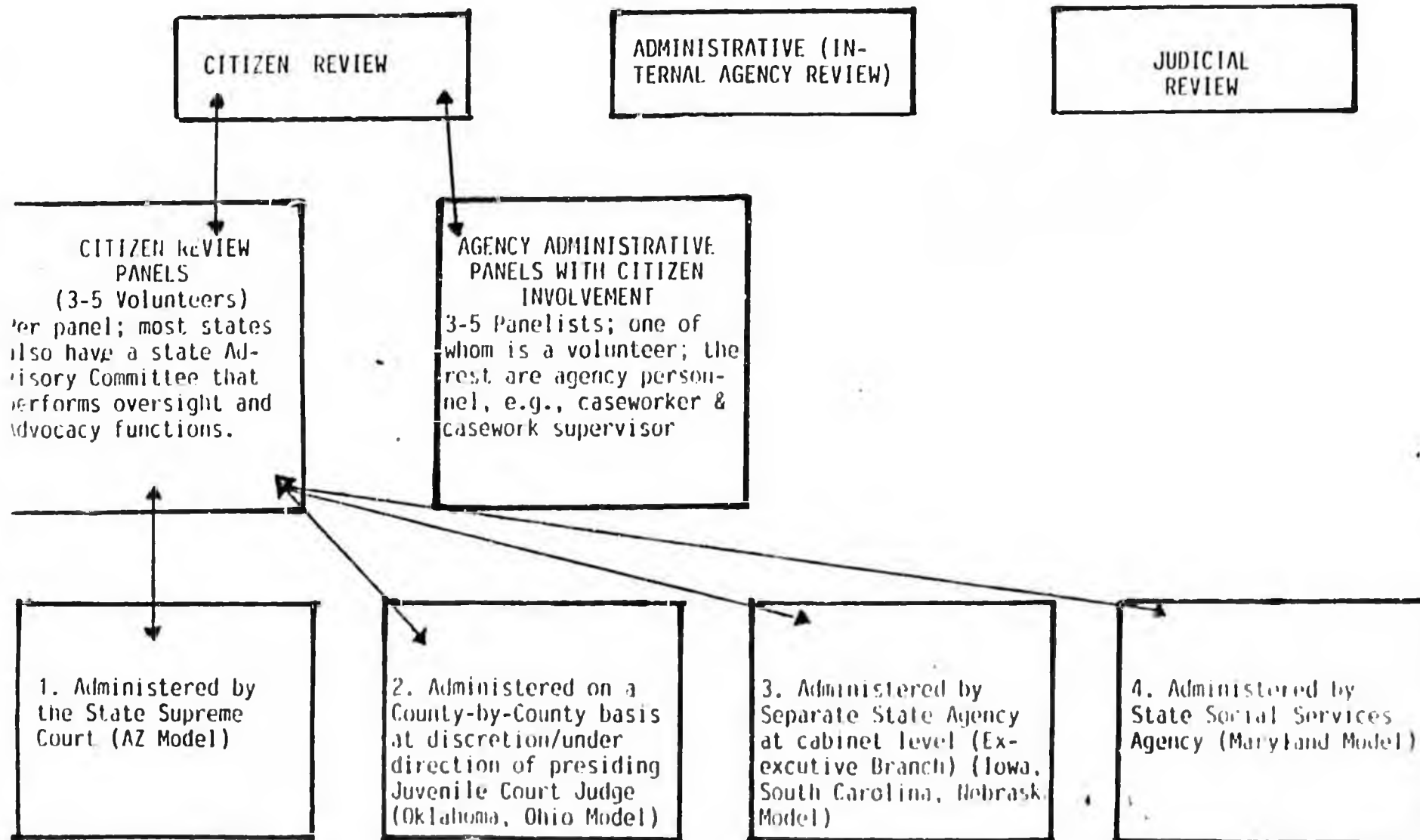


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MODELS OF FOSTER CARE REVIEW

NOTE: These 3 basic models are not mutually exclusive. Some states use some version of all three, or two out of three.



- * 2. (County-by-County Model) may also include a state advisory committee under Supreme Court that coordinates among counties.

fcrb.sta

PRELIMINARY DATA FROM ANCHORAGE FCRB

AUGUST 1988 THROUGH DECEMBER 1988

NUMBER OF CASES/FAMILIES REVIEWED: 38

NUMBER OF CHILDREN REVIEWED: 56 MALE: 35 FEMALE: 21

AGES: 20--birth to two years 27--three to twelve years
9--thirteen to eighteen years

RACE: 27--white 17--black 5--hispanic 23--native
(children who are bi-racial are counted for each race)

NUMBER OF PRIOR DFYS CONTACTS WITH FAMILY: 13 had no priors
10 had one prior 5 had two priors 7 had three priors
1 had four priors 2 had five or more priors

DEYS CASEPLAN FORM FOUND IN THE DFYS FILE: 1 case

WRITTEN NOTES FOUND IN THE DFYS FILE OF CASEPLAN AGREEMENTS: 9 cases

WRITTEN VISITATION PLAN AND SCHEDULE FOUND IN THE DFYS FILE: 8 cases

REASONABLE EFFORTS FINDING MADE BY THE COURT: 34 cases

REASONS FOR REMOVAL OF CHILD FROM PARENTAL HOME:

3 sexual abuse	19 neglect
16 physical abuse	1 child's medical needs
5 parental refusal to care	4 abandonment
19 parental substance abuse	1 parent's medical needs
1 financial inability	1 child's mental health needs
2 parent's mental health needs	3 other
6 runaway teen	

**Child may have been removed from home for more than one reason.

N=38

STATE OF ALASKA

OFFICE OF PUBLIC ADVOCACY

STEVE COWPER, GOVERNOR

900 W 5TH AVENUE
SUITE 525
ANCHORAGE, ALASKA 99501
PHONE: (907) 274-1684

N=38

FORB RECOMMENDED SERVICES

	available	unavailable
intensive in-home therapy.....	0	11*
parent aide.....	6	
daycare.....	3	
Intermission.....	6	
public s assistance.....	5	
medical care.....	9	
counseling.....	16	
job training.....	5	
substance abuse treatment.....	16	4**
parent education.....	14	
food.....	1	
housing.....	2	
residential treatment.....	1	
homemaker.....	7	
public health nurse.....	4	
other.....	4	

Prevented
removal
29%

* Intensive in-home therapy is Homebuilders model.

**Inpatient alcohol treatment for parents that allows children to live-in with parents.

N=38

SERVICES FOR THE FAMILY

	referrals made		services begun	
	prior	after	prior	after
intensive in-home				
therapy.....	1	0	1	0
parent aide.....	1	1	0	0
daycare.....	0	3	1	1
respite (Intermission).....	0	4	1	1
public s asst.....	4	7	9	4
medical care.....	1	6	1	1
counseling.....	2	13	3	1
substance abuse				
treatment.....	3	12	1	0
education.....	4	0	0	0
parent education.....	2	8	2	0
food.....	2	0	0	0
transportation.....	0	1	0	1
housing.....	0	1	0	1
residential treatment.....	0	1	0	0
public health nurse.....	3	3	4	1
homemaker.....	1	4	2	0
domestic violence				
counseling.....	0	2	0	1

24

65

25

12

The following materials are excerpted from:

"An Overview of Citizen Involvement in Foster Care Review"

- by -

Susan Carter, J.D.

August, 1987

National Association of Foster Care Reviewers

Phoenix, Arizona

Chapter II. PURPOSE, PHILOSOPHY AND ROLE OF FOSTER CARE REVIEW SYSTEMS

As noted in Chapter 1, the underlying goal of all case review, including citizen review, is to assure that children do not linger unnecessarily in foster care, but rather receive the support, benefits and joys of a permanent home. In the case of citizen review, this goal is accomplished through recommendations to the legislature, social service agencies and courts, based upon its reviews of the cases of children in care. This chapter examines the specific ways in which foster care review systems work to accomplish the goal of permanency.

A. ADVOCACY

"You are the eyes and ears of the court, a part of the Court's conscience. You are also the eyes and ears of society, and part of its conscience. Reviewers are one of the few institutions where the problems of the family, the efforts of the state, and the work of the judiciary meet. You are able to see what is working and what is wrong."

Honorable Robert N. Wilentz
Chief Justice, NJ Supreme Court

In citizen review systems, reviewers serve as advocates for the best interest of children. Generally speaking, reviewers carry out their role as advocates in two ways:

1. Through individual case review of children in foster care.

2. Through the making of findings and recommendations regarding foster care system problems which come to light through the case review.

In acting as advocates for children, reviewers usually follow the following guidelines in individual case reviews.

1. consider the necessity and appropriateness of the current placement;
2. determine the progress toward alleviating the cause of the placement;
3. determine the compliance and level of participation in the case plan of all appropriate interested parties;
4. project a likely date for the child's return home or for placement in another permanent home.¹

The panel usually transmits its findings and recommendations regarding these areas to the court and/or child welfare agency within a short period of time following the review. When there is disagreement between a panel and the agencies or interested parties in a case, the panel will outline the disagreement in the findings and recommendations, along with a plan of action the panel feels should be taken in order to carry out a permanent plan that is in the best interest of the child. (See further discussion in Chapter IV.)

However, the advocacy role of reviewers is not limited to making case recommendations to the judge and social

service agency. Individual panel members may be able to identify resources in the community which would be of assistance to the child and family, but of which the service provider may not be aware.²

Citizen review boards also serve as systems advocates: over time, state review boards will come to recognize general problems in the child welfare system itself. State Boards make recommendations to the courts, agencies and legislature designed to address such problems, and may bring the problems to the attention of the media. Indeed, many review systems are encouraged or mandated by law to make such recommendations. (For a further discussion, see Chapter III - C.) As long as confidentiality requirements are met and problems are reported in an aggregate manner, (see Chapter III), such actions are appropriate.

In fact, it may be that citizen review systems have their largest, most positive impact through such a systems advocacy approach. Volunteer reviewers can create a broad base of community support for foster care issues and often serve as catalysts for system reform.

B. AUTHORITY

In order to perform their role, review panel members must have the authority to perform their duties as fact finders. Care must be taken, however, not to misconstrue the authority to conduct fact-finding reviews with the authority to change case plans. In general, the findings

and recommendations of review boards are advisory only.³ Review board statutes and regulations in some states are careful to point out that their provisions "should not be construed as limiting or delaying actions by agencies or (institutions) to arrange for adoptions, foster care, termination of parental rights or other related matters on their own initiative, nor do (provisions) in an manner alter or restrict the duties and authority of such agencies... in those matters".⁴

C. DATA COLLECTION/REGISTRY

Foster care review systems often serve an important data collection and information registry function. Most statewide review board systems have collected information and generated statistics regarding the status of children in foster care. This information is generally gathered through the use of automated operational systems, in which data is automatically entered into a central computer data base at the time of the first review. Systems with such automated procedures include Arizona, Kentucky, Maryland, Nebraska, Iowa, and South Carolina.⁵ (See Appendix D for an example of a data entry sheet.)

In Nebraska, the enabling legislation establishing citizen review is unique in that it mandates the Foster Care Review Board to serve as the official statewide registry for statistical information on children in substitute care.⁶ Information is sent to the Board on each

child at the time he or she enters care. Prior to the establishment of the Board in Nebraska in 1982 there was no way of gathering reliable information on the numbers of foster children in that state.⁷

Data systems record such information as the child's name, birthday, gender, legal status, type of placement, services provided and visitation patterns. This data enable boards to track information such as numbers of initial placements, numbers of children in care, reasons children enter care, characteristics of foster children, length of stay in care, which children are more likely to be returned home or placed in alternate permanent families, and much more.⁸ The information gathered can be very useful to review systems in evaluation, advocacy and case review efforts.⁹ In Nebraska, for example, data from the registry has been used to conduct independent evaluations of the review system in 1985 and 1986. These evaluations indicated the effectiveness of the review system in moving children to adoption, and concluded that the system was quite cost-effective.¹⁰

D. ANNUAL REPORT

Many states have legislative mandates requiring that state citizen review systems provide annual reports to the governor, legislature or the supreme court.

