the most appropriate action if there are some behavioral characteristics suggestive of abuse or neglect shown by a parent or child but there are no signs of physical injury?
 - A. The case should be reported.
 - B. Someone should talk with the parents.
8. T F Some characteristics suggestive of abuse or neglect can be noted during an interaction between a parent and child.
9. T F Neglectful parents maintain regular contact with their child's school.

10. T F Abused children, when asked, will usually name their abuser.
11. T F Neglectful parents usually seek immediate medical care for their children's health needs.
12. T F Neglectful parents usually have personality problems.
13. Abused children may: (Circle all correct responses.)
- A. Be unduly afraid of their parents.
 - B. Show evidence of poor overall care.
 - C. Be wary of physical contact.
 - D. Assume the role of the parent.
14. Neglected children have been found to be: (Circle all correct responses.)
- A. Delayed in development
 - B. In need of medical care
 - C. Unusually aggressive
 - D. Extremely passive

★ SELF-ASSESSMENT QUIZ ANSWERS: Unit 5

1. Bruising
2. Any of these answers are correct.
 - 1) Stick
 - 2) Board
 - 3) Belt
 - 4) Brush
 - 5) Rope
 - 6) Cigarette/cigarette lighter
3. Any of these answers are correct.
 - 1) Elbows
 - 2) Knees
 - 3) Shins
 - 4) Forehead
4. Teeth -- lip
5. Feet
6. Nurse
7. B - Someone should talk with the parents.
8. True
9. False - they usually have little contact with the school.
10. False - rarely will a child name his/her abuser.
11. False - they usually put it off.
12. True
13. All are correct.
14. All are correct.

If you missed any of the questions re-read this unit before progressing to the next unit.

REFERENCES FOR UNIT 5

1. This unit has been adapted from U.S. Department of Health, Education, and Welfare, Office of Human Development, Office of Child Development, Children's Bureau, National Center on Child Abuse and Neglect, Child Abuse and Neglect: The Problem and Its Management. Volume 1: An Overview of the Problem. Volume 2: The Roles and Responsibilities of Professionals (Washington, D.C.: Government Printing Office, 1975); Urban and Rural Systems Associates, Materials from Training Conference On Diagnosing and Treating Child Abuse and Neglect, Kansas City, Missouri, March 8-12, 1976; C. Henry Kempe, "Paediatric Implications of The Battered Baby Syndrome," Archives of Disease in Childhood 46 (1971), pp. 28-37.
2. U.S. Department of Health, Education, and Welfare, Child Abuse and Neglect. Volume 1: An Overview, pp. 4-7.
3. Ibid.
4. Joseph Crungard, "The Battered Child Syndrome," Medical Science (March 1964), pp. 82-91.
5. William Ireland, "A Registry on Child Abuse," Children 13, no. 3 (May-June 1966), pp. 113-115.
6. Betty Johnson and Harold Morse, "Injured Children and Their Parents," Children 15, no. 4 (July-August 1968), pp. 147-152.
7. Carol Morse, et al., "A Three-Year Follow-Up Study of Abused and Neglected Children," American Journal of Diseases of Children 120 (November 1970), pp. 439-446.
8. James O'Neill, et al., "Patterns of injury in the Battered Child Syndrome," The Journal of Trauma 13, no. 4 (April 1973), pp. 332-339.
9. David Gil, Violence Against Children: Physical Child Abuse in the United States (Cambridge: Harvard University Press, 1973), pp. 118-119.
10. Webster's New Collegiate Dictionary, s.v., "abrasion," "bruises," "lacerations," "scars," "welts."

Unit 6

REPORTING OF ABUSE AND NEGLECT

☆ STIMULUS QUIZ

Please answer each question. After you have done this turn the page and check your answers.

1. T F The term "immunity" in child abuse means your identity will not be revealed if you report.
2. T F The primary purpose of child abuse and neglect laws is to apprehend an abuser.
3. T F Early reporting of abuse and neglect is encouraged in order to remove the child from the home.
4. T F A report is incomplete if it does not identify the name of an abuser.
5. T F Concrete evidence of abuse or neglect must be available before a report should be made.
6. T F The success of a Head Start program for abused and neglected children is directly related to the relationship with the local department of social services.
7. T F An anonymous report of abuse or neglect cannot be investigated.
8. Good working relationships between Head Start and legal agencies can help to: (Circle all correct responses.)
 - A. Comply with national Head Start policy
 - B. Comply with the state reporting statute
 - C. Understand each other's roles
 - D. Identify appropriate contact persons
 - E. Protect abused and neglected children

★ STIMULUS QUIZ ANSWERS: Unit 6

1. False - immunity means you are protected against criminal or civil suit for reporting.
 2. False - the primary purpose is the protection of the child.
 3. False - early reporting is encouraged to get help to the family.
 4. False - often the identity of the abuser is unknown.
 5. False - there is no need to have concrete evidence; only reasonable suspicion.
 6. True
 7. False - they are still investigated.
 8. All are correct.
-

FOLLOWING THE COMPLETION OF THIS UNIT YOU SHOULD BE ABLE TO ANSWER THE FOLLOWING QUESTIONS:

- What information should be included when a report is made?
- To whom is the report made?
- What happens if you suspect abuse or neglect, do not report it, and the child is abused again?
- What does the term "mandatory reporter" mean?
- What does the term "permissive reporter" mean?
- Why should reports be made when abuse or neglect is first suspected?

- What is the primary intent of any state law?
- What does the term "immunity" mean?
- Why do some people not report suspected abuse and neglect?
- Why is it important to establish a good working relationship with local agencies?

UNIT 6

REPORTING OF ABUSE AND NEGLECT¹

The most significant part of child abuse and neglect laws which concern us deals with reporting suspected cases. There is much variation in the reporting laws between each state with respect to (1) abuse and neglect conditions which are to be reported, and (2) those persons who are required to report suspect cases.

You must know your own state law and the provisions in it in order to be fully aware of what you have to do and what your attitude is toward the law. The whole idea of an effective program for child abuse and neglect depends on the attitude of the people who are trying to comply with that law.

We will examine some general features of child abuse and neglect laws. The purpose and policy of these laws are to encourage reporting, and therefore:

To protect the child
To initiate prompt investigation
To provide rehabilitative service
To keep the family intact
(Not to prosecute parents)

The first and the primary thrust of any law should be the PROTECTION OF THE CHILD. The second is the ENCOURAGEMENT OF REPORTING. We believe in reporting and even over-reporting. Why? Because we look on the law as a helping tool which will allow the professional to enter the situation early before any major injury has taken place or before a family has been torn apart by all the emotional turmoil that occurs when a case is reported. There should be no hesitation in reporting cases early, because it is not the intent of the law to remove the child from the home unless the child is in danger. On the contrary, after reporting there should be a PROMPT AND VIGOROUS INVESTIGATION of the circumstances which led to the alleged abuse or neglect by the responsible public agency. Thirdly comes the provision of REHABILITATIVE SERVICES TO THE FAMILY, and lastly, a very important aspect of the law - to KEEP THE FAMILY INTACT. This can be done in most instances with an appropriate treatment program. In other words, if you believe that the law is on the books in order to get help to a family, then you will report and you will report early. You will also get across to the family that you are there to help.

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

S B

444.6

FEBRUARY 29, 1984

MEMORANDUM

TO: JOE
FROM: NANCY
RE: SB 446 - An Act relating to a personal safety curriculum in public schools by Kerttula and Halford.

A memo from Senator Kerttula states that the intent of SB 446 is to "mandate that school children be educated about fire, sexual abuse and assault, domestic violence and other situations in which they can be harmed."

The bill, as introduced, places this language under AS 14.07.020 DUTIES OF THE DEPARTMENT (OF EDUCATION), AND HAS A TYPOGRAPHICAL ERROR ON PAGE 3, LINE 3: "public safety curriculum" should read "personal safety curriculum".

A draft committee substitute was received 2/28/84 from Senator Kerttula (in your folder), drafted by Elizabeth Hickerson of the Senate Advisory Council.

The draft makes changes in the existing HEALTH EDUCATION statute, AS 14.30.360:

*Mandates a health education curriculum for grades K to 12.

*Mandates the content of the program, adding personal safety, hygiene, fire safety, water safety, and the prevention of child abuse, sexual abuse and domestic violence to existing topics now optional.

*Provides that the Department of Education shall develop and implement a program of instruction on the prevention of child abuse, sexual abuse and domestic violence in conjunction with the Council on Domestic Violence and Sexual Assault.

The Department of Education is currently conducting hearings on their proposed changes in curriculum requirements. One change is to require 1 credit for graduation in health/physical education. They are also developing a health curriculum as a model for districts to use.



Official Business

Alaska State Legislature

Senate

Office of the President

Pouch V
State Capitol
Juneau, Alaska 99811

MEMORANDUM

TO: HESS Committee, Senator Joe Josephson, Chair

FROM: Senator Jay Kerttula

RE: SB 445 "An act relating to child abuse"

SB 446 "An act relating to personal safety
curriculum in public schools"

SB 472 "An act relating to preliminary examinations
in prosecutions for sexual assault and sexual abuse of
a minor"

I am attaching short analyses of the above bills. A detailed back-up for each bill will follow shortly.

If you have any questions about these bills, or need further information, please contact Deborah Heidecker, the staff person working on these bills.

Thank you.

RECEIVED

ANALYSIS OF SB 445

"An act relating to child abuse."

Currently, professionals in certain fields (medicine, education, social work, etc.) are required under law to report suspected child abuse or neglect. Failure to do so is a class B misdemeanor.

The law is vague, stating that suspected abuse or neglect should be reported when there is a "cause to believe," based on the judgement of a "reasonable person."

The purpose of SB 445 is to provide an open-ended definition of what situations might constitute "cause to believe."

Since the "failure to report" law was enacted last year, there have been problems among the professionals who are required to report (do we report a bruise? a child who's dirty all of the time? a child who cries frequently?) and there could be problems for prosecutors who must prove what a "reasonable person" would suspect as abuse.

The intent of SB 445 is not to prosecute more professionals who are required to report suspected abuse or neglect, but to give those professionals some guidelines.

ANALYSIS OF SB 446

"An act relating to personal safety curriculum in public schools"

Before we can expect children to report sexual assault and abuse, we must tell them what sexual assault and abuse is. With the severity of the problem in Alaska, it is the duty of the state to make sure children have information that could protect them from harm.

The intent of SB 446 is to mandate that school children be educated about fire, sexual abuse and assault, domestic violence and other situations in which they could be harmed.