Annual reports, particularly when coupled with data collection efforts, are effective tools in providing

documentation to illustrate the cost effectiveness of review boards. For example, Delaware's annual reports have shown a dramatic increase in government savings since the implementation of its board through a post-review decrease in the number of children in foster care.¹¹

These annual reports also serve as effective advocacy tools. Reports are issued to the media and the public, as well as to the branches of government, and generally contain the state board's recommendations for improvements in the foster care system.¹² The reports include information on review policy, procedures, budget information, and proposed recommendations and legislative changes.

Arizona's is an example of a complex and comprehensive annual report. Arizona incorporates into its report information on the justice system, social service system, educational system, foster care review board system, and several appendices.

E. ADVANTAGES OF CITIZEN REVIEW

Citizen review boards have several advantages not only for the children in foster care, but for the court system, social services system and taxpayers.

By engaging in interdisciplinary cooperative efforts, citizen review systems can make tremendous advances in the delivery of foster care services including the following:

1. enabling changes in the legislature regarding foster care statutes;
2. reducing the number of children in placement, thereby saving tremendous amounts of government dollars;
3. serving an investigative function to aid in appropriate case planning;
4. encouraging and aiding in the recruitment of foster homes;
5. increasing the awareness of the community to the plight of children in care;
6. serving a "check and balance" function to assure that all aspects of the child welfare system are functioning correctly and appropriately;
7. increasing cooperation and communication between various agencies serving children;
8. freeing case workers who might otherwise be conducting reviews to do casework and actually provide services to families;
9. developing new policies, procedures and resources for children in care.

Chapter II. Footnotes

1. see e.g. Arizona Supreme Court Foster Care Review Board, Training Manual (rev. March 1986) p.18.
2. observations of the author based upon attendance at citizen review panel meetings in Arizona and New Jersey in 1986 and 1987.
3. *ibid.*, Arizona Training Manual, at p.3.
4. section 20-7-2397 (1986); South Carolina Children's Code.
5. based upon survey of author.
6. "And How Are The Children?", State of Nebraska Foster Care Review Board, First Annual Report (Dec. 1983) p.21.
7. *ibid*, p.1.
8. see e.g., data entry sheet, Appendix D.
9. e.g., *ibid*, Nebraska Annual Report.
10. Coyne, Ann, Ph.D., and Medlin, Nadine, An Evaluation of the Nebraska State Foster Care Review Board published in "Children, What Has Changed", Third Annual Report of the Nebraska State Foster Care Review Board (Dec. 1985) at p.75.
11. see State of Delaware Foster Care Review Board Fifth Annual Report, July 1985.
12. see e.g., Arizona Foster Care Review Board 1987 Report and Recommendations (Jan. 87).

CHAPTER IV. REVIEW BOARD PROCESS

A. PRE-REVIEW

1. Types of cases reviewed

In nearly all review systems, the cases selected for review are those of abused and neglected children who have been placed in foster or substitute care. Some systems also review the cases of children who have been placed in foster care because of delinquency or incorrigibility. (See Appendix B).

However, state laws and regulations do vary as to the definition of "foster care" for the purpose of determining the types of cases to be reviewed. For example, in some citizen systems, such as Kentucky, the cases of all children who have been adjudicated dependent by the juvenile court, whether or not they are in foster care, are reviewed. Under other systems, only the cases of children who have been placed out-of-home are reviewed.¹

The systems also vary in whether or not reviews are conducted of voluntary foster care placements. Montana's guidelines cover voluntary placements as do New Jersey's.² Arizona's legislation, however, provides only for the review of cases of children involuntarily placed in foster care following a determination of dependency by the Juvenile Court.³ Georgia's and Iowa's guidelines also exclude review of children voluntarily placed in foster care through agreement between the parents and the Department.

Exclusion of voluntary placements would appear to unduly

eliminate many cases from the review process in some states. For instance, in New Jersey, voluntary placements account for 80% of the children in foster care.⁴

Ideally, foster care case reviews are conducted for each child in foster care or adjudicated dependent. Unfortunately, financial or statutory limitations in some states prevent Board reviews of all cases in which children are placed in care.

In Nebraska, for example, due to funding constraints, the Board reviews approximately fifty percent of all placements, using a random selection process, even though the Nebraska statute mandates review of all cases of children in foster care.⁵

In all of the above states, once a child's case is selected, his case continues to be reviewed at the required intervals as long as placement continues. (See Appendix B for a chart summarizing review procedures in various states.)

2. Frequency of Review

Regular and sensitive case review is crucial to the well-being of each child harbored within the U.S. foster care system. Children operate under a different perception of time than adults; a two-year old child in foster care for six months has lived a fourth of his life without a permanent family.

The necessity for frequent review is recognized by P.L. 96-272, which provides that states, to be eligible for continued federal matching funds to pay for foster placements, must establish a system for external review of each child's

status at least every six months.⁶ Accordingly, most systems require board reviews at six-month intervals.

Initial reviews are required for children in foster care after five or six months in substitute placement, with subsequent reviews every six months as long as the child remains in placement, in South Carolina, Montana, Michigan, Maryland, Georgia, Tennessee, and Arizona.⁷

In Mississippi, an internal administrative review is conducted six months after the child initially enters foster care, with the first review by the Foster Care Review Board conducted one year after placement. Although a judicial review is to be held at 18 months in Mississippi, many Judges assign that review to a Foster Care Review Board. Subsequent reviews are held annually.⁸

Only a handful of systems currently conduct initial reviews prior to six months in placement. In New Jersey, the initial review board hearing takes place 45 days after the child is placed outside the home. This review is followed by an internal placement conference six months later. The placement conference is conducted by the agency and may be attended by a member of the review board. At seven months, the review boards examine the results of the placement conference at a paper review conducted without interested party participation. At twelve months, a second full review by the board is conducted. Agency and full external reviews continue to alternate as long as the child is in care.⁹ However, if the citizen board is in disagreement with the recommendations of the agency it can order a full case review

at any time.

In Oklahoma, initial reviews are conducted after 45 days in placement.¹⁰ In Kentucky, the initial board review is conducted within thirty days after placement, with subsequent reviews every six months thereafter.¹¹ In South Carolina initial reviews for publicly placed children are conducted after four months in placement.

3. Parties

In some states, including Nebraska and Kentucky, citizen reviews are conducted of case files, sometimes with input from the caseworker or casework supervisor. In most states, however, interested parties do participate in the reviews.

The state systems have differing requirements in regards to the parties to the review procedure. These requirements are usually delineated by statute, although in some states, the designation of interested parties is left to the review board. Nearly all systems leave room for the exercise of board discretion in individual cases. For example, the Arizona Rules of Procedure state that:

"a review board may agree to hear any person who formally requests to be heard at the child's case review, as long as the person has some connection with or knowledge of the child or family situation."¹²

The birth parents are interested parties to the review hearing. This requirement is reflected in P.L. 96-272, which requires notice and opportunity to participate to the birth parents in any review procedure adopted in accordance with the Act. It is highly preferable to include the parents in any review proceeding because of the serious liberty rights affected¹³ and to ensure that they understand and have the means to comply with any case plan requirements for reunification.¹⁴

Most states consider the child to be a crucial interested party; however, the extent to which the child is included in the actual review process is generally left up to the discretion of the review board. Some systems only require notice to the child if he or she has reached an age considered mature enough to understand the proceedings. In South Carolina, for example, children ten years of age or older are encouraged to attend reviews.¹⁵ Iowa requires notice to children 14 years of age or older.¹⁶ Delaware law requires notice to the child "where appropriate." In Kansas, training materials note that boards may want to interview the child separately from other parties.¹⁷ Mississippi provides that all children age six or older must be invited in language they can understand, and allowed to attend "unless the case record documents that attendance at the conference would cause the child extreme anxiety".¹⁸

In Arizona, notice is required to twelve years of age and older. However, caregivers and caseworkers often bring younger children and even infants to review. Board members report that it is a positive and enlightening experience to actually see the children being reviewed.¹⁹

In addition to attendance by the birth parents, (unless parental rights have been severed), virtually all systems require some type of attendance or input by the Social Welfare Agency responsible for the child's care. In many instances the caseworkers are required to present either a written report to the board or to present the circumstances of the case at the review.

Occasionally, the agency will be reluctant to participate in panel meetings, particularly during the early stages of a citizen review system. In New Jersey, for example, some offices of the DYFS in the past discouraged caseworker attendance, although the trend is towards increased attendance.²⁰ In some of the larger, more populated New Jersey counties DYFS has assigned a staff person to attend every review as a liaison to the agency. This person also is usually a member of the administrative review panel.

Foster parents and caregivers are often involved because of their involvement in the day-to-day care for the child (as well as to ease any tensions between them and the natural parents). Foster parents frequently provide first-hand information about the child's daily behavior, reaction to visitation by parents, and need for any additional casework services. Caregivers are a vital part of the treatment team:

their input is invaluable in the development and implementation of the foster care case plan.

Other interested parties often included in review hearings are attorneys for the parents and child, Court Appointed Special Advocates or Guardian ad Litem, representatives of the service provider if the child is in institutional care, relatives of the child, teachers, and others with special knowledge of the child's situation.

Arizona has begun a program to seek written input from teachers, counselors, and principals at the foster child's school about the child's progress prior to the review. This program, which was implemented first on a pilot basis in two counties, has proved so successful that it is now being implemented statewide.²¹

4. Notice

Once the appropriate parties to a review proceeding are determined, notice of the review is sent to those parties. Most states properly require written notice to the interested parties to ensure their participation in the review process. Some panels (e.g., Arizona) will include a statement in their findings and recommendations of the date and adequacy of the notice given to interested parties. The policies for timeliness of notice to parties varies among the review programs.

Michigan requires written notice to parties on working days prior to the hearing, and specifies that at a minimum, the notice should include the child's name, the date, time and location of the review; a brief statement of the purpose of

the review; and a statement regarding the recipient's rights and objectives to attend and participate.²²

Notice in Georgia must be completed at least two weeks prior to the hearing, and is required to include an advisement to the birth parents and the child of their right to bring a representative.²³

Delaware law requires written notice of a review thirty days prior to the scheduled review, to be sent to the placement agency, the child "where appropriate", the parents, foster parents, child's attorney, and an person or agency interested in or having knowledge about the child.²⁴

In some instances, responsibility for sending the notice to other parties rests with the Department after it is notified of a hearing date; in other cases all notices are handled by board staff. Often the Department will be notified in advance of other parties.

For example, in Arizona the Department receives notice thirty days prior to the hearing; other parties are notified two weeks in advance.²⁵

Several states require that notice to the child is to be written so that the child can understand it. (See Appendix G giving a sample notice to a child.)

Some review programs place the date of the next review on their advisory findings and recommendations, which allows all the parties that review them a form of notification of the next review several months in advance.

B. AT THE REVIEW

1. Presentation of Case

There are three basic models for the presentation of cases at panel hearings:

1. a review of case reports and other written materials;²⁶
2. a review of case reports and written materials within the child's caseworker or placement agency;²⁷
3. a full review hearing with some or all interested parties and other witnesses present.²⁸

All states follow one of these basic models, with the full review procedure being the most common.

The model of review procedure followed may vary among different review panels within a particular state, depending upon the perceptions and philosophies of the board members regarding the importance of attendance by interested parties.⁴

Where hearings are conducted, they are generally informal and non-adversarial in nature. The formal rules of evidence do not apply and attempts are made to avoid legal terminology that might be intimidating to lay participants. It is generally felt that a relaxed atmosphere encourages information and generates additional information useful to the review.²⁹

Even though the meetings are relatively informal, minutes are kept by a staff person or panel member and the meetings are sometimes tape-recorded.³⁰

In a few states, panel members have an opportunity to review written materials prior to the actual review hearing. For example, in Arizona, review board staff members mail case packets to be reviewed several days in advance. These packets contain copies of the initial permanence plan, a progress

report, and the board's latest recommendations.³¹ Board members in New Jersey receive a packet of written materials, from the Division of Youth and Family Services, including the placement plan, one week prior to the review hearing.³²

Board Members in Michigan receive a complete package ten working days prior to the review hearing, containing the initial social study and case record face sheet, the two most recent quarterly reports, a copy of the applicable court orders, the child's placement record, and any other information the case worker thinks is appropriate.³³

Provision of information in advance is preferable, both in allowing for better preparation, and in terms of avoiding delays by allowing panel members time to request additional information deemed necessary. While reviewers generally do not have subpoena powers equivalent to those of a court, many review board statutes provide a mechanism for a panel to petition the court for an order that materials be made available to them.³⁴

There are times, however, when information on a particular child's case is not available until the review hearing. Largely for this reason, most reviews begin with an oral or written summary of the case for panel members, usually presented by the caseworker or placement agency and sometimes by review board staff, or the panel chairperson. In a number of states one member of the panel is designated as a presenter to outline the case prior to the review. In at least one state, Kansas, the presenter and a co-presenter receive detailed packets of information, including medical and psychological evaluations.

school reports and other materials not contained in the packets distributed to other board members.³⁵

2. Questioning Parties

Following a summary presentation of the case by staff, the agency representative or the caseworker, the review board members generally question the parties present. Often the chairperson begins with an explanation for the parties of the purposes and objectives of the review hearing. Next, questions are asked to generate additional information. Questions are most often asked by board members and occasionally by staff.³⁶

In some states, all parties will be present during the questioning process and in others parties will be brought in to the hearing individually. In this regard, it appears important to allow the parents in particular to be present during any department or caseworker presentation, to allow them an opportunity to respond to any issues raised.

The attendance of all interested parties together, for at least the initial stages of the review, also serves to create a feeling of satisfaction where their attendance and views are deemed to be important. The validity of the review process is enhanced in the view of those parties, who are thus more likely to attend and contribute at subsequent reviews. Often, these reviews are the first time many of the parties are together in one place. Thus the reviews may take on some of the aspects of a staffing or negotiation session.³⁷

There are times, however, when the panel may wish to talk with different parties individually. The questioning of a child, in some instances, may best be accomplished when the

child appears alone, or with someone she/he trusts, such as a CASA or guardian ad litem. Another technique used by some panels involves one or two members being assigned to talk with the child separately.

When confidential information is presented that certain interested parties do not need or have a right to know, the board may wish to exclude them from that portion of the case review. Additionally, under certain circumstances a panel may wish to hear the interested parties separately, where a confrontation might be detrimental to the participation of others.

In some states, guidelines provide for an opportunity for parties to make statements to the panel whether or not board members have any questions.³⁸

Questions by the boards focus on the permanent plan for the child, progress toward implementation of the plan, and any barriers to implementation. In many states, panel staff have developed suggested guidelines to aid members in questioning the parties. (See Appendix F).

3. Debriefing/Discussion/Decision-making

Following presentation of the case and any questions, panel members will deliberate regarding the appropriate placement plan for the child. In coming to a decision review panels consider the following factors:

- *whether adequate visitation is being allowed and whether visitation is occurring;

- *length of time in placement;

- *whether reasonable efforts are being made to return the child where reunification is the goal;

- *placement options;

- * barriers to implementation.

In some states, factors to be considered by the boards are specifically outlined by statute.

Deliberations often take place in executive session.

Whether to conduct deliberations in private or not is sometimes left to the discretion of the particular board.

4. Formulating Recommendations

In virtually all jurisdictions, the recommendations of local review panels are advisory only.³⁹ It is very important to point out, however, that even an advisory recommendation can be very valuable to the court and agency in determining the appropriate placement plan for the child.

Although written recommendations are prepared (see discussion under Section C below) most panels will also verbally summarize their recommendations for parents and other interested parties present at the review.⁴⁰

Some systems set forth specific requirements for the

content of panel recommendations. These requirements sometimes include a placement priority system to be followed by the board or a list of alternative board findings. For example, Maryland law provides that if the panel is not in agreement with the DSS plan, it must make its own specific recommendations. Maryland also requires that the recommendations "include an assessment of the appropriateness of the current placement in terms of the requirements of the federal law".⁴¹

In New Jersey, the statute and board guidelines require that one of the following findings be made, with supporting reasons:

- * that continued placement is not in the child's best interest and that the child should be returned home, and that services should be provided as necessary;

- * that continued placement is in the child's best interests and that the placement plan is appropriate to that end on a temporary basis until one of several delineated long-term goals is achieved;

- * that continued placement on a temporary basis is in the child's best interests but that further information about the case is needed, and;

- * if the board requests that the court order the agency to provide the needed information.⁴²

In Nebraska, the state board developed a priority classification system to use in making placement recommendations, with return home having the highest priority and long-term foster care and or institutional care ranking the lowest.

Following deliberation, the panel will formulate its findings and recommendations, often with staff assistance. In Arizona, for example, findings and recommendations are read back to the panel by staff after deliberation and a final decision as to the wording is made prior to the end of the review meeting.

C. POST-REVIEW

1. Paperwork/Recommendations

As noted, review panels are generally required to prepare written summaries of their findings and recommendations. These are sent to the court, agency and parties. Those states using permanency plan forms mentioned above often provide a portion of the form to be completed at or shortly after the hearing:

The panel's findings and recommendations usually represent a consensus of opinion. Most recommendations will indicate if there has been a difference of opinion among panel members as to the appropriate resolution of the case.

The state systems have different methods of distribution of the recommendations. Generally, distribution of written findings and recommendations is a staff function. In some states, such as Maryland, copies of the recommendations will be sent to the department of social services first for review, and then to the court.⁴³

State systems vary as to the steps to be taken following a contested review, when the review panel's recommendations differ from the departmental plan. As noted, recommendations are advisory only. However, some systems have established formal procedures where there is lack of agreement concerning the appropriate outcome for the child. In Delaware, for example, it is presumed that the agency agrees with the recommendations and will act accordingly unless the agency takes affirmative action to notify the panel to the contrary. Under Delaware law when such notification is made the panel or any party may petition the family court within fifteen days to hold a judicial hearing.⁴⁴

In New Jersey any party can request the judge to hold a summary hearing following the review.⁴⁵

3. Follow-up on Recommendations

After recommendations are formulated and distributed, the review process terminates until the next review. In the interim, however, there may be follow-up by the panel on its recommendations.

Once recommendations are sent to the agency and the court, the court may be called upon to enter an order on the permanency case plan, particularly where the panel and the department disagree as to the appropriate plan. Thus, the recommendations are most useful for the juvenile court judge who must make official decisions regarding the disposition of these cases. The court is able to focus its attention on any problem areas. In issuing appropriate court orders, where consensus on a case plan has been reached at the review

meeting, a significant reduction in the time required for court review can be realized.

In those states with no automatic judicial review, or where court reviews are not scheduled shortly following the panel review, there may sometimes be a lack of follow-up prior to subsequent reviews. A study in Maryland found that while review panel members were comfortable with the advisory status of the panel, they were somewhat concerned that there was no assurance that the court would read and consider their recommendations.⁴⁶

In addition to court reviews of panel placement recommendations, several states provide other mechanisms for panel follow-ups on placement recommendations. For example, section 3814 (b) c of the Delaware act provides that, "the board may petition the family court for a judicial hearing if there has been no documented action toward achievement of a permanency plan during a one-year period."

Chapter IV. Footnotes

1. e.g. S.C. Code Ann. 20-7-2376; and Arizona s8-515.01 et.seq. (1978).
2. New Jersey Child Placement Review Manual (rev. 1985).
3. A.R.S. s8-515.01 et.seq.
4. interview with Corinne Driver, New Jersey Child Placement Advisory Council.
5. interview with Carol Stitt, Nebraska FCRB.
6. 42 U.S.C.A. s670 et.seq.
7. see Appendix B.
8. Mississippi Foster Care Review Boards Training Manual.
9. N.J.R.S., ibid.
10. see Appendix B; interview with Julie Rorie, Oklahoma Administrative Office of the Courts.
11. K.R.S. 208-208.760.
12. Arizona Foster Care Review Board Operational Guidelines, (1981).
13. Dodson, Diane, "Advocating at Periodic Review Proceedings" Foster Children in The Courts, A.B.A., (1983), Mark Hardin, ed. p.105-107.
14. ihid.
15. South Carolina Regulations for Review Board 24-1 (1986).
16. IA Juv. code s237.18.
17. Univ. of Kansas Foster Care Review Training Manual p.62.
18. Mississippi Foster Care Review Board Training Manual p.34.
19. based on interviews and personal observation by author of

- Arizona reviews.
20. interview by author with Corinne Driver, NJ Child Placement Advisory Council.
 21. interview by author with Mary Lou Dominguez, FCRB Program Manager.
 22. Michigan, Handbook, *ibid.*
 23. Georgia, Operational Guidelines, *ibid.*, p.8.
 24. Delaware Code s3803 (1979).
 25. Arizona Supreme Court Foster Care Review Board Operational Guidelines.
 26. e.g. Kentucky Administrative Office of the Courts, Training Manual, p.17.
 27. e.g. Nebraska; see Neb. Code 43-1301-1318.
 28. e.g. Arizona; Michigan; South Carolina, Maryland and others; see Appendix B.
 29. based upon observations of the author at review panel meetings.
 30. e.g. Arizona Foster Care Review Board Operational Guidelines.
 31. *ibid.*
 32. New Jersey Child Placement Advisory Council, Training Manual, p.48.
 33. Michigan State Court Administrative Office Handbook, *ibid.*, p.26.
 34. e.g. O.R.S.419.472 sect.3 (as amended 1987).

35. Kansas Foster Care Review Board Training Manual, Univ. of Kansas, p.26 (1986).
36. based upon the author's observations and interviews with review board and staff in Arizona, Oregon, Michigan, Oklahoma, and New Jersey.
37. "An Examination of Citizen Review in New Jersey: Monitoring Children in Placement", Association for Children in New Jersey (1982) p.103.
38. Michigan SCAO Handbook, *ibid*.
39. see e.g. AZ s8-515.01, et.seq. (1978); O.R.S. 419.472(2) (1987 ad.)
40. South Carolina FCRB Regulations 24-24 (I) (1986 ad.)
41. MD Code Ann. s5-545.
42. N.J.R.S. 30:4C-52 s11 (as amended 1987).
43. MD Code Ann. s5-535 et.seq.
44. Delaware Code Ann. s3801 et.seq. (1979).
45. N.J.R.S. s30:4C-61.1(c) (1987, as amended).
46. Conte, et.al. "A Qualitative Analysis of Citizen Review Boards in Four States", University of Illinois, p.105 (1981).
47. Del. Code Ann. s3814(b).

HCR

16

STATE OF ALASKA
THE LEGISLATURE

LEGISLATIVE AFFAIRS AGENCY
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JUNEAU, ALASKA 99811
907-463-3800

Copies of minutes listed below were originally included in this file. The minutes are available on the STAIRS database CMPR. In order to save space copies of minutes have not been left in the files.