There are several changes that need to be made in this bill.

This bill does not appropriate money to the Department of Education for the development of such a curriculum. I believe SB 446 should be amended to stipulate that the Department of Public Safety Council on Domestic Violence and Sexual Assault will coordinate the curricula to be implemented in different schools throughout the state.

There should be different models at least in rural and urban areas. The Council could select the appropriate curriculum from several which have already been developed by DV/SA networks around the state. I believe the Council could accomplish this in a more timely fashion than the DOE.

Please note that line 3 of page 3 should read, "provide a personal safety curriculum" instead of a "public safety curriculum."

ANALYSIS OF SB 472

"An act relating to preliminary examinations in prosecutions for sexual assault and sexual abuse of a minor."

Under the current system, sexual crimes against children are difficult to prosecute because of the trauma that accompanies public testimony by the victim. This is especially true in incest cases.

Defense attorneys are able to enter pleas for lesser crimes (second-degree assault instead of first-, for example) on behalf of their clients because of the reluctance of the victim to testify. The threat of a jury trial then becomes a chip with which to plea bargain.

The intent of SB 472 is to reduce the trauma of the victim in testifying without violating the constitutional rights of the defendant (to face his/her accuser, to have a public trial).

By excluding the public and press from the preliminary hearing, during which the victim's testimony may take place, SB 472 provides a more comfortable situation for the child.

The trial itself would still be open to the public and press under SB 472. The child, however, may not have to testify again at the jury trial.

The bill leaves the option of a closed preliminary to the discretion of the judge and stipulates that a closed hearing can be held only if the child is in danger of "serious psychological harm" and no alternatives to avoid that harm are available.

To safeguard the public's right to know, SB 472 stipulates that a transcript of testimony be made available to the public as soon as possible after the hearing.

A law similar to SB 472 was enacted in California in 1982. A statute similar to SB 472 was challenged and upheld by the California Supreme Court last year.

Introduced: 2/10/84
Referred: Health, Education and
Social Services

1 IN THE SENATE

BY KERTTULA AND HALFORD

2

SENATE BILL NO. 446

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

THIRTEENTH LEGISLATURE - SECOND SESSION

5

A BILL

6 For an Act entitled: "An Act relating to a personal safety curriculum in
7 public schools."

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

9 * Section 1. AS 14.07.020 is amended to read:

10 Sec. 14.07.020. DUTIES OF THE DEPARTMENT. The department shall

11 (1) exercise general supervision over the public schools of
12 the state except the University of Alaska;

13 (2) study the conditions and needs of the public schools of
14 the state and adopt or recommend plans for the improvement of the
15 public schools;

16 (3) provide advisory and consultative services to all
17 public school governing bodies and personnel;

18 (4) prescribe by regulation a minimum course of study for
19 the public schools;

20 (5) establish, in coordination with the Department of
21 Health and Social Services, a program for the continuing education of
22 children who are held in detention facilities in the state during the
23 period of detention;

24 (6) accredit those public schools that [WHICH] meet accred-
25 itation standards prescribed by regulation by the department; these
26 regulations shall be adopted by the department and presented to the
27 legislature during the first 10 days of any regular session, and
28 become effective 45 days after presentation or at the end of the
29 session, whichever is earlier, unless disapproved by a resolution

*change of a
including the personal safety
curriculum to fire safety
etc.*

1 concurred in by a majority of the members of each house;

2 (7) prescribe by regulation, after consultation with the
3 Department of Health and Social Services, standards that will assure
4 healthful and safe conditions in the public and private schools of the
5 state; the standards for private schools may not be more stringent
6 than those for public schools;

7 (8) in cooperation with the Department of Health and Social
8 Services, exercise general supervision over public and private pre-
9 elementary schools and over the educational component of nurseries as
10 defined in AS 47.35.080(4); pre-elementary schools in this paragraph
11 means schools for children ages three through five years when the
12 schools' primary function is educational;

13 (9) provide accredited elementary and secondary correspon-
14 dence study programs available to any Alaskan through a centralized
15 office of correspondence study;

16 (10) accredit private elementary and secondary schools which
17 request accreditation and which meet accreditation standards pre-
18 scribed by regulation by the department;

19 (11) review plans for construction of new public elementary
20 and secondary schools and for additions to and major rehabilitation of
21 existing public elementary and secondary schools and, in accordance
22 with regulations adopted by the department, determine and approve the
23 extent of eligibility for state aid of a school construction project
24 begun after July 1, 1978; for the purposes of this paragraph, "plans"
25 include educational specifications, schematic designs, and final
26 contract documents;

27 (12) provide educational opportunities in the areas of
28 vocational education and training, basic education, and fire- service
29 training to individuals over 16 years of age who are no longer

1 attending school;

2 (13) administer the grants awarded under AS 14.11.020;

3 (14) provide a public safety curriculum in grades kinder-
4 garten through 12 of the public schools, including education relating
5 to fire safety, health and hygiene, and the prevention of child abuse,
6 sexual abuse, and domestic violence.

DEPARTMENT OF PUBLIC SAFETY

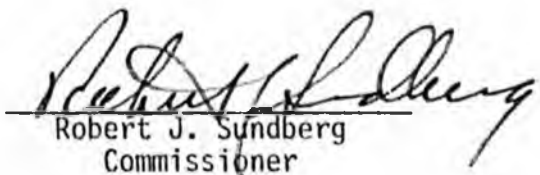
POSITION PAPER - SB 446

"An Act relating to a personal safety curriculum in public schools."

The Council on Domestic Violence and Sexual Assault supports the development of a comprehensive public safety curriculum. It is very important that children be made aware of ways to protect themselves from harm as a result of sexual assault, domestic violence and fire.

In developing the curriculum, it is important that attention be placed on the existing sexual assault/domestic violence curricula as developed by the Council on Domestic Violence and Sexual Assault, Standing Together Against Rape in Anchorage or the Youth Network in Juneau. In FY 83, the Council contracted with Migima, Inc. to develop a curriculum for child sexual assault. A manual and two video tapes were developed and one copy of the manual was sent to most school districts in the state. The Council does not have sufficient funds to further reproduce or disseminate the materials. Also, Standing Together Against Rape in Anchorage has developed a sexual assault curriculum which has been in the Anchorage school district; and the Youth Network in Juneau which includes the Aiding Women from Abuse and Rape Emergencies and Men Emerging Now, both Council funded programs, has developed a comprehensive behavioral health curriculum that includes domestic violence and sexual assault components. The Youth Network's curriculum has been accepted and used in the Juneau school district. In developing a statewide public safety curriculum, existing curricula need to be reviewed and considered. Implementation plans need to address existing approaches. Also, since the topics are so sensitive, child sexual assault and domestic violence information must be presented in a sensitive manner by trained professionals.

Providing children with information on domestic violence and sexual assault is very important, but it is not enough. As some communities have already experienced, a concerted approach to child sexual assault education in the schools may increase the number of children who disclose that they have been victims. If the situation is not already a crisis, it will become one for the victim and her/his family when the information is disclosed. Each community should be provided with training to respond to child sexual assault.


Robert J. Sundberg
Commissioner



Official Business

Alaska State Legislature

Senate

Office of the President

Pouch V
State Capitol
Juneau, Alaska 99811

TO: SENATOR JOSEPHSON

FROM: SENATOR KERTTULA *JKK*

RE: SB 446, an act relating to a personal safety curriculum
in public schools

February 28, 1984

Attached is a committee substitute drafted by Elizabeth
Hickerson.

I think this would be the most acceptable sort of revision.

Thank you.

Alaska State Legislature

Advisory Council Members
Senator Kerttula, Chairman
Senator Bennett
Senator Vic Fischer
Senator Fahrenkamp



Pouch V
State Capital
Juneau, Alaska 99811
Phone: (907) 465-3114

SENATE ADVISORY COUNCIL

MEMORANDUM

TO: SENATOR JALMAR KERTTULA

FROM: ELIZABETH J. HICKERSON

RE: SB 446, an act relating to a personal safety curriculum in public schools

DATE: FEBRUARY 28, 1984

In response to your request for a substitute bill for SB 446, I offer the following.

Rather than requiring a personal safety curriculum under AS 14.07.020 (Duties of the Department), it might be more appropriate to amend AS 14.30.360 (Health Education Curriculum) to read:

Sec. 14.30.360. Curriculum (a) Each district in the state public school system shall [be encouraged to initiate and] conduct a program in health education for kindergarten through grade 12. The program [should] shall include instruction in physical health and personal safety including alcohol and drug abuse education, dental health, family health, hygiene, environmental health, appropriate use of health services, fire safety, water safety, and the prevention of child abuse, sexual abuse and domestic violence.

(b) The state board shall establish by regulation guidelines for a health and personal safety education program. The department in conjunction with the Council on Domestic Violence and Sexual Assault shall development and implement a program of instruction on the prevention of child abuse, sexual abuse and domestic violence. A school health education specialist position shall be established and funded in the department to coordinate the program statewide. Adequate funds to enable curriculum and resource development, adequate consultation to school districts, and a program of teacher training in health and personal safety shall be provided.

Joe, Vic, Rick, Paul

SB 446

Barbara Miklus - Council on Gov V 3/4
need for comprehensive curriculum
so that children can learn to protect
themselves from harm.
implemented in schools

William Edgee - DOE

endorse concept
presently developing model Elem
and sec. curriculum in health
Duties of Dep't. - allows
development of curriculum.

Don't want specifics - Bd. policy →
opposed to mandated curriculum.
problem of funding.

Definitely opposed to draft CS
from Ketchika.

Joe - Is curriculum an ongoing process?

Model would undergo re-evaluation
at district level. Not as specific as
required in SB 446.

Bob Greene - AAEB

support concept & need
simpler language to provide consultants
by district to accomplish task. Only
local sch. Bds can implement curricula

Recommend drop "K to 12"

Powers of Depart. Action New Jersey
14.07.030 (Dept. may)

provide advisory & consultation services to local sch. d. in designing and implementing a personal safety curriculum in the public schools.

Bob Manners - NEA

supports concepts.
curriculum development - community needs should be reflected in process.

Carla Timpone - Coord. All D and SA

3 curricula being used in Ok. currently. SPK in Wash; MEN and AWARE in Janesville.

She no need to reinvent the wheel. should be able to implement these orders.