Mary Van Nimwegen

M. HESS

3/10/89

FISCAL NOTE

REQUEST:

Revision Date: _____ Agency Affected: University of Alaska
 Title: "Supporting the establishment of a BRU: IIAA
 program leading to a master of Social _____
 Work degree at the University of Alaska." Components: _____
 SPONSOR: The Health, Education & Social _____
 Services Committee REQUESTOR: HESCC

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 89	FY 90	FY 91	FY 92	FY 93	FY 94
PERSONAL SERVICES		-0-	-0-			
TRAVEL		-0-	-0-			
CONTRACTUAL		-0-	-0-			
SUPPLIES		-0-	-0-			
EQUIPMENT		-0-	-0-			
LAND & STRUCTURES		-0-	-0-			
GRANTS, CLAIMS		-0-	-0-			
MISCELLANEOUS		-0-	-0-			
TOTAL OPERATING		-0-	-0-			

CAPITAL						
---------	--	--	--	--	--	--

REVENUE						
---------	--	--	--	--	--	--

FUNDING: (Thousands of Dollars)

GENERAL FUND		-0-	-0-			
FEDERAL FUNDS		-0-	-0-			
OTHER		-0-	-0-			
TOTAL		-0-	-0-			

POSITIONS:

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

ANALYSIS: (Attach a separate page if necessary)

The cost of passage of this resolution is zero, but the cost of implementing its intent is attached.

Prepared by: Marsha Hubbard, Director *Hubbard* Phone: 474-7593
 Division: Statewide Budget Office Date: 3/15/89

Approved by: Brian Rogers, VP for Finance *BR* Date: 3/15/89
 Agency: University of Alaska

Distribution (by preparer):

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

DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT

Master of Social Work Budget
Proposed Year 1 Increment - Preparation
FY 90

<u>Salary/Benefits:</u>	
1 Full Professor:	\$50,000
Benefits @ 32.3%	16,150
Total Salary Increment:	\$66,150
<u>Consultants:</u>	3,000
(2-wk visit by one consultant)	
<u>Library Acquisitions:</u>	2,500
(Journal subscriptions; specialized books and research materials)	
<u>Video Equipment:</u>	2,000
<u>Contractual Services:</u>	2,000
(in-state communication costs)	
<u>In-state Travel:</u>	4,000
(Site visitation and coordination; possible sites include: Fairbanks, Juneau, Dillingham, Bethel, Kanal, Seward, Homer, Kodiak, Valdez)	
<u>Out-of-state Travel:</u>	1,000
(C.S.W.E. conference)	
Total MSW Year 1 Increment:	\$82,650

NOTE: This increment affects M.S.W. Program only. Does not include costs for continuing the B.S.W. Program (see Proposed BSW continuation budget).

DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT

Master of Social Work Budget
Proposed Year 2 Increment - Planning and Implementing
FY 91

<u>Salary/Benefits:</u>	
Director: (Full Professor)	\$50,000
2 Associate Professors:	34,000
Benefits @ 32.3%	43,232
Secretarial Support:	24,000
Benefits @ 25.3%	6,072
Adjunct Instructors:	5,000
Total Salary Increment:	\$212,354
<u>Consultants:</u>	3,000
<u>Library Acquisitions:</u>	12,000
(Journal subscriptions; specialized books and research materials)	
<u>Computer Equipment:</u>	5,000
<u>Office Space:</u>	5,000
Costs and Equipment	
<u>Contractual Services:</u>	2,000
(In-state communication costs)	
<u>Commodities:</u>	2,000
<u>Candidacy Dues, C.S.W.T.:</u>	1,000
<u>In-state Travel:</u>	4,000
(Site visitation/coordination possibly at Fairbanks, Juneau, Dillingham, Bethel, Kenai, Seward, Homer, Kodiak, Valdez)	
<u>Out-of-state Travel:</u>	4,000
(C.S.W.E. conference)	
Total MSW Year 2 Increment:	\$250,354

NOTE: This increment affects MSW Program only. Does not include costs for continuing the J.S.W. Program (see Proposed JSW continuation budget).

POSITION PAPER

House Concurrent Resolution No. 16

Supporting the establishment of a program leading to a Master of Social Work degree at the University of Alaska.


The Department of Health and Social Services is in support of this resolution to develop a Masters of Social Work program at the University of Alaska.

The Division of Family and Youth Services (DFYS) is the primary division in the department employing social workers. Of approximately 160 social worker positions within the division, less than half are filled with persons holding a masters in social work degree (MSW). Staff without an MSW must leave the state in order to pursue that degree. The necessity to leave Alaska has deterred many staff from seeking that advanced degree. Of those who leave the state to further their education, a percentage do not return. In addition, we believe an in-state MSW program will assist significantly with increasing the number of Native social workers.

With budget reductions, many child welfare/child protection agencies have been forced to discontinue programs that provided staff the opportunity to return to school to pursue an advanced degree. DFYS' program was discontinued in 1979. If an MSW program were developed in Alaska, DFYS will enable and encourage interested staff to "job share", work part-time, or attend evening classes to obtain their degrees. In addition, DFYS would designate two to five positions in the DFYS office in Anchorage as "rotation" positions, to be filled by staff from other locations who wish to temporarily transfer into Anchorage in order to continue working and attend school part-time. Both of these measures will encourage staff to remain in the state, receive additional training and a degree and, most importantly, improve the services provided to children in state custody. The additional time to further increase knowledge in a chosen profession creates better qualified professionals and avoids burn out and departure from the chosen field of work.

The Director of DFYS is presently a member of the MSW advisory committee at UAA, and the Department will continue to support the University's efforts in this area.

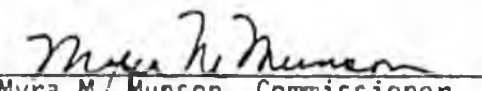
RECOMMENDED:


Yvonne M. Chase, Director
Division of Family
and Youth Services

DATE:

4/10/89

APPROVED:


Myra M. Munson, Commissioner
Department of Health
and Social Services

DATE:

3/10/89

FISCAL NOTE

REQUEST:

Revision Date: _____ Agency Affected: DHSS
 Title: "Supporting the establishment of a program leading to a Master of Social Work degree at the University of Alaska." BRU: _____
 Sponsor: House HESS Components: _____
 Requestor: _____

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 89	FY 90	FY 91	FY 92	FY 93	FY 94
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	-0-	-0-	-0-	-0-	-0-	-0-

CAPITAL	-0-	-0-	-0-	-0-	-0-	-0-
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REVENUE	-0-	-0-	-0-	-0-	-0-	-0-
---------	-----	-----	-----	-----	-----	-----

FUNDING: (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER						
TOTAL	-0-	-0-	-0-	-0-	-0-	-0-

POSITIONS:

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

ANALYSIS : (Attach a separate page if necessary)

Prepared by: Yvonne Chase, Director *YMC* Phone: 465-3170
 Division: Family and Youth Services Date: 2/7/89
 Approved by Commissioner: Myra M. Munson, Commissioner Date: 3/9/89
 Agency: Department of Health and Social Services

Distribution (by preparer):
 Legislative Finance
 Legislative Sponsor
 Requestor
 Office of Management and Budget
 Impacted Agency(ies)

HOUSE COMMITTEE REPORT

(7)

Date Referred: February 15, 1989

FURTHER REFERRALS: FINANCE

Date of Committee Action: 4/6/89

The HEALTH, EDUCATION, & SOCIAL SERVICES Committee considered: HCR 16

HOUSE CONCURRENT RESOLUTION NO. 16

[MASTER OF SOCIAL WORK PROGRAM: U OF A]

Supporting the establishment of a program leading to a Master of Social Work degree at the University of Alaska.

RECOMMENDS:

- [X] replacing with CSHCR 16 (HESS) [X] the same title
[] the attached amendment(s) [] a new title
[X] do pass
[] do not pass
[] no recommendation
[] individual recommendations
[] additional referral to the Committee

ADOPTS: letter of intent

ATTACHES NEW FISCAL NOTE(s):

- [] fiscal impact
[] zero fiscal note
[X] zero with analysis

APPROVES PREVIOUS:

- [] fiscal note(s) published:
[] zero fiscal notes(s) published:

SIGNING DO PASS:

Handwritten signatures: J. Ellis, Peter Joe, W. W. W. W., Max Bauer, Bruce J. J., Chris Davis, M. S. S.

SIGNING OTHER THAN DO PASS: (Do Not Pass, No Recommendation, Amend)

Blank lines for signatures under 'SIGNING OTHER THAN DO PASS'.

Handwritten signature: J. Ellis
Chairman's signature



Alaska Foster Parents Association

P. O. BOX 140651 • ANCHORAGE, ALASKA 99508




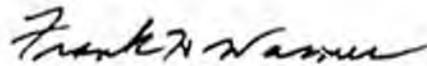
POSITION PAPER HCR 16 ESTABLISHMENT OF MSW PROGRAM

The Alaska Foster Parent Association strongly supports the passage of HCR 16 as a positive step in increasing the level of knowledge and expertise among social workers in Alaska.

If we are to have community based programs in mental health, substance abuse and child protection, it is necessary to provide educational and employment opportunities to our young people. We are in particular need of greater involvement of Native Alaskans and any impediment to education and advanced degrees that we can remove, can only enhance the opportunities available. By keeping Alaskans in Alaska for education, we will promote their return to their home communities to build knowledgeable community-based services and combine the best of both worlds--local, ethnic priorities with educated, knowledgeable service personnel.

Another possible benefit could be the research resulting from advanced studies. We are quite sure that there will be a great deal of academic curiosity directed toward issues of local interest as well as how social issues in Alaska may be similar or different from related issues in other states.


Miriam Sumner
President


Frank H. Wasmer
Vice President



Alaska State Legislature

Please enter into the record my testimony to the HES3
committee name
 committee on HR 16, dated 3-10-89
bill/subject

I Am BILL AUBE, I HAVE A BSW FROM THE UNIVERSITY OF ALASKA ANCHORAGE. I AM CURRENTLY WORKING IN THE MENTAL HEALTH FIELD. I HAVE A HOUSE AND A FAMILY IN ALASKA, AND I WOULD LIKE TO ~~STATE~~ ^{KEEP} THIS MY PERMANENT RESIDENCE. I WOULD ALSO LIKE TO FURTHER MY EDUCATION, IT WOULD BE A GREAT OPPORTUNITY TO HAVE AN MSW BEING OFFERED IN ALASKA. THANK YOU

Signed: William R. Aube
Testifier

Representing (Optional)
P.O. Box. 1107 PALMER, AK. 99645
Address
745-6019
Phone No.



Alaska State Legislature

Please enter into the record my testimony to the HCR NO. 116 HESS
 committee name
HCR NO. 116
 committee on Masters of Social Work, dated 3/10/89
 bill/subject

- I am a graduate of social work (BSW) here in Fairbanks. I find that the unique situations and problems of Alaska were covered more closely in classes → I think the Masters program would offer more unique ~~sub~~ experiences and ~~other~~ ~~more~~ more programs that are unique to Alaska, because of Alaska and the situations + programs that are sometimes quite different from anywhere I think + program would be very beneficial to the state of Alaska. People needing further education from Alaska but because they have to leave to get Masters will delay forever (really true) and lessen the chance to higher ~~edu~~ education. There are people who leave Alaska and do not return after going ~~the~~ out for higher education. I have had several people ask if Alaska had Masters program → These people were from the states - because of the uniqueness of Alaska.

Signed: Lorita P. Clough
 Testifier

Representing (Optional)

P.O. BOX 84547 Fairbanks, Alaska
 Address 99708

WRK 452-2293 HM 479-8338
 Phone No.

(1)



Alaska State Legislature

Please enter into the record my testimony to the H.E.S.S.
committee name
 committee on HCR # 16, dated 3-10-89,
bill/subject

As an '86 graduate of UAF-Social Work Bachelor's program, I am very interested in seeing an MSW program developed in Alaska.

I have felt ready to pursue a Masters Degree for the past year but cannot afford to move south nor am I willing to break up my relationship to do so.

In Alaska, service delivery is very different than in other states, particularly in rural areas for Alaska Natives.

Alaska needs a strong MSW program with a cross-cultural, generalist approach. I strongly support HCR #16 and urge it's immediate passage.