Training - current curricula not being done by teachers but by several consultant experts. Teachers need info

Rise All to send a message to Finance

STATE OF ALASKA 1984 LEGISLATIVE SESSION
FISCAL NOTE

Revision Date: _____

REQUEST

Bill/Resolution No.: SB 446
Title: Personal Safety Curriculum

Sponsor: Kerttula & Halford
Requestor: Senate HESS
Date of Request: Feb. 29, 1984

FISCAL DETAIL

Agency Affected: Education
Program Category Affected: Education Program Support
BRU, Program or Subprogram(s) Affected: Education Program Support
Office of School Improvement

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 84	FY 85	FY 86	FY 87	FY 88	FY 89
OPERATING						
100 PERSONAL SERVICES		45.0	0	0		
200 TRAVEL		30.0	0	0		
300 CONTRACTUAL						
400 SUPPLIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS						
800 MISCELLANEOUS						
TOTAL OPERATING		75.0	0	0	0	0
CAPITAL						
REVENUE						

FUNDING: (Thousands of Dollars)

GENERAL FUND		75.0	0	0	0	0
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

SOURCE OF FUNDS TO OFFSET FISCAL IMPACT OF BILL:

See attached.

ANALYSIS: Attach a separate page for analysis

Prepared By: Alison Elgee Phone: 465-2800
Division: Commissioner's Office Date: _____

Approved by Commissioner: Harold Reynolds, Jr. Date: _____
Agency: Education

Distribution (by Agency preparing fiscal note):

Legislative Finance
Legislative Sponsor
Requestor
Office of Management and Budget
Impacted Agency(ies)

12/1/83

SB 446

\$75,000 appropriated to the Department of Education for the purpose of development of a personal safety curriculum in grades K-12 of the public schools, including education related to fire safety, health and hygiene and the prevention of child abuse, sexual abuse, and domestic violence

Funds would be used as follows:

- \$10,000 convening of a task force composed of people from the domestic violence network, fire safety officers, public health nurses, social workers, and educators
- \$45,000 project coordinator - temporary position established for the purposes of facilitating the task force on curriculum development and leading team workshops with the school districts in curriculum implementation
- \$20,000 travel funds for project coordinator and team to travel to districts to work on curriculum implementation

Funds would be utilized for the purposes as described. Travel funds would be used only for the project coordinator and team participants who are not Department employees. All other Department employee travel may be accommodated without additional appropriation at the Governor's recommended level of funding for FY85.

ALASKA NETWORK ON DOMESTIC VIOLENCE AND SEXUAL ASSAULT

110 SEWARD #13 JUNEAU ALASKA 99801

(907)586-3650

POSITION PAPER

SB 446: An Act relating to public safety curriculum in public schools

The Alaska Network on Domestic Violence and Sexual Assault, a non-profit corporation representing 20 programs statewide that provide services to victims of domestic violence and sexual assault, supports SB446, which requires school districts to provide a curriculum for grades K through 12 on the prevention of child abuse, sexual assault, and domestic violence.

Because incidences of child sexual assault are so high, it is crucial that children, parents, and educators be provided with prevention information. Three Network member programs (STAR in Anchorage and AWARE and MEN in Juneau) have developed and implemented curricula on these issues which are being utilized in Anchorage and Juneau schools. Other Network member programs have provided in-service training to educators and presentations to school groups and classes on child sexual assault. Additionally, the Council on Domestic Violence and Sexual Assault has developed a curriculum for classroom use on this issue.

It is the Network's opinion that these existing Alaska-specific materials be reviewed and, if necessary, modified for implementation on a statewide basis.

It is important to realize that providing children with information concerning child sexual assault and domestic violence will result in an increased rate of disclosure of such incidences and the need to provide services to child victims and parents. Trained professionals should present this information in order to sensitively and effectively handle disclosures. To that end, the Network recommends that domestic violence and sexual assault program staff people, who have been trained in provision of direct services to child victims and non-offending parents, participate in curriculum development, implementation, and presentation.



Official Business

Alaska State Legislature

Senate

Office of the President

Pouch V
State Capitol
Juneau, Alaska 99811

TO: SENATOR JOSEPHSON

FROM: SENATOR KERTTULA *JKK*

RE: SB 446, an act relating to a personal safety curriculum
in public schools

February 28, 1984

Attached is a committee substitute drafted by Elizabeth
Hickerson.

I think this would be the most acceptable sort of revision.

Thank you.

Alaska State Legislature

Advisory Council Members
Senator Kerttula, Chairman
Senator Bennett
Senator Vic Fischer
Senator Fahrenkamp



Pouch V
State Capital
Juneau, Alaska 99811
Phone: (907)465-3114

SENATE ADVISORY COUNCIL

MEMORANDUM

TO: SENATOR JALMAR KERTTULA

FROM: ELIZABETH J. HICKERSON

RE: SB 446, an act relating to a personal safety curriculum in public schools

DATE: FEBRUARY 28, 1984

In response to your request for a substitute bill for SB 446, I offer the following.

Rather than requiring a personal safety curriculum under AS 14.07.020 (Duties of the Department), it might be more appropriate to amend AS 14.30.360 (Health Education Curriculum) to read:

Sec. 14.30.360. Curriculum (a) Each district in the state public school system shall [be encouraged to initiate and] conduct a program in health education for kindergarten through grade 12. The program [should] shall include instruction in physical health and personal safety including alcohol and drug abuse education, dental health, family health, hygiene, environmental health, appropriate use of health services, fire safety, water safety, and the prevention of child abuse, sexual abuse and domestic violence.

(b) The state board shall establish by regulation guidelines for a health and personal safety education program. The department in conjunction with the Council on Domestic Violence and Sexual Assault shall development and implement a program of instruction on the prevention of child abuse, sexual abuse and domestic violence. A school health education specialist position shall be established and funded in the department to coordinate the program statewide. Adequate funds to enable curriculum and resource development, adequate consultation to school districts, and a program of teacher training in health and personal safety shall be provided.

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55. and §

When
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nosed handicaps are determined to be any combination of (A) — (E) of this paragraph whose needs demand the provision of special facilities, equipment or methods to make their educational program effective;

(2) "special services" includes but is not limited to transportation, summer school, special teaching, corrective teaching, corrective health habits, and the provision of special seats, books, teaching supplies, facilities, in-service teacher training, and equipment required for the instruction of exceptional children, and includes education and training for children who cannot utilize regular classroom instruction. (§ 2 ch 120 SLA 1959; am §§ 5, 6 ch 81 SLA 1965; am §§ 13, 14 ch 144 SLA 1970; am § 2 ch 119 SLA 1981)

Revisor's notes. — In ch. 144, SLA 1970, the revised version of AS 14.30.350 was incorrectly designated AS 14.30.351.
Cross references. — As to special aid programs for providing special education programs during December of 1981, see ch. 22, SLA 1981 in the 1981 Temporary and

Special Acts and Resolves.
Effect of amendments. — The 1981 amendment, added "summer school" preceding "special teaching" and added "in-service teacher training" preceding "and equipment" in paragraph (2).

Article 4. Health Education.

Section
360. Curriculum
370. Evaluation

Collateral references. — 68 Am. Jur. 2d Schools, §§ 283-289.
79 C.J.S. Schools and School Districts, §§ 484-492.
Tort liability of public schools and insti-

tutions of higher learning for accidents occurring in physical education classes. 36 ALR3d 361.
Validity of sex education programs in public schools. 82 ALR3d 579.

§ 14.30.360 ALASKA STATUTES § 14.30.370

Sec. 14.30.360. Curriculum. (a) Each district in the state public school system shall be encouraged to initiate and conduct a program in health education for kindergarten through grade 12. The program should include instruction in physical health including alcohol and drug abuse education, dental health, family health, environmental health, and appropriate use of health services.

(b) The state board shall establish by regulation guidelines for a health education program. A school health education specialist position shall be established and funded in the department to coordinate the program statewide. Adequate funds to enable curriculum and resource development, adequate consultation to school districts, and a program of teacher training in health education shall be provided. (§ 1 ch 188 SLA 1976; am § 1 ch 106 SLA 1978)

Revisor's notes. — The words "of education" were deleted following "board" and "department" by the revisor of statutes under AS 01.05.031 and 14.60.010.

s:ntence of subsection (a).
Editor's notes. — Section 2, ch. 106, SLA 1978, provides: "It is the intent of the legislature that public school systems implement a program of alcohol and drug abuse education in coordination with other health education programs."

Effect of amendments. — The 1978 amendment inserted "including alcohol and drug abuse education" in the second

Sec. 14.30.370. Evaluation. Health education programs conducted under AS 14.30.360 shall be evaluated by the department in the same manner as other curriculum programs are evaluated, except that the evaluation shall also include changes in the health status of the pupils as determined by physical and dental examinations conducted under AS 14.30.070 and 14.30.120. (§ 1 ch 188 SLA 1976)

Revisor's notes. — The words "of education" were deleted following "depart-

ment" by the revisor of statutes under AS 01.05.031.

Article 5. Bilingual — Bicultural Education.

Section
100. Bilingual and bicultural education



Official Business

Alaska State Legislature

Senate

Office of the President

Pouch V
State Capitol
Juneau, Alaska 99811

TO: SENATOR JOE JOSEPHSON, CHAIR OF SENATE HESS

FROM: SENATOR JAY KERTTULA *JK*

RE: SENATE BILL 446, an act relating to personal safety curriculum in public schools

This bill requires a committee substitute that achieves the following changes:

type of curriculum should be changed from "public safety" to "personal safety."

DOE and the Council on Domestic Violence and Sexual Assault should be designated as the agencies to develop and implement the curriculum.

an effective date should be implemented.

I prefer not to make the committee substitute an appropriations bill.

Alaska State Legislature

Advisory Council Members
Senator Kerttula, Chairman
Senator Bennett
Senator Fahrenkamp
Senator Vic Fischer



1024 W. 6th Avenue, Suite 203
Anchorage, Alaska 99501
Phone: (907) 274-1426

SENATE ADVISORY COUNCIL

MEMORANDUM

TO: SENATOR JALMAR KERTTULA
FROM: ELIZABETH J. HICKERSON *EJH*
RE: SB 446, an act relating to a personal safety curriculum in public schools
DATE: FEBRUARY 27, 1984

In response to your request for back up information on SB 446, I offer the following information.

The intent of SB 446 is to require the Department of Education to provide a personal safety curriculum for grades kindergarten through the twelfth grade. This curriculum will include instruction in fire safety, health and hygiene, and the prevention of child abuse, sexual abuse and domestic violence. SB 446 makes this curriculum requirement a duty of the department under AS 14.07.020.

According to Richard Luther, Director of the Education Program Support Division of DOE, there are several problems with the bill as drafted.

1. The inclusion of specific curriculum requirements is improperly placed under AS 14.07.020. Under AS 14.07.020 (2) and (4) the department is generally required to develop curricula for the public schools, however, specific course requirements are outlined at 4 AAC 06.070 (Elementary course of study) and 4 AAC 06.075 (High school graduation requirements). Mr. Luther fears that if specific course requirements for public safety are designated under AS 14.07.020, the statute will become a laundry list for all other course offerings.

2. The Department of Education is in the process of adopting model elementary and secondary curricula which will include personal safety courses, thus the intent of SB 446 will be accomplished without statutory revision.

3. While the development of personal safety curriculum is under study, an appropriation for the implementation of the program would enhance the delivery in the public schools. The department estimates that \$70,000 is needed to hire a temporary project coordinator, and provide curriculum materials and travel funds necessary for implementation statewide. (Alison Elgee, Special Assistant to the Commissioner of Education, is the contact person on this issue.)

According to Deborah Heidecker, of your staff, it is your intent that the curriculum for personal safety be developed by the Department of Education in conjunction with the Council on Domestic Violence and Sexual Assault. SB 446 does not provide for this joint effort.

Mr. Luther was enthusiastic about the prospects of working with the Council on this project. It was his belief that while the Council could substantively contribute to the course content and delivery, the department is responsible for the procedural implementation of curricula in the public schools.

RECOMMENDATIONS

An appropriation bill should be substituted for SB 446, if the need for additional funding is justified.

The type of curriculum specified should be "personal safety" rather than "public safety". Personal safety more closely relates to topics of health and hygiene and the prevention of child abuse, sexual abuse and domestic violence.

The Department of Education in association with the Council on Domestic Violence and Sexual Assault should be the designated agencies responsible for the development and implementation of the personal safety curriculum.

An effective date that corresponds with the anticipated completion date of the model elementary and secondary curricula project should be adopted.



**South Central
Health Planning and Development, Inc.**

1135 West Eighth Avenue • Suite 1 • Anchorage, Alaska 99501

(907) 278-3631

March 5, 1984

Honorable Joe Josephson
Alaska State Senate
Pouch V
Juneau, Alaska 99811

Dear Senator Josephson:

Re: SB 446 Relating to a Personal Safety Curriculum

The Board of South Central Health Planning and Development, Inc. met on February 25, 1984. The above mentioned bill was reviewed in active discussion. A motion to support this bill was passed.

This bill is specifically consistent with the Alaska State Health Plan's goal stating, "Comprehensive Health Education should be provided to all students in grades K to 12 in Alaska's Public Schools". It also supports our adopted regional goal for "The establishment and inclusion of comprehensive K-12 Health Education Programs in all South Central Alaska Public Schools".

I urge you to support this Bill and promote its expeditious passage through the Senate.

Sincerely,

Steve Lesko
President

Attachment

SL/ab

SOUTH CENTRAL HEALTH PLANNING AND DEVELOPMENT, INC.

PRESENT STATUS OF FULL BOARD MEMBERS

Subarea #1 - Aleutian Chain

Consumer: Marie Osterback
P.O. Box 156
Sand Point, Alaska 99661
Home: 383-2363

Subarea #2 - Municipality of Anchorage

Provider: Sharon Anderson
112 Fish Hatchery Road
Eagle River, Alaska 99577
Home: 688-9064
Work: 276-1131 (ext. 330)

Consumer: Laura Lee Calhoun
Star Route A, Box 20481
Anchorage, Alaska 99507
Home: 344-7463
Work: 276-1333

Provider: Bill Faulkner
2011 Atwood Drive
Anchorage, Alaska 99503
Home: 272-5091
Work: 272-2557

Consumer: Peter Gallagher
1766 Morningtide
Anchorage, Alaska 99501
Home: 279-4187
Work: 786-1426

Provider: Steve Lesko
6419 Blackberry
Anchorage, Alaska 99502
Home: 243-7438
Work: 274-1581

Consumer: Lillie McGarvey
42300 Tahoe Drive
Anchorage, Alaska 99502
Home: 243-1078

Consumer: Bonnie McGee
4812 Sundi Drive
Anchorage, Alaska 99502
Home: 243-5566

Consumer: Julie Miller
3701 Eureka, Space 57A
Anchorage, Alaska 99503
Phone: 276-1600 (TTY)
Home: 561-0588

Consumer: Bill Orfitelli
P.O. Box 42327
Anchorage, Alaska 99509
Work: 345-2813

Vacant Seat 2-1C
Vacant Seat 2-2C
Vacant Seat 2-5C
Vacant Seat 2-2P
Vacant Seat 2-4P
Vacant Seat 2-6P
Vacant Seat 2-7P

Subarea #3 - Bristol Bay

Provider: Bob Appel
Box 2779
Dillingham, Alaska 99576
Home: 842-5214
Work: 842-5266

Subarea #4 - Cool Inlet

Consumer: Karen Carpenter
Star Route, Box 40
Anchor Point, Alaska 99556
Home: 235-6381

Consumer: Rose Ida Hendricks
P.O. Box 874471
Wasilla, Alaska 99687
Home: 376-3334
Work: 376-334/562-3148

Consumer: Gloria Olson
Box 86
Palmer, Alaska 99645
Home: 745-3091

Provider: Beth Taeschner
Box 56
Soldotna, Alaska 99669
Home: 262-4287
Work: 262-4344

Consumer: Robert Niebrugge
P.O. Box 365
Glennallen, Alaska 99588
Home: 822-3256
Work: 822-3823

Subarea #6 - Kodiak Island

Provider: Daniel Van Wieringen
P.O. Box 1187
Kodiak, Alaska 99615
Home: 486-5959
Work: 486-3281

Subarea #6 - North Pacific Rim

Provider: Jonathan Sewall
Box 1184
Seward, Alaska 99664
Home: 224-3577
Work: 224-5205 (ext. 207)

Subarea #7 - Norton Sound

Provider: Carolyn Michels
P.O. Box 966
Nome, Alaska 99762
Home: 443-2026
Work: 443-5411 (ext 202)

Subarea #9 - Yukon-Kuskokwim

Consumer: Louise Charles
P.O. Box 663
Bethel, Alaska 99559
Home: 543-2954

Provider: George Feratovich
P.O. Box 528
Bethel, Alaska 99559
Home: 543-2476
Work: 543-3321

IHS Representational Liaison

Diane Muri
Alaska Area Native Health Service
Box 7-741
Anchorage, Alaska 99510
Work: 265-3312

Military Representational Liaison

Colonel Lester Parker
Hospital Administrator
Elmendorf AFB Hospital
Elmendorf, Alaska 99506
Work: 205-9312

S

B

454

April 9, 1984

The Honorable Joe Josephson
Alaska State Legislature
Pouch V (MS3100)
Juneau, AK 99811

RECEIVED

APR 1 1984

Josephson,

Dear Senator Josephson;

From information received from our local Legislative Information Office, I understand that SB 454 concerning funding for the initial campus building of Prince William Sound Community College is now being considered by the Senate Finance Committee.

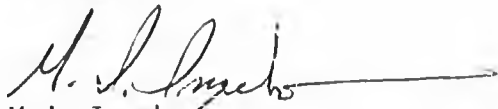
Valdez is a relatively isolated community which serves as a regional center for many of the small population groups in this part of the state. As such, I feel the need is critical for a strong community college program to enable local and area residents to upgrade their employment skills, provide cultural enrichment, and establish community cohesion by learning and working together.

With the decreasing oil revenues, Valdez seeks to strengthen and diversify its economic base to remain healthy. I feel that the Prince William Sound Community College helps to do this.

I have taken a number of classes through P.W.S.C.C. and feel their programs are very well received by community and regional residents. I am aware of their fine Developmental Disabilities Training program, Alaska Studies program, and Adult Basic Education program among others. These programs provide the community and region with many continuing learning experiences, encouraging our citizens to invest in their social and economic health.

I strongly urge you to support the passage of SB 454 because I think it is a very worthwhile investment in our residents, community and state.

Sincerely,


M.J. Ingebo

P.O. Box 572
Valdez, AK 99686

Extension Centers at:
Cordova
Copper Basin



Telephone
(907) 835-2539

PRINCE WILLIAM SOUND COMMUNITY COLLEGE

P.O. Box 97
Valdez, Alaska 99686

April 10, 1984

The Honorable Joe Josephson
Alaska State Legislature
Pouch V (MS 3100)
Juneau, AK. 99811

Dear Senator Josephson,

Thank you for the support you gave to Senate Bill 454, the special appropriation for the campus building for PWSCC, during the Senate HESS Committee hearings in March.

The students, staff, and faculty of Prince William Sound Community College certainly appreciate your efforts and will look forward to your continued support when Senate Bill 454 comes before the Senate Finance Committee.

Sincerely,

John Devens, Ph.D.
President
Prince William Sound
Community College

JD:kw

*Assigned to
Sachetti in Senate
Finance.*

RECEIVED
APR 13 1984
Josephson.

March 28

AB 454

John Devere - pres. PWS C.C.

This project before the Legislature many times.
C.O. Bond failed.

Currently in need apartment houses. Inst. Sec
Ed Com. said they should be a priority
104 full time students. Over 100 credit
students and 135 pre-college students.
Receives money from Valley.
Has a para-professional D.T. program.
#11 in Regents priority list

March 21, 1984

The Honorable Joe P. Josephson
Alaska State Legislature
Pouch V (MS 3100)
Juneau, Alaska 99811

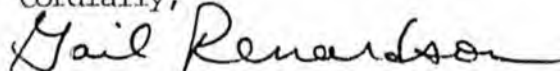
Dear Senator Josephson:

I would like to request your consideration of Senate Bill 454, which provides for a special appropriation for the construction of the Prince William Sound Community College campus building. We are proud of our college and its rapid growth, but a new facility is vital to the continued growth of our programs.

The construction of such a facility with laboratories, other specialized areas, and the additional administrative and classroom space will guarantee that the college will be able to expand its offerings and better meet the needs of its growing student body.

I sincerely hope you will support this bill. Thank you for your kind consideration.