Signed: Claine Gordon
Testifier

Taona Chiefs Conference, & Self
Representing (Optional)

1302 21st Ave Fairbanks, Ak. 99701
Address

452-2446
Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House HESS
committee name

committee on HR #16, dated 3-10-89
bill/subject

I am responding as the former director and present counselor at Fairbanks Counseling & Adoption as well as personally as a graduate of UAF ^{Bachelor's level} Social Work program. Professionally I am aware that our community has recently lost a significant number of service providers at the MSW level or above. Recruitment from out of state is expensive, lengthy, and unsettling when considering that a newcomer to the state has to acclimate to our environment as well as to their new position yet without educational opportunities within the state, we lose Alaskan committed individuals when they must obtain that education outside our state.

Personally, my stake in this is similar. I have a strong desire to pursue my MSW. However, I also have a family firmly rooted in the Fairbanks community. Our alternatives are limited. I can temporarily (1 1/2 - 2 years) leave my family and go Outside to school which would be less than satisfactory with ramifications from long absences as well as the expense of 2 households. OR we can all relocate, disrupting a life we enjoy here with the potential we might not return if the family acclimates well to another community. OR I can suppress my desire to continue my education or obtain an alternative degree which will limit the possibility for the employment which would be realizable with an MSW. An in-State MSW program even if located other than Fairbank makes the above personal concerns less severe with a high potential for success.

Signed: Laurie A. Haldebrand
Testifier

Fairbanks Counseling & Adoption
Representing (Optional)

753 Gaffney Road, Fairbanks AK 99701
Address

456-4729
Phone No.



Alaska State Legislature

Please enter into the record my testimony to the HESS Comm.
committee name

committee on HR 16 HSW, dated _____
bill/subject

I fully support the establishment of a HSW program at the Univ. of Alaska. I received a BSW from UAA in 1984. I am an Athabascan Indian. A HSW degree would have enabled me to take a more active role in working with Alaska Native clients

Signed: Helen Haynes
Testifier

Representing (Optional)
1302 21st Ave Flks
Address

452-2446
Phone No.

(5)

*Please distribute to
House HESS Ctm. Members*

ALASKA MENTAL HEALTH PROGRAM DIRECTOR'S ASSOCIATION
c/o David C. Wagner, Ed.D.
215 Fidalgo Street, Suite 102
Kenai, AK 99611

March 10, 1989

House Health, Education and
Social Service Committee
House of Representative
Alaska State Legislature
Juneau, AK 99801

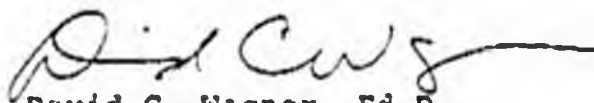
Gentlemen/Ladies:

The Alaska Mental Health Program Directors Association supports the development of a Master of Social Work Degree Program at the University of Alaska for the following reasons:

1. Alaska's unique cultural diversity requires specially trained professionals to meet the emotional, psychological and psychosocial needs of many indigenous ethnic groups within the state. Social workers trained to understand the traditional values, customs and subsistence-based lifestyles of Native groups is essential.
2. Geographic characteristics and climate are important factors that deserve special attention. Mental Health professionals in Alaska must understand the impact climate and isolation make on emotional/psychological wellbeing.
3. Alaska has a shortage of mental health professionals. The problem is especially acute in rural areas. This is due, in part, to lower 48 perceptions of Alaska as a state with a dwindling economy, an undesirable climate, and limited opportunities for professional growth. Over the last several years, mental health centers in Alaska have spent considerable time and money to "sell" Alaska and recruit social workers to the state. This has been done with little success. An in-state MSW Program would provide training which is cost effective and culturally unique.

On behalf of the Alaska Mental Health Program Directors Association, I urge you to support the establishment of an MSW Program at the University of Alaska. Such a program is essential in providing quality care to Alaskans in need of social work services.

For the Alaska Mental Health Program Directors Association, I am



David C. Wagner, Ed.D.
Vice Chairman

6-0734E
Lauterbach
3/16/89

Original sponsor: Health, Education and
Social Services Committee

1 IN THE HOUSE

BY THE HEALTH, EDUCATION AND
SOCIAL SERVICES COMMITTEE

2 CS FOR HOUSE CONCURRENT RESOLUTION NO. 16 (HESS)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SIXTEENTH LEGISLATURE - FIRST SESSION

5 Supporting the establishment of a pro-
6 gram leading to a Master of Social Work
7 degree at the University of Alaska.

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

9 WHEREAS there is a substantial need for a program leading to a Master
10 of Social Work degree (MSW) in the state, as evidenced by the most recent
11 assessment conducted by Dr. Diane Bernard, who was formerly with the Coun-
12 cil of Social Work Education and is eminently qualified to conduct this
13 type of assessment; and

14 WHEREAS, of the 18 agencies in Anchorage, Fairbanks, and Juneau that
15 were contacted as part of the assessment, 16 indicated that there was an
16 immediate need for state-trained master social workers to provide basic
17 social work services, including rural, cross-cultural, mental health, and
18 substance abuse services; and

19 WHEREAS social workers are specifically trained to address rural,
20 cross-cultural, mental health, and substance abuse issues and are trained
21 to bring resources in line with human needs; and

22 WHEREAS state agencies, particularly the division of mental health and
23 developmental disabilities and the division of family and youth services in
24 the Department of Health and Social Services, have expressed a desperate
25 need for additional qualified social workers; and

26 WHEREAS, in a follow-up study of Bachelor of Social Work graduates
27 from the University of Alaska, 60 percent wanted to pursue a MSW and would
28 prefer to obtain that degree in the state; and

29 WHEREAS an advisory committee composed of representatives of the

1 University of Alaska, the Department of Health and Social Services, Native
2 organizations, students, private practitioners, and state legislators was
3 created to address the feasibility of a program leading to the MSW degree
4 in the state, and that committee recommended the implementation of the
5 program;

6 BE IT RESOLVED that the Alaska State Legislature supports the addition
7 of a program leading to the Master in Social Work degree to the University
8 of Alaska and encourages the University of Alaska to initiate the develop-
9 ment and implementation of that program as expeditiously as possible.
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HCR

18

FISCAL NOTE

REQUEST:

Revision Date: _____ Agency Affected: Legislature
 Title: Establishing the Joint Committee BRU: Legislative Council
on School Performance
 Sponsor: Maclean Components: _____
 Requestor: _____

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 89	FY 90	FY 91	FY 92	FY 93	FY 94
PERSONAL SERVICES	0	48.1	48.1	0	.0	0
TRAVEL	0	15.8	15.8	0	0	0
CONTRACTUAL	0	3.0	3.0	0	0	0
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	0	66.9	66.9	0	0	0

CAPITAL						
---------	--	--	--	--	--	--

REVENUE						
---------	--	--	--	--	--	--

FUNDING: (Thousands of Dollars)

GENERAL FUND	0	66.9	66.9	0	0	0
FEDERAL FUNDS						
OTHER						
TOTAL	0	66.9	66.9	0	0	0

POSITIONS:

FULL-TIME		1.0	1.0			
PART-TIME						
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

See attached page

Prepared by: Jim Nordlund, Professional Assistant Phone: 465-3759
 Division: House HESS Committee Date: 4-11-89

Approved by Commissioner: _____ Date: _____
 Agency: _____

Distribution (by preparer):
 Legislative Finance
 Legislative Sponsor
 Requestor
 Office of Management and Budget
 Impacted Agency(ies)

The Joint Committee on School Performance will continue the work of the Senate Special Committee on School Performance and includes:

- 3 House members
- 3 Senate members

The Joint Committee on School Performance will:

- Review the work of the Senate Special Committee on School Performance
- Identify subjects for priority legislative attention
- Review the latest achievement test data and surveys
- Monitor school improvements thus inaugurated
- Address policy issues needing further examination such as:
 - Teacher certification
 - Administrator certification
 - Tenure
 - Evaluation
 - Categorical Programs such as
 - Special education
 - Bilingual education
 - Collective Bargaining
 - Administrative consolidation
 - Other areas relating to school performance such as:
 - boarding schools
 - social service agencies link with schools
 - tuition vouchers
 - school accreditation

The Research Assistant, at the direction of the Committee, will examine the State education delivery system and recommend reforms leading to the enhancement of school performance. The position will continue through the first session of the Seventeenth Alaska State Legislature in order to provide support to committees considering school performance legislation.

Projected expenses for the Joint Committee on School Performance are as follows:

Personal Services -	
Staff for the Committee: Research Assistant, Range 17, Step A	48,100
Travel - 5 trips @ 366 x 6 members	10,980
2 days per diem (\$80)	
5 trips x 6 members	4,800
Contractual - Advertising/Public Notices	<u>3,000</u>
	66,880 = 66.9

Supplies - Will come from existing Legislative Council and Legislative Operating supplies.

Equipment - Will come from existing Legislative Council and Legislative Operating equipment.



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

Judy Salo, President

Mary Lou Brent
Vice-President
Box 80074
Fairbanks, Alaska 99708

Susan Siltham
NEA Director
Box 80913, College Station
Fairbanks, Alaska 99708

Deedle Sorensen
Region I Director
5903 Sunny Dr.
Juneau, Alaska 99801

Phil Myerchin
Region I Director
717 Canyon Road
Ketchikan, Alaska 99901

Beverly Goad
Region II Director
Box 343
Copper Center, Alaska 99573

Don Oberg
Region III Director
Box 1084
Kenai, Alaska 99611

Myra Poaga
Region IV Director
Box 973
Nome, Alaska 99762

Marilyn Rosene
Region IV Director
Box 1170
Dillingham, Alaska 99576

Joann Walker
Region IV Director
Box 570
Kotzebue, Alaska 99752

Claudia Douglas
Region V Director
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Fairbanks, Alaska 99707

Gayle Harbo
Region V Director
Box 80522
College, Alaska 99708

Loretta B. Christie
Region VI Director
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Anchorage, Alaska 99504

Richard Kronberg
Region VI Director
3511 Chiniak Bay Dr.
Anchorage, Alaska 99515

Leona Mounds
Region VI Director
5818 Winding Way
Anchorage, Alaska 99504

Pamela Reynolds
Region VI Director
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Anchorage, Alaska 99507

Peg Stout
Region VI Director
4208 E. 34th Avenue
Anchorage, Alaska 99504

Carolyn Tolson
Region VII Director
Box 873033
Wasilla, Alaska 99687

Rosy McDonagh
Region R Director
402 E. 23rd Avenue
Anchorage, Alaska 99503

ANCHORAGE REGIONAL OFFICE

1411 W. 33RD AVENUE
ANCHORAGE, ALASKA 99503
(907) 274-0536

JUNEAU OFFICE

105 MUNICIPAL WAY, SUITE 302
JUNEAU, ALASKA 99801
(907) 586-3090

FAIRBANKS REGIONAL OFFICE

2118 CUSHMAN STREET
FAIRBANKS, ALASKA 99701
(907) 456-4435

March 21, 1989

To: Representative Eileen MacLean
From: Judy Salo, NEA-Alaska President *JJS*
Re: HCR 18 and HB 203
Preliminary Reaction Paper for Sponsor Only

HCR 18 - Establishing the Joint Committee on School Performance

The idea and motivation for establishment of a special committee on school performance is commendable. NEA-Alaska supports and encourages any proper and positive focus on education and the improvement of educational services in Alaska.

The scope of activity and responsibility for a legislative task force on school performance is best focused on obtaining constituent input and statutory review of education law. If the purpose is broader than that, then perhaps the task force should be expanded to include expertise from various interest groups, and certainly from the profession.

If the intent and purpose of the Joint Committee on School Performance is primarily to examine education in rural Alaska then perhaps that should be clearly stated in the title or the body of the resolution.

We will certainly not oppose this resolution. We do, however, have a few reservations about the effect that another committee or task force will actually have on education. It is very difficult to legislate education reform because the best efforts to change educational practice are made at the school level. There were some suggestions on how to facilitate local change in the Hensley Report and an effort to implement those suggestions might come as a result of this follow-up committee.

HB 203 - An Act relating to requirements for teacher certificates and accounting for teacher certificate fees; and defining teacher.