Cordially,



Gail Renardson

cc: Rep. Bette Cato
Sen. Don Bennett

RECEIVED

MAR 26 1984

Josephson,

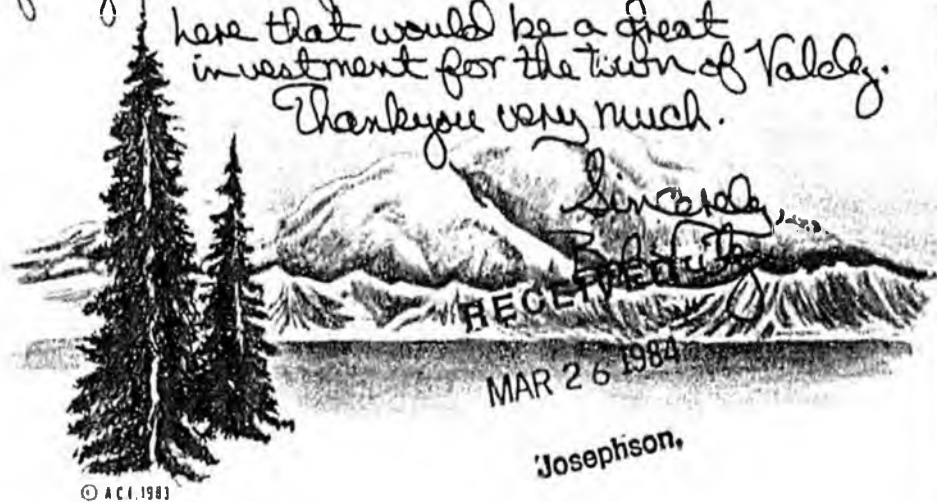
Alaska Scripts
Senate HESS Committee
Dear Joe,

21 Mar 84

I am a full time student here at Prince William Sound Community college and enjoy attending classes very much.

Valdez is an excellent place to attend school and find learning very pleasurable.

I really dream of seeing Valdez becoming a college town, a truly excellent place for higher education. Presently the school is outgrowing itself and desperately in need for larger class rooms and other things Community colleges offer. Again I plead for you to vote for a new college to be built here that would be a great investment for the town of Valdez.
Thankyou very much.



Josephson

March 20, 1984
P.O. Box 2047
Valdez, AK 99686

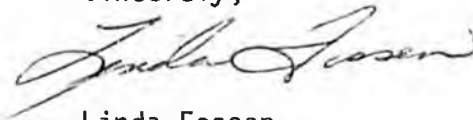
The Honorable Joe P. Josephson
Alaska State Legislature
Pouch V (MS 3100)
Juneau, Alaska 99811

Dear Mr. Josephson,

This letter is a request for your support of SB454 which provides for a special appropriation for construction of a campus building for Prince William Sound Community College. We in Valdez have been looking forward for years to having adequate campus facilities built. We are very excited about the possibility of having our dream come true this year. The construction of a new campus building would really be a giant step forward in providing top quality education to PWSCC students!

Thank you again for your support of SB454.

Sincerely,



Linda Fossen

cc: Senator Jalmar Kerttula
Representative Bette Cato
Senator Don Bennett
Senator John Sackett
Senator Frank Ferguson
Senator Jan Faiks
Senator Bob Mulcahy

Extension Centers at:
Cordova
Copper Basin



Telephone
(907) 835-2539

PRINCE WILLIAM SOUND COMMUNITY COLLEGE

P.O. Box 97
Valdez, Alaska 99686

RECEIVED

MAR 23 1984

Josephson,

March 20, 1984

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

Dear Senator Josephson:

It is my understanding that SB 454 will be considered by the Senate HESS Committee on Monday, March 26, 1984. This bill would provide the funding for the initial campus building for Prince William Sound Community College.

As you may be aware, Prince William Sound Community College is currently housed in older apartment buildings that provide very inadequate classrooms and no laboratory space.

During last semester, PWSCC worked with 606 different students in credit, degree oriented courses and 533 students in pre-college level and noncredit classes. We have experienced a very steady and high growth rate since becoming a community college.

Although our school is very young and relatively small at this stage in our development, we strive to offer a high quality program that will prepare our students for employment or transfer to one of the senior colleges or universities. Some of the programs and activities that I feel makes PWSCC a very special school include:

1. PWSCC has the only program in the state and one of only a few in the country to train paraprofessionals to work with the developmentally disabled. We have 17 full-time students in this program and have received national attention with regard to these activities. Our staff have presented three papers this year at national conferences regarding the work we are doing in our developmental disabilities program.
2. PWSCC has the only Alaska Studies program of which we are aware. Within this program students can earn an Associate of Arts degree while studying the literature,

Senator Joe Josephson

March 20, 1984

Page 2

history, art, natural science, and political science of Alaska. This program won the Ester Billman Certificate of Excellence in 1982.

3. PWSCC Soundings, a literary journal, is published at the college and has received much attention and praise. We are currently publishing our fourth edition. A copy was sent to you several months ago.
4. Research by PWSCC staff has resulted in one of the world's best depositories of information on shipwrecks in the North Pacific. Currently, we have recorded more than eight hundred shipwrecks and receive many requests for copies of our materials.
5. We have more than fifty students enrolled in an open-entry/open-exit program in office occupations. PWSCC also offers review courses for the Certified Professional Secretaries examination, a nationally recognized standard of professionalism. These courses are taught by professionals throughout the state and are offered at PWSCC through teleconference.
6. Our welding program has helped many students find employment or upgrade in their current jobs.
7. We take great pride in our success with rural and Native Alaskan students. Basic skills preparation and our Adult Basic Education program provide a good beginning for students who require pre-college skill building. In our Adult Basic Education program we find that 60% of the students who were unemployed when they started the program are now employed. Five students have been helped in receiving their U.S. citizenship. Our average student scores 15 points higher than the national average on the G.E.D. examination. Last year we had 145 students in the Adult Basic Education program.
8. PWSCC has begun its third year with the National Elderhostel program. Last year we served 267 students in this program.

You can see from the above that we have a very active college that serves more than one thousand individuals each semester; but our very inadequate facilities seriously limits the services we can provide.

Senator Joe Josephson
March 20, 1984
Page 3

Any help you might give us in securing funding for our campus building will be appreciated.

Sincerely,

A handwritten signature in cursive script that reads "John Devens". The signature is written in dark ink and is positioned above the typed name.

John Devens, Ph.D.
President
Prince William Sound Community College

rs

c: Senator Paul Fischer
Senator J. Kerttula
Representative Cato

VALDEZ FISHERIES
DEVELOPMENT ASSOCIATION, INC.

P.O. BOX 125
VALDEZ, ALASKA 99686
835-4874



March 12, 1984

Senator Joe Josephson
Chairman, H.E.S.S. Committee
Pouch V
Juneau, Alaska 99811

Dear Senator:

Valdez Fisheries Development Association, Inc. would like to express its support for Senate Bill 454. Valdez Fisheries Development Association, Inc. is a nonprofit corporation dedicated to salmon enhancement for sports and commercial fishing interests in the Port Valdez and Prince William Sound area.

We have been working with the Prince William Sound Community College to institute an aquaculture training program which would train local Valdez and Cordova residents to act as fisheries technicians in our area enhancement facilities. This program would also provide local technicians for the State enhancement facilities and those of Prince William Sound Aquaculture Association. The aquaculture training program is currently scheduled for classes in the Fall of 1984.

We at the Valdez Fisheries Development Association would appreciate your support for funding for the new PWSCC facility which would not only help the specific program that we are concerned with, but would also assist other areas of the PWSCC curriculum.

Thank you for your consideration.

Sincerely,

Robert F. Kellar, President
VALDEZ FISHERIES DEVELOPMENT ASSOCIATION, INC.

JCW:pt

cc: Senator Jalmer Kertulla
Senator Paul Fisher
Senator Don Gilman

RECEIVED

MAR 23 1984

Josephson.

DEDICATED TO THE UTILIZATION, CONSERVATION,
AND REHABILITATION OF ALASKA'S FISHERY RESOURCE
WITHIN THE 200 MILE LIMIT

P. O. Box 411
Valdez, AK 99686
March 20, 1984

The Honorable Joe P. Josephson
Alaska State Legislature
Pouch V (MS 3100)
Juneau, AK 99811

Dear Senator Josephson:

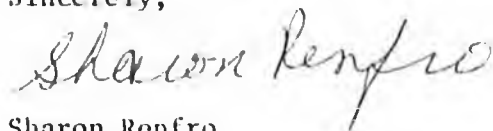
It is my understanding that Senate Bill 454 dealing with a special appropriation to Prince William Sound Community College for construction needs will soon be considered by your committee. As a new resident to Valdez and Alaska, and a new employee of Prince William Sound Community College, I would like to take this opportunity to express to you my sincere feelings about the value of the college to this community.

My initial introduction to Valdez placed the college as the hub of activity of the community. I immediately was made aware of their course offerings as well as seeing their involvement in city activities, such as their participation in the Winter Carnival.

The Community College is a "must" in meeting the educational needs of its service area!

We thank you for your past support and your consideration of this very important issue to the students and residents of our community -- Senate Bill 454.

Sincerely,



Sharon Renfro

cc: The Honorable Jalmar Kerttula
The Honorable Bette Cato
The Honorable Don Bennett
The Honorable John Sackett
The Honorable Frank Ferguson
The Honorable Jan Faiks
The Honorable Bob Mulcahy

RECEIVED

MAR 23 1984

Josephson.

March 20, 1984
P. O. Box 649
Valdez, Alaska 99686

RECEIVED

MAR 23 1984

The Honorable Joe P. Josephson
Alaska State Legislature
Pouch V (MS 3100)
Juneau, Alaska 99811

Josephson-

Dear Mr. Josephson:

I'm writing in support of SB454, which provides for a special appropriation for construction of a PWSCC campus building.

I have been employed by Prince William Sound Community College for six years; I have been the Registrar for the past four. I am also a student here, so my interest is not merely that of an employee.

PWSCC has grown rapidly since becoming a community college almost six years ago. Our headcount has doubled and our credit hours generated has increased almost three-fold. I know I'm impressed by that.

PWSCC serves more than 600 residents of this region each semester, approximately half of them citizens of Valdez. With our full-time faculty developing healthy, viable degree programs, we are also increasing our full-time student population considerably.

PWSCC in Valdez is currently housed (and that's a real appropriate word!) in three buildings which used to be apartments. These buildings just aren't suitable. Due to the structural nature of the buildings, there is a certain amount of wasted space. Although some improvements have been made--most notably, adequate lighting--too much more would have to be done to make these buildings meet our needs.

Aside from space considerations, we have had to hold classes all over town in order to be able to use the proper facilities for certain types of classes. This shouldn't be.

I respectfully request that you seriously consider SB454, and give PWSCC the opportunity for the continued growth that our communities desire.

Thank you for your time.