There is little doubt that you have tackled a serious problem with the draft of HB 203. Working it out is difficult at best and we have particular problems with the issue for the following reasons:

1. In this age of education reform we are hearing a cry for higher standards for teachers in regards to initial certification.
2. At the same time we believe in the value of the Native language and culture programs, and for that matter the services that are being rendered by ROTC instructors in Anchorage and the Type D Vocational instructors.



HOUSE COMMITTEE REPORT

(7)

Date Referred: February 21, 1989

FURTHER REFERRALS: FINANCE

Date of Committee Action: 4/11/89

The HEALTH, EDUCATION, & SOCIAL SERVICES Committee considered:

HCR18

HOUSE CONCURRENT RESOLUTION NO. 18

[JOINT COMMITTEE ON SCHOOL PERFORMANCE]

Establishing the Joint Committee on School Performance.

RECOMMENDS:

- [X] replacing with CSHCR 18 (HESS) [X] the same title
[] the attached amendment(s) [] a new title
[X] do pass
[] do not pass
[] no recommendation
[] individual recommendations
[] additional referral to the _____ Committee

ADOPTS: _____ letter of intent

ATTACHES NEW FISCAL NOTE(S):

- [X] fiscal impact
[] zero fiscal note
[] zero with analysis

APPROVES PREVIOUS:

- [] fiscal note(s) published: _____
[] zero fiscal notes(s) published: _____

SIGNING DO PASS:

J. Ellis

Peter Davis

W. H. ...

George ...

Chris Davis

SIGNING OTHER THAN DO PASS: (Do Not Pass, No Recommendation, Amend)

J. Ellis
Chairman's signature

ALASKA STATE LEGISLATURE

Representative Eileen Panlgeo MacLean
P.O. Box 290
Barrow, Alaska 99723



Chairman
Community & Regional Affairs
Committee

Vice-Chairman
State Affairs Committee
Bush Caucus

Member Finance Subcommittee
Community & Regional Affairs
Education
Corrections

WHILE IN JUNEAU

Box V
Juneau, Alaska 99811
465-4525
465-4833

HOUSE OF REPRESENTATIVES

MEMORANDUM

District 22
Ambler
Anaktuvik Pass
Atkasuk
Barrow
Buckland
Deering
Kaktovik
Kiana
Kivalina
Kobuk
Kotzebue
Noatak
Noorvik
North Slope
Borough
Northwest Arctic
Borough
Nuiqsut
Point Hope
Point Lay
Selawic
Shungnak
Wainwright

TO: All Legislators

FR: Representative Eileen P. MacLean

DATE: March 3, 1989

SUBJ: HCR 18 Establishing the Joint
Committee on School Performance

Eileen P. MacLean

For your information, attached is a copy of the HCR 18 relating to the Establishment of a Joint Committee on School Performance. This committee would continue to explore the steps that could be taken to bring about higher levels of student achievement in basic skills and other areas. The committee would also help to encourage broad public participation in continued exploration of school performance issues.

Most legislatures undertaking school reform spend two to three years in the effort. The Senate Special Committee on School Performance was successful in identifying several issues and recommending solutions to improve the quality of school performance. However, many issues were left unresolved. Because of the complexity of the issues that underlie the recommendations, the need to continue the special committee on school performance as outlined in the committees' final report is evident.

Here are brief descriptions of some of the policy issues that need further examination:

Teacher certification. The State Board and Department of Education are presently reviewing and considering what changes ought to be made to teacher preparation and certification requirements contained in the regulations. The efforts to improve the schooling process by other states often deviate from traditional to competency based requirements for certificate renewal. The basic foundation requiring outstanding teaching and administrative talent. As it now exists, numerous Alaskan Superintendents have founded the teacher preparation for certification to be lacking.

Administrator certification. Research has indicated that the school principal is the key component for establishing the quality standards for a school. With this as a qualifier, one state is requiring competency by constituting effective parent/school relationship, initiating a high quality school climate and proving instructional leadership before the administrator's certificate can be renewed.

Tenure. The Association of Alaska School Boards has called for an amendment of the current 2-year teacher tenure law to be extended to 5 years. Comments made by superintendents range from support for that proposition to a more extreme view, i.e. 1). "Many average teachers....tend to become stagnant and weak quickly after becoming tenured." 2). "Abolish tenure." On the other spectrum, teacher representatives don't view the present tenure law as the problem but state that it is the failure of school districts by not establishing and carrying out effective teacher evaluations.

Evaluation. The testimony recommendation was that the issue of teacher/administrator evaluations be critically reviewed. Some administrators utilize teacher evaluations as tools for recommending to inept teachers to

choose other occupations. There are reports, though, that some local teacher organizations exert pressure upon school administrators to avoid unfavorable evaluations of members. For example, one witness called for external review by peers of superintendents' performance to assist boards in reaching decisions about renewal of contracts. Other states and districts require student participation in the evaluation process and researchers support both that approach and peer review. Both are permitted by regulation, but neither is required.

Categorical programs. Two kinds of problems were called to the committee's attention. The first was a concern of parents whose children are placed in "special education" on the basis of perceived deficits in linguistic or social skills, even though the parents disagreed with the decision. The second concern voiced by superintendents was over the disruption caused by "pull-out" programs for special categories of children. These are usually federally funded and regulated programs. A process of review is needed which might produce prospective remedies.

Collective bargaining. As a means of removing from the local arena what is often an adversarial contest, three recommendations were submitted for statewide negotiations with teacher organizations. One said it was the "number one thing the legislature could do to improve student performance." Rural spokesmen said the tensions arising through the whole process of negotiations stand in the way of bringing about the community-school unity which is needed. Some jurisdictions in other states have discovered means of conducting collective bargaining but avoided the kind of results occasionally reported. It is a complicated issue, with additional information with the essentiality of the committee being formed the proposal could be further evaluated.

Administrative consolidation. Districts with minimal enrollment of students have

reported the hardship imposed on them for regulatory written reports by the Department of Education. Most of the single or dual school district sites have limited monies to employ sufficient staff members. For example, one superintendent declined to answer our questionnaire because he did not have any staff members. Others described their need for technical assistance which large districts can provide for themselves. As noted earlier, increasing the importance of school advisory panels in rural communities might allow the consolidation of administrative functions without reducing local control.

Other. A few illustrations: Since many rural students are turned away from Mt. Edgecumbe as are admitted, is there a need for another boarding school? Does a large number of computers in schools represent unrealized promises? Can the energies of social service agencies and schools be linked in new ways which may help schools and students in their tasks? Should tuition vouchers be offered to allow greater choice in schools? What types of issues are to be considered if the state required all schools to be accredited? Can correspondence coursework become the basis of mastery learning in classrooms? Can the Teacher Scholarship Loan Program be modified to increase the number of Native teachers in rural areas?

c. The committee should also review the latest achievement test data and surveys, and monitor school improvements which have been inaugurated.

d. Even though some superintendents did not welcome legislative interest in this area in fact, one declined to reply to our questionnaire, one urged continuation of the committee and several applauded the committee for its broad concern with the quality of schooling. The School districts and the Alaska Federation of Natives has urged its continuation.

SPEECH ON HCR 18 TO HOUSE HESS COMMITTEE

March 31, 1989

This committee would continue to explore the steps that could be taken to bring about higher levels of student achievement in basic skills and other areas. The committee would also help to encourage broad public participation in continued exploration of school performance issues.

Most legislatures undertaking school reform spend two to three years in the effort. The Senate Special Committee on School Performance charired by Former Senate Willie Hensley, was successful in identifying several issues and recommending solutions to improve the quality of school performance. However, many issues were left unresolved. Because of the complexity of the issues that underlie the recommendations, the need to continue the special committee on school performance as outlined in the committees' final report is evident.

At this time, I would like to state some of the policy issues that need further examination: (I will summarize from my memo of 3/3/89)

Teacher certification. The State Board and Department of Education are presently reviewing and considering what changes ought to be made to teacher preparation and certification requirements contained in the regulations.

Administrator certification. Research has indicated that the school principal is the key component for establishing the quality standards for a school. This needs to be further resolved.

Tenure. The Association of Alaska School Boards has called for an amendment of the current 2-year teacher tenure law to be extended to 5 years. The complexity of tenure continues to be a recurring problem and needs to be put to rest for now until this joint committee further explores this issue.

Evaluation. The testimony recommendation was that the issue of teacher/administrator evaluations be critically reviewed.

Categorical programs. Two kinds of problems were called to the committee's attention. The first was a concern of parents whose children are placed in "special education" on the basis of perceived deficits in linguistic or social skills, even though the parents disagreed with the decision. The second concern voiced by superintendents was over the disruption caused by "pull-out" programs for special categories of children. These are usually federally funded and regulated programs. A process of review is needed which might produce prospective remedies.

Collective bargaining. As a means of removing from the local arena what is often an adversarial contest, three recommendations were submitted for statewide negotiations with teacher organizations. One said it was the "number one thing the legislature could do to improve student performance." Rural spokesmen said the tensions arising through the whole process of negotiations stand in the way of bringing about the community-school unity which is needed.

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Other. A few illustrations: Since many rural students are turned away from Mt. Edgecumbe as are admitted, is there a need for another boarding school? Does a large number of computers in schools represent unrealized promises? Can the energies of social service agencies and schools be linked in new ways which may help schools and students in their tasks? Should tuition vouchers be offered to allow greater choice in schools? What types of issues are to be considered if the state required all schools to be accredited? Can correspondence coursework become the basis of mastery learning in classrooms? Can the Teacher Scholarship Loan Program be modified to increase the number of Native teachers in rural areas?

c. The committee should also review the latest achievement test data and surveys, and monitor school improvements which have been inaugurated.

d. Other issues can be looked into such as the questions that were raised in yesterday's HESS meeting with the State Brd. of Ed. such as 1). What role should the state play in addressing failing achievement by individual students and school districts? 2). Should the Dept. of Ed. offer technical assistance to school districts in addition their responsibility of monitoring educational programs? 3). Researching or assessing the creation of regional schools in some hub towns, 4). Other ideas are welcome.

STATE OF ALASKA BILL VERSION: HCR 18
 1989 LEGISLATIVE SESSION PUBLISH DATE: 2/21/89

FISCAL NOTE

REQUEST: _____

REVISION DATE: _____
 TITLE: Establishing the Joint
 Committee on School Performance
 SPONSOR: MACLEAN, HUDSON, GOLL
 REQUESTOR: _____

AGENCY: Legislature
 BRU: Legislative Council
 COMPONENTS: Council & Subcommittees

EXPENDITURES/REVENUES: (THOUSANDS OF DOLLARS)

OPERATING	FY 89	FY 90	FY 91	FY 92	FY 93	FY 94
PERS. SERVICES	0	48.1	48.1	0	0	0
TRAVEL	0	15.8	15.8	0	0	0
CONTRACTUAL	0	3.0	3.0	0	0	0
SUPPLIES						
EQUIPMENT						
LAND/BUILD.						
GRANTS/CLAIMS						
MISCELLANEOUS						
TOTAL	0	66.9	66.9	0	0	0
CAPITAL						
REVENUE						

FUNDING: (THOUSANDS OF DOLLARS)

GENERAL FUNDS	0	66.9	66.9	0	0	0
FEDERAL FUNDS						
OTHER						
TOTAL	0	66.9	66.9	0	0	0

POSITIONS:

FULL-TIME	0	1.0	1.0	0	0	0
PART-TIME						
TEMPORARY						

ANALYSIS:

PREPARED BY: Senator John Binkley

DATE: 3/14/89

PHONE No.: 4985

The Joint Committee on School Performance will continue the work of the Senate Special Committee on School Performance and includes:

- 3 House members
- 3 Senate members

The Joint Committee on School Performance will:

- Review the work of the Senate Special Committee on School Performance
- Identify subjects for priority legislative attention
- Review the latest achievement test data and surveys
- Monitor school improvements thus inaugurated
- Address policy issues needing further examination such as:
 - Teacher certification
 - Administrator certification
 - Tenure
 - Evaluation
 - Categorical Programs such as
 - Special education
 - Bilingual education
 - Collective Bargaining
 - Administrative consolidation
 - Other areas relating to school performance such as:
 - boarding schools
 - social service agencies link with schools
 - tuition vouchers
 - school accreditation

The Research Assistant, at the direction of the Committee, will examine the State education delivery system and recommend reforms leading to the enhancement of school performance. The position will continue through the first session of the Seventeenth Alaska State Legislature in order to provide support to committees considering school performance legislation.

Projected expenses for the Joint Committee on School Performance are as follows:

Personal Services -	
Staff for the Committee: Research Assistant, Range 17, Step A	48,100
Travel - 5 trips @ 366 x 6 members	10,980
2 days per diem (\$80)	
5 trips x 6 members	4,800
Contractual - Advertising/Public Notices	<u>3,000</u>
	66,880 = 66.9

Supplies - Will come from existing Legislative Council and Legislative Operating supplies.

Equipment - Will come from existing Legislative Council and Legislative Operating equipment.



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

ANCHORAGE REGIONAL OFFICE

1411 W 33RD AVENUE
ANCHORAGE ALASKA 99503
(907) 274-0536

JUNEAU OFFICE

105 MUNICIPAL WAY SUITE 302
JUNEAU ALASKA 99801
(907) 586-3090

FAIRBANKS REGIONAL OFFICE

2118 CUSHMAN STREET
FAIRBANKS ALASKA 99701
(907) 456-4435

March 27, 1989

To: Representative Johnny Ellis, Chair
Members, House HESS Committee

Re: House Concurrent Resolution No. 18:
"Establishing the Joint Committee of School
Performance."

NEA-Alaska supports and encourages a positive focus on public education and any opportunity to improve educational services in Alaska.

The March 3 Memorandum from the sponsor to all legislators is an energetic statement of policy issues which would be considered by this joint committee. If such is to be the scope and focus for such a committee then we strongly encourage that the committee be expanded to minimally include classroom teachers since they are directly responsible for delivery of programs and services to students.

Legislation of educational reform is difficult at best. Positive change in educational practices and programs at the school or building level is best achieved when the professionals meaningfully participate in the analysis of the problem(s) and in the decisions relative to their resolution.

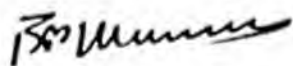
Some of the premises and the conclusions in the March 3 Memorandum and in the Hensley Report will require in depth consideration by a variety of respondents before their validity can be conclusively established.

Successful implementation of any educational reform effort will require a unified consensus from all of the interests: administration, employees, school boards and the public.

NEA-Alaska is anxious and willing to work in cooperative ventures to this end.

Thank you for your consideration of our position.

Respectfully submitted,



Bob Manners
Executive Secretary



Judy Salo
President

cc: Representative Eileen MacLean

ALASKA FEDERATION OF NATIVES, INC.

411 W. 4th Avenue, Suite 301 • Anchorage, Alaska 99501 • Phone (907) 274-3611



Recd
3/17/89

March 15, 1989

Rep. Eileen MacLean
P.O. Box V
Juneau, AK 99811

Dear Representative MacLean:

I am writing on behalf of the Alaska Federation of Natives to support House Concurrent Resolution 18 that would establish the Joint Committee on School Performance.

The establishment of this committee to continue the important work of the Special Senate Committee on School Performance has received wide support in the Native community. Delegates attending the 1988 AFN Convention recommended that such a committee be established through passage of Resolution 88-38. I have enclosed a copy of this resolution which outlines the convention support.

If AFN can provide you with any further information, please let us know. Thank you.

Sincerely,

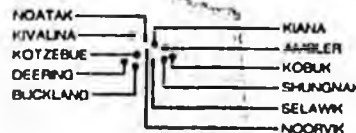
Janie Leask
President

enclosure

Northwest Arctic Borough School District
BOX 51
KOTZEBUE, ALASKA 99752
(907) 442-3472

RECEIVED

MAR 28 1989



March 22, 1989

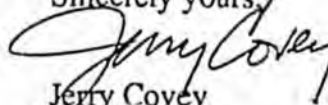
Representative Eileen MacLean
Alaska State House
P.O. Box V
Juneau, AK 99811

Dear Eileen:

I have had an opportunity to review House Concurrent Resolution 18 establishing the Joint Committee on School Performance. We are in support of establishing a Joint Committee of School Performance to continue the work of the Senate Special Committee examining and responding to the concerns expressed by the public during the public testimony given to the Senate Special Committee.

If you wish further information from us concerning the establishment of this joint committee please contact me at your convenience.

Sincerely yours,


Jerry Covey
Superintendent

ALASKA FEDERATION OF NATIVES, INC.



411 W. 4th Avenue, Suite 301 • Anchorage, Alaska 99501 • Phone (907) 274-3811

March 15, 1989

Rep. Sileen MacLean
P.O. Box V
Juneau, AK 99811

Dear Representative MacLean:

I am writing on behalf of the Alaska Federation of Natives to support House Concurrent Resolution 18 that would establish the Joint Committee on School Performance.

The establishment of this committee to continue the important work of the Special Senate Committee on School Performance has received wide support in the Native community. Delegates attending the 1988 AFN Convention recommended that such a committee be established through passage of Resolution 88-38. I have enclosed a copy of this resolution which outlines the convention support.

If AFN can provide you with any further information, please let us know. Thank you.

Sincerely,

Janie Leask
President

enclosure

ALASKA FEDERATION OF NATIVES, INC.

1988 ANNUAL CONVENTION

RESOLUTION NO. 86-38

A resolution urging the 16th Alaska Legislature to help assure improvements in public schooling by continuing the work of the Senate Special Committee on School Performance.

Whereas, test data and other estimates of school performance indicate that several thousands of Alaska's students will face difficulties in successfully moving on to their next level of education, or obtaining work at reasonable wages, or in other ways shaping worthwhile and satisfying lives for themselves; and

Whereas, these circumstances led the Senate, during the 15th Legislature, to establish a Senate Special Committee on School Performance to explore what steps should be taken by the State to help assure that all children and youth benefit from schooling; and

Whereas, that committee, chaired by Senator Willie Henzley of Kotzebue, has gathered information relating to issues of school performance and has disseminated it to key organizations, stimulating broad interest in improving education in Alaska; and

Whereas, that committee has conducted the first two of five planned hearings at which students, parents, and educators have identified issues and proposed actions that promise improvements in schooling; and

Whereas, at its first hearing alone, the committee heard nineteen hours of testimony from persons across the state on the needs for improvements in the education of Natives and other minorities; and

Whereas, the State Board of Education has a broad agenda of initiatives that it is pursuing toward the improvement of public education; and

Whereas, these undertakings by the Board, and other organizations that aspire to help make schools more effective, would be immeasurably enhanced by sustaining the efforts now underway by the Senate Special Committee on School Performance.

BE IT RESOLVED, the Alaska Federation of Natives strongly urges the 16th Alaska Legislature to continue the work of the Senate Special Committee on School Performance by establishing a Special Committee on School Performance.

COMMITTEE RECOMMENDATION: DO PASS

CONVENTION ACTION: PASSED

ALASKA FEDERATION OF NATIVES, INC.



411 W. 4th Avenue, Suite 301 • Anchorage, Alaska 99501 • Phone (907) 274-3611

March 15, 1989

Rep. Eileen MacLean
P.O. Box V
Juneau, AK 99811

Dear Representative MacLean:

I am writing on behalf of the Alaska Federation of Natives to support House Concurrent Resolution 18 that would establish the Joint Committee on School Performance.

The establishment of this committee to continue the important work of the Special Senate Committee on School Performance has received wide support in the Native community. Delegates attending the 1988 AFN Convention recommended that such a committee be established through passage of Resolution 68-38. I have enclosed a copy of this resolution which outlines the convention support.

If AFN can provide you with any further information, please let us know. Thank you.

Sincerely,

Janie Leask
President

enclosure

ALASKA FEDERATION OF NATIVES, INC.

1988 ANNUAL CONVENTION

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Whereas, the State Board of Education has a broad agenda of initiatives that it is pursuing toward the improvement of public education; and

Whereas, these undertakings by the Board, and other organizations that aspire to help make schools more effective, would be immeasurably enhanced by sustaining the efforts now underway by the Senate Special Committee on School Performance.

BE IT RESOLVED, the Alaska Federation of Natives strongly urges the 16th Alaska Legislature to continue the work of the Senate Special Committee on School Performance by establishing a Special Committee on School Performance.

COMMITTEE RECOMMENDATION: DO PASS

CONVENTION ACTION: PASSED

Governor's Council on Vocational Education

David Rees
Chair

Jim Schlegel
Vice Chair



Rosie Peterson
Executive Director

Mary Stone
Administrative Assistant

211 Fourth Street, Suite 101 • Juneau, Alaska 99801
(907) 586-1736

March 28, 1989

Representative Eileen P. MacLean
Alaska State House of Representatives
Post Office Box V
Juneau, Alaska 99811

SUBJECT: House Concurrent Resolution 18

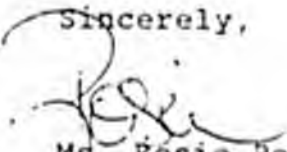
Dear Representative MacLean:

On behalf of the Governor's Council on Vocational Education, I would like to extend the Council's support of House Concurrent Resolution 18, which establishes a Joint Committee on School Performance. The Council has reviewed *"Helping Schools Succeed At Helping Children Learn,"* the Report of the Senate Special Committee on School Performance, and believe it is a good start. But it is just that, a good start. While the Special Committee was successful in identifying issues and offering recommendations, there are other issues that have still not been addressed, and others that were addressed that need greater in-depth attention.

Educating Alaska's youth is one of the most important agendas before educators and policy makers. It is not a simple challenge. Establishing a Joint Committee on School Performance to continue the initial work of the Senate Special Committee would continue to focus a spotlight on school performance.

The Governor's Council would encourage passage of HCR 18.

Sincerely,


Ms. Rosie Peterson
Executive Director

North Slope Borough School District

RECEIVED

MAR 28



March 20, 1989

Representative Eileen MacLean
Alaska State Legislature
P.O. Box V
Juneau, Alaska 99811

Dear Representative MacLean:

The NSB School District is indeed supportive of House Concurrent Resolution 18, establishing a joint Committee on School Performance.

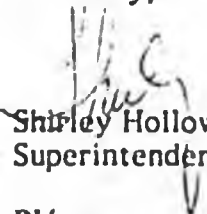
Enclosed is a copy of the District's educational philosophy and goals, which express the Board's belief that all children can learn and its commitment to establish high standards of academic excellence. School Policy IA establishing competencies for each grade level and secondary course is also enclosed.

For your additional information, I am enclosing graphs which show our students' academic growth during the 1987-88 school year, as a result of the ITBS scores.

If you need any assistance during the implementation process of the School Performance Committee's mission and goals, please be sure to request my help. As you know, the NSBSD is already implementing the effective school correlates in all of our classrooms. I am very interested in speaking to this aspect of School Performance in Alaska.

I look forward to hearing from you.

Sincerely,


Shirley Holloway, Ed.D.
Superintendent

BI/ma

Enclosures

cc: School Board members
Patsy Aamodt, Assistant Superintendent for Instruction
Brenda Itta, Special Assistant to the Superintendent
Ashley Reed, Lobbyist, NSBSD

The North Slope Borough School District

Is

Striving for Excellence



North Slope Borough School District
Shirley J. Holloway, Superintendent
Pouch 169
Barrow, AK 99723

(907)852-5311

EDUCATIONAL PHILOSOPHY

Education, a lifelong process, is the sum of learning acquired through interaction with one's environment, family, community members, schools and other institutions and agencies. Within the Home Rule Municipality of the North Slope Borough, "schooling" is the specific, mandated responsibility of the North Slope Borough School District Board of Education.