Sincerely,

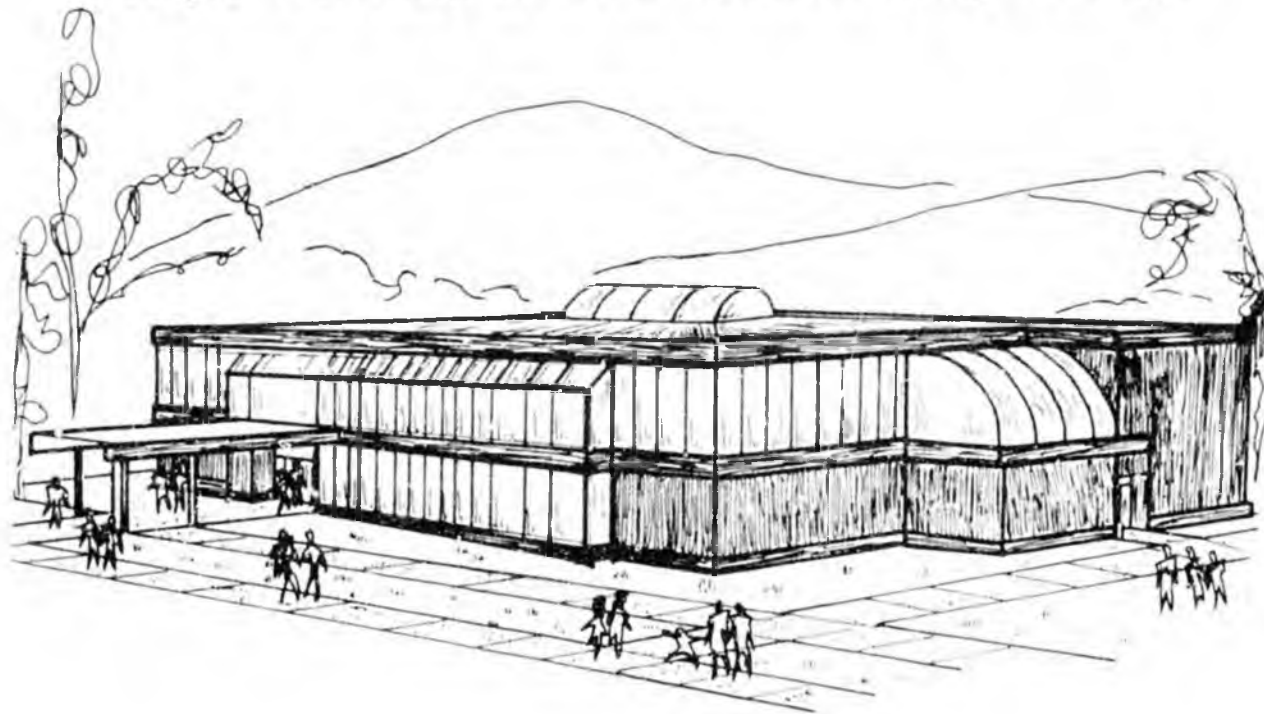


Dee Ann Williamson

cc Senator Jalmar Kerttula
Representative Bette Cato
Senator Don Bennett
Senator John Sackett
Senator Frank Ferguson
Senator Jan Faiks
Senator Bob Mulcahy

Proposal for Permanent Campus Building

Prince William Sound Community College



-PROPOSAL-

for

A Permanent Campus Building

Prince William Sound Community College

THE COMMITMENT: Academic Excellence...



Prince William Sound Community College is committed to providing academic excellence and to improving the quality of life for Alaskan citizens and their communities. The variety of programs available give students the opportunity to expand their vocational, cultural and intellectual horizons.

Prince William Sound Community College goes forward with a clear mission and well-defined goals.

PROPOSED CAMPUS BUILDING...

A three story building located at Valdez will enhance the availability of adult education services for Alaskans of this region.

The appropriate environment for learning is the inherent value of a campus building. Equipment and centralized human resources are consolidated. The managability of course offerings is more effective with centralized resources and administration. PWSCC is experiencing and will continue to experience broad involvement and leadership in response to regional expectations.

STATEMENT OF NEED...



Currently Prince William Sound Community College is based in three apartment buildings formerly utilized for low income staff housing by the State of Alaska. Former bedrooms are now utilized as offices and former living rooms are utilized as classrooms.

The limited space curtails classroom size and activities. Inappropriate design hinders normal educational functions. PWSCC is the only community college in the state that has no laboratory space.

Office Occupations classes are currently held at the high school, but this arrangement restricts the development of a daytime curriculum.

PWSCC needs a facility that will provide the science laboratory space, typing room, art rooms, home economics room, welding shop and other specialized facilities that make a comprehensive program of instruction possible.

PLANNING PROCESS: A Cooperative Effort



Planning is a vital part of responsible development. Recognizing present and future needs, Prince William Sound Community College facility planning has included needs assessments, a self-evaluation study, work sessions and campus development meetings.

Students, faculty and staff, business and service agency representatives and countless members of the community at large have generated considerable input into the planning process. Based upon information generated, architectural studies were developed.

THE RESULT: A recognized need for a community campus structure including laboratory space, shop facilities, office occupations center, student resources and centralized administrative offices.

SCOPE OF SERVICES...

•GEOGRAPHIC AREA

PWSCC is keeping pace with demands for educational delivery to a large geographic region encompassing 45,000 square miles. Administrative offices and full-time faculty are maintained at Valdez, with extension center programs based at Cordova and Copper Center. Additional communities served include Glennallen, Kenny Lake, Chitina, Mentasta, Tatitlek, Whittier, Gakona, Gulkana, Chistochina, Summitt Lake, Paxson, Sourdough, Slana, Nebesna, McCarthy, Mendeltna, Lake Louise, Nelchina, Tazlina Center, Chenega, Eyak Village and Lower Tonsina.

•ACADEMIC PROGRAMS

The Associate of Arts Program provides basic courses in the academic and applied studies for those students who may transfer to a four year college or university. This program offers a flexible and broad approach toward the first two years of a student's college requirements.

•OCCUPATIONAL EDUCATION AND ECONOMIC DEVELOPMENT

PWSCC seeks to stimulate the economic base of the region and state with the development of human resources that can satisfy the demand for qualified workers. Despite current high unemployment rates, shortages for skilled labor still exist. New technologies aggravate this problem by placing additional demands on the currently employed to constantly upgrade their skill levels. PWSCC strives to match the quality and quantity of its programs to the levels demanded by industry.

Programs



•WELDING

PWSCC's Welding Program is designed both for the beginner as well as for those desiring to upgrade their job skills.

The areas of training include manual arc welding, inert gas processes, fluxed core automatic welding, oxyacetylene burning and capillary attraction bonding techniques. The program is currently housed in shop facilities temporarily donated by the City of Valdez.

•DEVELOPMENTAL DISABILITIES

PWSCC offers the only Associate of Applied Science and Certificate Degree Program in Alaska in Developmental Disabilities. This program prepares paraprofessionals to provide direct care and training to individuals with severe learning, behavioral and physical impairments. The program includes classroom and laboratory components providing students with marketable skills in Developmental Disabilities. Harborview Developmental Center, the State of Alaska's institution for the developmentally disabled is located at Valdez.

•OFFICE OCCUPATIONS

The Office Occupations Program offers a Certificate and an Associate of Applied Science degree. Students can take course offerings to obtain job-entry level skills or to up-date current job skills.

Modern office occupations equipment is currently being purchased. A laboratory is being developed to meet the needs of the most recent development in office administrative technology.

•FISHERIES AND MARINE TECHNOLOGY

Prince William Sound is the location of a major Alaskan fishing industry. Fishery and Marine Technology courses provide students with the basic skills needed to successfully enter the highly competitive field. Courses range from net mending to diesel mechanics; seamanship to marine ecology.

Community & Regional Services

•ALASKA STUDIES

The Center for Alaska Studies is an integral part of the PWSCC instructional program. During this past year, the program received the Ester Billman Certificate of Excellence for the Alaska Historical Society. This resulted, in part, from the establishment of a nautical archaeology program and the direction of over 14 different oral history and research projects on Prince William Sound. The Center also served to establish PWSCC's participation with the Nationwide Elderhostel-Chautaugua Program. The program, which works with senior citizens who wish to continue their education, saw 104 students over the age of 60 attend college level classes at PWSCC.

•ADULT BASIC EDUCATION

Adult basic education has long been and continues to be one of the main thrusts of community service for PWSCC. Since January of 1982, the ABE program has provided 12,636 contract hours working with 188 students and 42 students have received GED diplomas. Through the ABE program, 60 percent of the students who were unemployed when they started the program are now employed. The average student graduating from PWSCC G.E.D. program scores in the low 70's when compared to a national average of 58 on the national test.

•STUDENT SERVICES

Career and academic counseling is essential to relevant delivery of educational programs. Financial aid, career planning, testing and referral, and job placement services are available.

•"SOUNDINGS"

The regional publication "Soundings" is a literary journal which publishes writings contributed by students and community members. The journal is enjoying increasing popularity as it approaches the third annual publication. Student editors, supervised by a faculty sponsor, coordinate and produce the journal.

•MEDIA SERVICES

Telecommunications • Educational Television • Computers
A technical revolution is currently underway in the field of communication. It's impact is having a tremendous influence on Alaskan educational delivery. The Media Services Program at PWSCC is expanding educational opportunities within the Prince William Sound Region. Other innovations being developed are local video production and the creation of a telecommunication software library to be used by the college and the community.

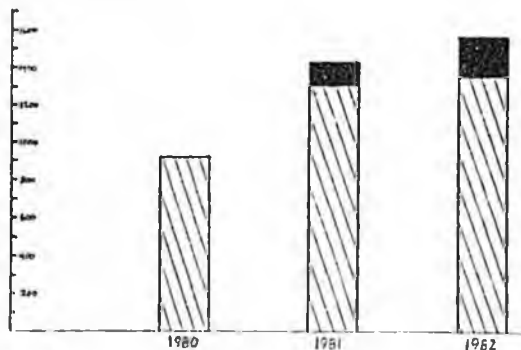
GROWTH: A Promising Future...

Prince William Sound Community College

ENROLLMENT TRENDS

Combined Credit Hours - Valdez, Copper Basin & Cordova

FALL SEMESTERS



FULL
TIME

PART
TIME

Since Fall Semester of 1980, Prince William Sound Community College has experienced a growth of 71 percent in credit hours. However, at this phase in development, limited campus facilities inhibit significant future growth for increases in full time and long term degree oriented students.

Industrial growth and adult education are necessary partners in the development of our region. Tourism, agriculture, fishing, petroleum, transportation, and mining industries place demands on instructional services. PWSCC must keep pace with economic growth and develop programs that enable local Alaskans to enter the work force, upgrade their skills, and retrain for jobs created by developing industries.

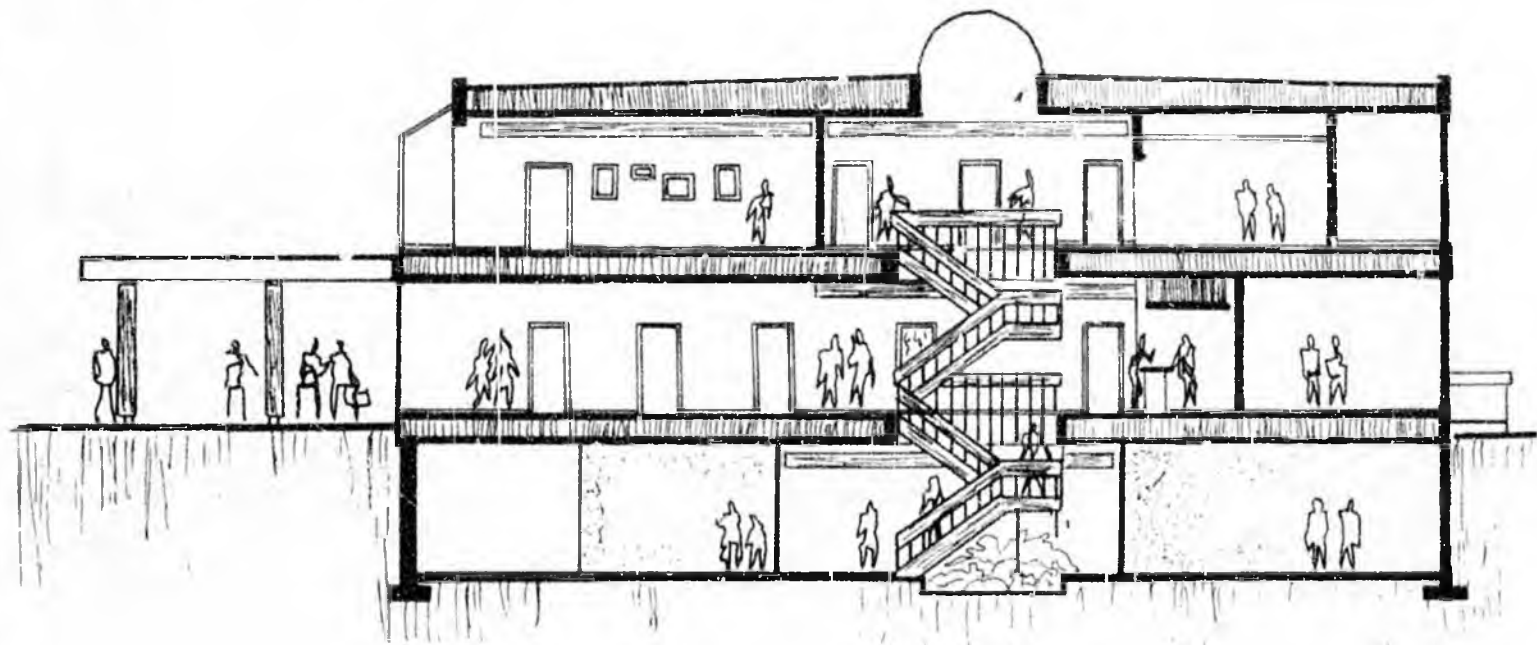
PROPOSED FACILITIES:

A three story building located at Valdez will provide adequate space for the education needs of the Prince William Sound Community College service region. The following are results of the space needs assessment.

SPACE NEEDS ASSESSMENT:

- General Classrooms
- Lecture Hall
- Vocational Education Facilities
- ABE/Learning Resource Center
- Science Laboratory
- Office Occupations Center
- Computer Room
- Counseling Center
- Audio-Visual Center
- Art Room
- Art and Music Centers
- Home Economics Center
- Photography/Darkroom
- Bookstore
- Faculty Offices
- Administrative Offices
- Conference Room
- Student Lounge

Interior Cut-away of Proposed Structure



In Summation...

- **Phyllis Irish Senior Citizen and Valdez "Old-timer"**. *"I highly approve of PWSCC and its contribution to Valdez. You are never too old to learn. The college offers our young people a chance to attend advanced education classes in their home community."*
- **Mary Jo Evans Businessperson and current Chair of Planning and Zoning Commission**. *"The college definitely adds a needed element for the enrichment of the community of Valdez."*
- **James Shepard PWSCC Student** *"The future of education in Valdez is very promising, but we need your support. Class registration is being limited due to lack of space, and furthermore, many classes requiring laboratory space cannot be offered at all. Please help us make education available to all who desire it."*
- **Valdez Chamber of Commerce** *"We urge you to support the construction for the proposed Prince William Sound Community College Campus Building at Valdez. This item has been incorporated in our proposed legislative program for FY 84"*
- **John Devens President of Prince William Sound Community College**. *"I am confident in the future of PWSCC. With the proper development of adequate facilities, we will continue to meet the rising educational needs of the people of our region."*

Alaska Scripts
SENATE HESS Committee

2/11/84

Dear Joe,

I am a full time student here at Prince William Sound Community college and enjoy attending classes very much.

Valdez is an excellent place to attend school and find learning very pleasurable.

I really dream of seeing Valdez becoming a college town, a truly excellent place for higher education. Presently the school is outgrowing itself and desperately in need for larger class rooms and other things Community colleges offer. Again I plead for you to vote for a new college to be built here that would be a great investment for the town of Valdez.

Thankyou very much.

Sincerely,
Bobby

RECEIVED

MAR 26 1984

Josephson



Extension Centers at:
Cordova
Copper Basin



*Rec'd - 84
2-2-84
JCK*

Telephone
(907) 835-2539

PRINCE WILLIAM SOUND COMMUNITY COLLEGE

P.O. Box 97
Valdez, Alaska 99686

January 31, 1984

Senator Jalmar Kerttula
State Capitol
Pouch V
Juneau, AK. 99811

Dear Senator Kerttula,

Under separate cover I am sending you a large picture of the artist's concept of our long range facilities development plans for Prince William Sound Community College. With that, you will also find sheets containing topography and site location data, as developed by Bob Eder of Valdez Engineering. Over the past several years we have done considerable planning with regard to this facility and are, of course, quite anxious to see the project begin. When you receive the tube containing the artist's concept of the facility, you will note that it is on four separate levels situated on Meals Hill adjacent to the Blueberry Hills Subdivision and facing across the bay to the Alyeska facility. We feel, and Valdez Engineering concurs, that this site is unsurpassed for natural beauty and provides us with the needed space for expansion. The \$8.5 million needed for Phase I will purchase the uppermost level and will house our classrooms, study centers, laboratories, and offices. The other buildings, as one progresses to the next lowest level, include dormitories connected to the main building by a covered walkway and then to the three buildings sitting almost at water's edge but elevated above the water. At the third level, moving from the right side of the picture to the left, we have a shop facility, then a science laboratory, which we project needing in the 1990's, and finally, a marine laboratory, which will enable us to further expand our programs in aquaculture and fisheries. The fourth and lowest level is pictured in the lower left-hand corner of the picture and that shows our boat dock and additional fresh water marine facilities.

Obviously, the long range plans that we are projecting in these pictures are truly long range and depend upon many variables including the growth of the state of Alaska, our ability to realize some of the programs which we are planning, and the growth and development in the PWSCC region. I felt you would appreciate seeing that we do have long range plans which will result in a comprehensive community college serving the specific needs of this region.

Attached to this letter, I am also including a number of items which may help in providing the support needed for this project. You will find seven black and white photographs depicting our campus as it is now, including on-campus facilities and those which we have been able to borrow from the City, the public schools and the State. We feel the pictures demonstrate the inadequacy of our classrooms and our need for modern, well-developed classrooms and laboratory facilities.

Senator Jalmar Kerttula
January 31, 1984
Page Two

I am also sending several pamphlets which were developed two years ago and describe essentially the facility we are talking about, but pictures it as a three-story building rather than a single story building as is shown in the artist's concept. With these pamphlets I'm also sending a line drawing of the classroom and laboratory areas. Essentially nothing has changed except that, as we have developed our plans on site location, we have decided to develop the building as a single story to better utilize the natural lay of the land and to fit the overall scope of the project. The square footage remains the same and the layout of the classrooms has remained essentially the same.

I have also included a site location report from Valdez Engineering. This report provides supportive data regarding our choice of the Meals Hill site.

You will also find attached this year's report from the college to the Valdez City Council indicating our progress over the past year. In the appendices of this report you will find the results of a needs assessment done by The Northern Institute. This needs assessment demonstrates the outstanding support PWSCC receives by the community at large.

Finally, I'm also including two letters that show past support for the community college building. The one letter is from the Valdez Chamber of Commerce, listing the college as a high priority for last year, and the other letter is from a former student body president who wrote in support of the college two years ago. As you are aware, there have been many other letters and telegrams written with regard to this campus building.

I have announced your support of not only the campus building but the other City projects to the Chamber of Commerce and to my fellow City Council members. Everyone is very appreciative of the support you have given us and are extremely pleased with the prospect of having you back as our senator.

Sincerely,



John Devens, Ph.D.
President
Prince William Sound
Community College

JD:kw
Attachments

VALDEZ ENGINEERING, INC.

Anchorage Office:
4410 Woronzof Drive
Anchorage, Alaska 99503
(907) 248-6686

April 7, 1983

Valdez Office:
301 Egan Drive, Suite 201
Box 907, Valdez, Alaska 99586
(907) 835-4995

PRINCE WILLIAM SOUND COMMUNITY COLLEGE PROPOSED CAMPUS SITE LOCATION REPORT

The proposed site for the new Prince William Sound Community College campus offers several quantifiable advantages over alternative sites, including the alternative of retaining the campus at its present location. The proposed site, USS 641, is situated in the Southwest corner of the Valdez Townsite, adjacent to both Port Valdez and Mineral Creek. The acreage is wooded with both spruce and cottonwood and is graced with mildly rolling terrain directly adjacent to Port Valdez. The land belongs to the University system, thus no acquisition costs will be involved in utilizing the property.