The Board of Education is committed to providing academic excellence in the "schooling" environment. This commitment to academic excellence shall focus on the learner, recognizing that each student brings to the "schooling" environment his own interests, learning styles, cultural background and abilities.

Adopted: 10/13/76

Revised: 2/10/86

Revised: 8/11/87

SCHOOL DISTRICT GOALS

The Board believes the "education" of the children on the North Slope is everyone's responsibility. The "schooling" of children is the responsibility of the North Slope Borough School District Board of Education. The Board is committed to working in cooperation and unity with parents to assist students in reaching their maximum potential.

The Board believes ALL children can learn and is committed to providing quality schooling. This quality schooling means establishing standards of excellence for students with the expectation that all children can achieve.

The Board is committed to the achievement of the following goals:

1. Upon completion of elementary school, students will have MASTERED the basic skills: reading, language arts, math and computer technology at a level necessary for entering high school classes. Because of the unique cultural environment of the North Slope Borough School District, students will be offered the opportunity to gain skills in subsistence hunting, fishing and other skills related to the maintenance of the Inupiat lifestyle and oral fluency of the Inupiaq language. These opportunities will promote participation of students in the Inupiat traditional lifestyle.
2. Upon completion of high school, students will have mastered the competencies necessary to succeed in college, vocational training or work. In addition, students will have had the opportunity to acquire skills in the Inupiat traditional lifestyle.
3. Upon completion of high school, students will have developed the self confidence and responsibility to enable them to be happy, productive citizens in their community, state and nation.

Adopted: 8/13/84
Revised: 2/10/86
Revised: 8/11/87

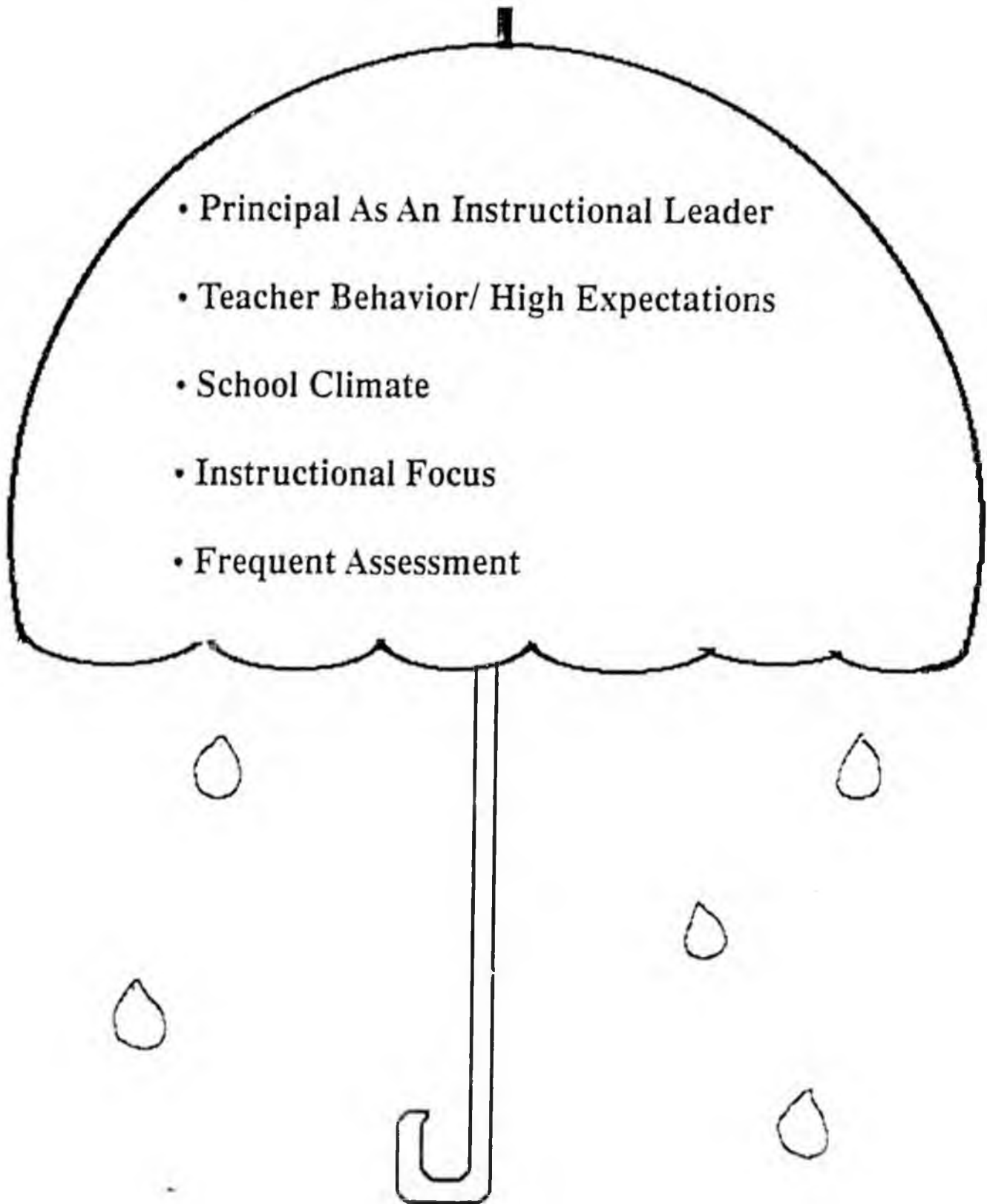
PHILOSOPHICAL PREMISES:

**• All Students Can Learn
and Succeed**

• Success Causes Further Success

**• Schools Control the
The Conditions of Success**

EFFECTIVE SCHOOLS



“Are We Really Involving Everyone In The Definition of School Effectiveness?”

EXHIBIT #1

EFFECTIVE SCHOOL CORRELATES

Definitions and Attributes

CORRELATE: INSTRUCTIONAL LEADERSHIP

Definition: The principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents, community and students and who understands and applies the characteristics of the instructional program of the school.

- Attributes:**
- The instructional leader defines the mission.
 - The instructional leader manages the curriculum and instruction.
 - The instructional leader communicates with school and community.

CORRELATE: INSTRUCTIONAL FOCUS

Definition: There is a clearly articulated mission for the school through which the staff shares an understanding of and a commitment to instructional goals, objectives, priorities, assessment procedures and accountability. There is also a

collaborative planning process in place which is designed to improve student performance

- Attributes:**
- Teachers and administrators have established a clearly defined school mission
 - A belief that all children can learn is maintained.
 - The school mission is collaboratively developed into goals and objectives
 - Educators are held accountable for student learning
 - A sense of total commitment for school and community can be observed.
 - A basic standardized curriculum that reflects the school's goal is in place.

CORRELATE: MEASUREMENT

Definition: Feedback on student academic progress is frequently obtained. Multiple assessment methods such as teacher made tests, informal teacher observations and assessment, mastery skills checklists, criterion referenced tests and norm-references tests are used. Other sources of data which are not test related such as attendance data and dropout rates are also appropriate. The results of testing and other available data are used to improve individual student performance and the instructional program

- Attributes:**
- A commitment to use multiple sources of data to monitor students academic progress and instructional programs is evident
 - Collected data is disaggregated into useful categories
 - Measurement decisions reflect school district's goals and priorities.
 - Modifications of the instructional program results as a consequence of analyzing the data collected

CORRELATE: HIGH EXPECTATIONS

Definition: The school displays a climate of expectations in which staff believes and demonstrates that all students can attain mastery of basic skills and that the staff has the capability to help students achieve such mastery

- Attributes:**
- The belief all students can learn is shared by community, staff, students and administration.
 - Clearly defined schoolwide policies are written to address discipline, attendance and instruction
 - Teachers and administrators demonstrate an

awareness of biases held towards low SES, race, gender, and individual capabilities.

- Teachers are held accountable to ensure there is engaged academic learning time for all students.

CORRELATE: SCHOOL CLIMATE

Definition: There is an atmosphere which is orderly without being rigid, quiet without being oppressive, and generally conducive to teaching and learning. The school has a pleasant, clean, and safe environment.

- Attributes:**
- The environment is businesslike and conducive to learning
 - Facilities are clean and in good repair.
 - Students, faculty, and administration respect property and the rights of others to learn.
 - Clear rules, policies, and expectations are in place.

SCHOOL/PARENTAL/COMMUNITY INVOLVEMENT

Although not usually considered a separate correlate, higher achieving schools have a close cooperative relationship with parents and community. This is manifested through the following attributes:

- Correlate: Instructional Leadership**
- The instructional leader communicates with school and community
 - The instructional leader involves the community and reports student achievement.

- Correlate: Instructional Focus**
- A sense of total commitment from school and community can be observed
 - The media is informed of the school's mission.

- Correlate: High Expectations**
- The belief all students can learn is shared by community, staff, students, and administration.
 - Teachers and administrators provide quality feedback to students, parents, and community.
 - Teachers and administrators communicate schoolwide policies consistently to students and community.

- Correlate: School Climate**
- Faculty, students and community work together to make school a pleasant place

- Correlate: Measurement**
- Parents and the community are kept aware of student academic progress.

INSTRUCTIONAL GOALS

Competencies will be established for each grade level and secondary course. At key stages of a student's academic experience competency based examinations will be given to determine the student's acquisition of basic skills. If students do not meet the basic skills criterion, additional support/program will be provided.

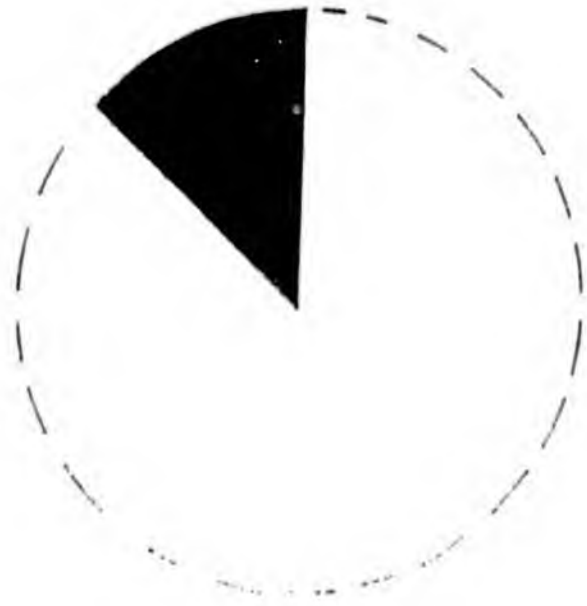
Adopted: 2/10/86

ACADEMIC GROWTH 1987 -88



60% OF ALL SCORES INCREASED MORE THAN ONE YEAR.

ACADEMIC GROWTH 1987 - 88



13% OF ALL SCORES INCREASED MORE THAN TWO YEARS.

ACADEMIC GROWTH 1987 - 88



82% OF ALL SCORES INCREASED.

North Slope Borough School District

Number of College Students Provided Support Via North Slope Borough School District Guidance and Counselling Program:

As of February 1989: 78 students

- 1 part-time
- 2 in Vocational Technical Programs
- 2 graduate students
- 73 full-time undergraduate students

Of 78 students, 58 are Native students

ALASKA FEDERATION OF NATIVES, INC.

411 W. 4th Avenue, Suite 301 • Anchorage, Alaska 99501 • Phone (907) 274-3611



March 15, 1989

Rep. Sileen MacLean
P.O. Box V
Juneau, AK 99811

Dear Representative MacLean:

I am writing on behalf of the Alaska Federation of Natives to support House Concurrent Resolution 18 that would establish the Joint Committee on School Performance.

The establishment of this committee to continue the important work of the Special Senate Committee on School Performance has received wide support in the Native community. Delegates attending the 1988 AFN Convention recommended that such a committee be established through passage of Resolution 88-38. I have enclosed a copy of this resolution which outline the convention support.

If AFN can provide you with any further information, please let us know. Thank you.

Sincerely,

Janie Loask
President

enclosure