One of the foremost advantages to the proposed site is the inherent contribution toward meeting the College's Academic Mission. As suggested by its name, the College serves a wide and diverse cross-section of the population within the Prince William Sound environs. Tied closely to the sea, the people of this area have a natural need for academic programs relating to marine biology, fisheries development, boating safety skills and any number of other marine related activities. By providing direct access to the sea from the campus, this site allows propagation of marine education curricula unmatched by any other site. Students will be able to move directly from classroom to seashore for "hands-on" experience. Ongoing and continuous activities can be scheduled with direct and immediate oversight from faculty and students. The College would not impart a negative impact on existing community facilities through expansion of its marine programs and would have the required freedom to conduct its programs unhindered by external constraints.

In addition, the site allows for practically unlimited expansion over time as the needs of the community and region grow and develop. The current campus, utilizing as it does renovated, leased buildings which were formerly a low-income housing development, is particularly ill-suited to allow development of a proper Academic Master Plan designed to fulfill the college's mission. Alternative sites would not allow the flexibility, nor provide the obvious advantages that this particular site offers.

The present campus is situated on the borderline between the downtown business district and the residential area of Valdez. Within the past 3 years a large apartment building, the city's largest grocery store & mall and a new arterial road connecting to the Richardson Highway have been built adjacent to the existing campus. Already situated on one of the city's two north-south thoroughfares, the present campus is plagued

by a high-density traffic factor, and the related noise that accompanies such traffic. Such distractions would be totally eliminated by relocating the campus to the proposed site. The residential character of that part of the city the present campus borders would be strengthened, while the problems associated with being shoulder-to-shoulder with the busy business district would be eliminated. Classes would not be disrupted by constant outside noise, students could study in peace and classes requiring low-noise levels such as theater arts, music and audio-visual would be aided.

Also to be considered in any site evaluation are long-range benefits. At the current campus, no long-range benefits can be discerned. The facilities are renovated apartments with low space efficiency utilization and no expansion could be allowed without use of alternative buildings in other areas of the City as is done now. Currently, classes are held in 5 disparate buildings scattered throughout the City, cohesiveness of programs is lacking, communications is impaired and a tour of the facilities effectively means a tour of the City of Valdez.

The proposed site offers the opportunity to design a campus with an efficiently designed physical layout, where all buildings and activities would be in close proximity to one another, and expansion could be properly planned and controlled. Beginning with a core facility containing classrooms, laboratories and administrative and faculty offices, additional buildings could be designed and built to effectively and efficiently fill the needs of the College. At all stages of the college's development, growth would be controlled and guided so that the maximum benefit would be derived from the money spent on such facilities, a point which should not be lost when the state's future revenue projections are taken into account. As time passes, the wisdom of situating the campus on this site will become ever more apparent.

Access to the site is already in place. Access is provided by the Mineral Creek Access Road, a city road. Mineral Creek Access road is currently under construction to be upgraded to City Standards. Utilities presently are in place to the end of Egan Drive near Mineral Creek. Utilities along Mineral Creek Access Road to the University Property may be able to be City funded. The majority of the road system to the site would be on City property and City maintained.

From an engineering standpoint, the site offers several advantages. The proposed conceptual layout of the initial campus would occur between Elevation 120 and Elevation 140, a 20-foot vertical range. Site preparation costs will be minimized due to this narrow range of elevation gradient, and the time required for such preparation will be minimized.

Much of the cost in providing access roads, parking lots, utilities backfill and foundation material goes to meet transportation costs of such material. The main source of such backfill and foundation material in Valdez is from the Mineral Creek channel. Situated adjacent to Mineral Creek as it is, the distance required to procure such material is the absolute minimum, thus the initial infrastructure can be provided

with the least cost and time. More money will be available then for providing physical facilities. No other site offers such an advantage.

Preliminary cost estimates to provide the required infrastructure are as follows:

	<u>UNIVERSITY PROPERTY</u>	<u>CITY PROPERTY</u>
Site Preparation	\$200,000.00	
Roadways - 1500'	700,000.00	
Sewer Lines - 3600'	160,000.00	200,000.00
Water Lines - 3600'	160,000.00	200,000.00
Parking Lot	125,000.00	
Electricity	50,000.00	100,000.00
Telephone	15,000.00	35,000.00
Total Infrastructure Cost	<u>\$1,410,000.00</u>	<u>\$535,000.00</u>

As a final point in this analysis, the negative aspects of the location should be addressed. The site at this time is removed from the main developed area of Valdez. It is 1.5 miles from the proposed campus to the downtown business area, and no other development is underway in the area, with the exception of a 14 acre subdivision to the southwest of the site. Additional time and effort will be required for students, faculty and citizens to gain access to the campus. The advantages of close-at-hand businesses and support facilities currently available will be lost. However, the City of Valdez is currently building a bridge from West Egan Drive across Mineral Creek. It is the City's desire to promote residential development across Mineral Creek, and over time substantial development will undoubtedly occur in the area surrounding the proposed site. By acting now, the college will serve as an anchor for development in this section of the City and will over time undoubtedly become the centerpiece of this section of the City of Valdez. Rather than reacting to change, the college will have become an integral and important leading factor as the area develops. Rather than finding itself surrounded by development, with few alternatives for expansion, the College will be at the front in adapting itself to the changes and growth the City will experience. Sufficient land is available in this 140 acre site to provide expansion for this campus far into the future.

In summation, the proposed site offers an opportunity seldom offered, and once lost, not often regained. The college will have a facility more closely aligned to the needs of the community and region, with a location allowing it to serve fully the needs of its constituents, to grow as the region grows, in an area that reflects completely the people it is mandated to serve. Aesthetically, functionally and economically, there is no better site upon which the new Prince William Sound Community College could be built than this one.

James H. Shepard
PWSCC SGO President
Box 1828
Valdez Ak 99686
Computer ID
VSJHSHEPARD

To the members of the 1983 Alaska State Legislature;

Greetings! I am currently a full time student a Prince William Sound Community College. Having successfully completed 21 credit hours during fall semester 1982, I look forward to completing another 20 hours during spring semester 1983. This will enable me to graduate with an Associate of Arts degree this spring of which I shall be very proud. I am also president of the PWSCC Student Government Organization. It is with pleasure that I write this letter to you today.

There is a wonderful experiance in learning. Given the proper atmosphere and motovation, young and old may further their knowledge and become wise. It is the educators responsibility to provide that atmosphere conducive to learning, and it is the art of the educator to cultivate curiosity and motovation in their students. As you can see from the 1982-83 Pwscc faculty roster, there are some very gifted educators sharing their knowledge with the people of Valdez, and with the people of outlying communities who benefit from the PWSCC Extension Centers.

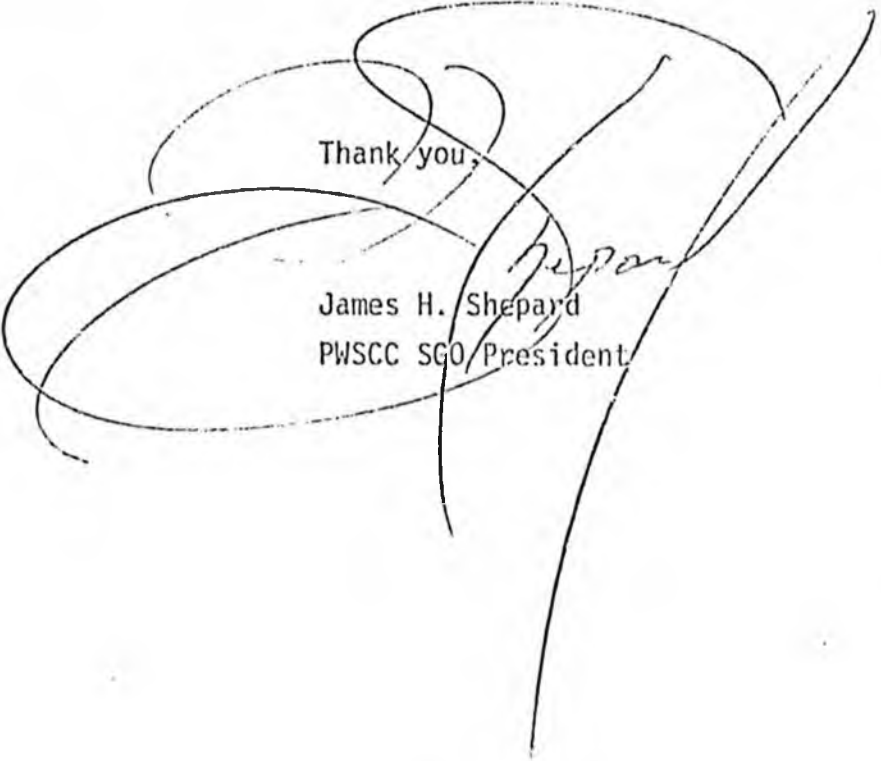
There is, however, a serious hinderance to their efforts.

Anyone who has visited our campus in Valdez recognizes our desperate need for an appropriate facility to serve the needs of our students and faculty. Many of our needs are surprisingly basic. Class registration is being limited due to lack of space, and furthermore, many classes requiring lab space cannot be offered at all. In one classroom where I was a student, we sat filling the two rows of tables and also around the walls of the room in various folding chairs. Do not be deceived. There were only twelve of us including the instructor. This is not a isolated example. The layout of the classrooms, initially designed as temporary housing units for state employies in the late sixties, are all the same.

The temporary facilities which currently house the PWSCC campus are totally inadequate to handle the needs of an increasingly numerous student body. I urge you to make available the necessary funds so that a permanent community college building may be erected in Valdez.

The future of education in Valdez is very promising, but we need your support. Please help us to make education available to all who desire it, in such a way that we may grow and benefit from the experience.

Thank you,


James H. Shepard
PWSCC SGO/President

Valdez Chamber of Commerce

P.O. Box 512 * Valdez, Alaska 99686 • Phone 835-2330

January 14, 1983

Dear Alaska State Legislators:

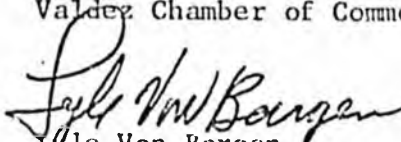
Please consider this letter as our support for the proposed capital improvement for Prince William Sound Community College. This item has been incorporated in our proposed legislative program for FY 84.

Presently, PWSCC utilizes for their facility a former Alaska State Housing complex, a private commercial office building, and has utilized a city warehouse and public school facilities after public school hours.

We urge you to support the construction for the proposed Prince William Sound Community College building in Valdez.

Sincerely,

Valdez Chamber of Commerce


Jule Von Borgen,
President

PRINCE WILLIAM SOUND COMMUNITY COLLEGE
CAMPUS FACILITY ; RENDERING

