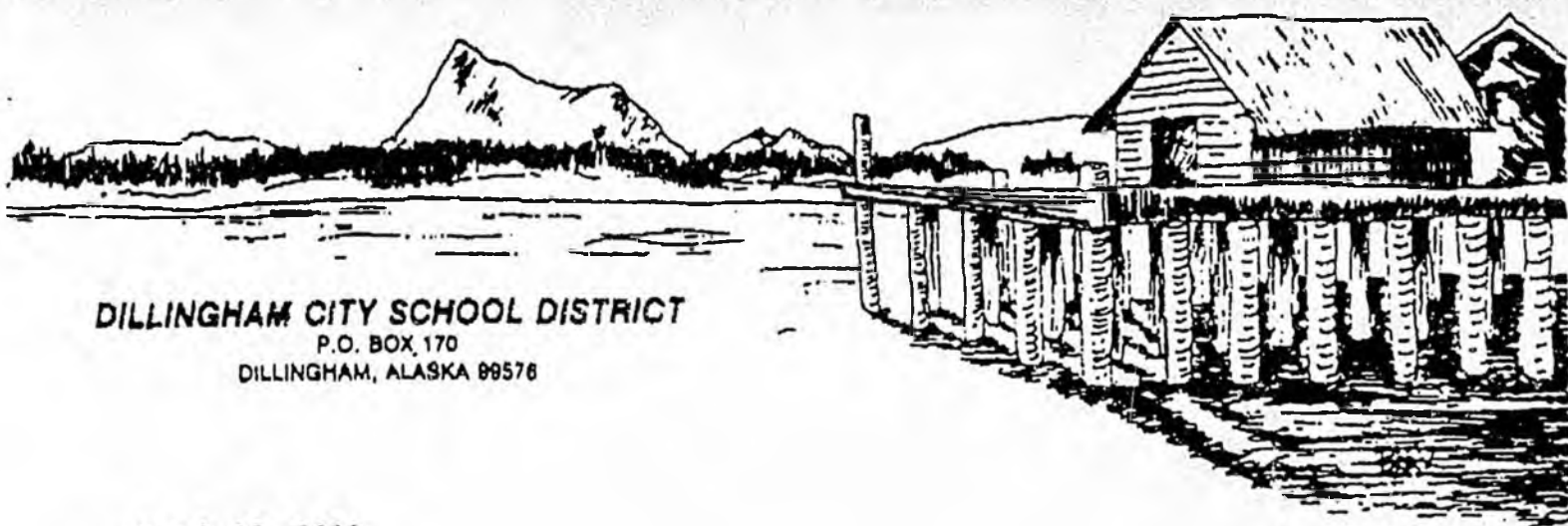


ALASKA LEGISLATURE COMMITTEE FILES 1991-1992
6865 HOUSE HEALTH EDUCATION & SOCIAL SERVICES

8672



DILLINGHAM CITY SCHOOL DISTRICT
P.O. BOX 170
DILLINGHAM, ALASKA 99578

March 10, 1992

Georgianna "Georg" Lincoln
Alaska State Legislature
P.O. Box V (MS 3100)
Juneau, Alaska 99811

Dear Representative Lincoln

I am following your bill pertaining to non retention of teachers for budgeting reasons with great interest.

I have attended countless meetings with school board members from all around our state who have made the following remark in one way or another, "If we could get rid of the teachers we do not want, I wouldn't care if they never raised the foundation unit."

Perhaps that is a little strong, but the message is clear. We can employ excellent teachers at half the cost of some of our veterans who are burned out and coasting to retirement.

I understand you are holding a hearing on HB 516. I hope your testimonies run heavy for changing the present tenure laws. I hope we can get back to letting the educational program drive our employment practices. I hope we can do what is best for kids.

If I can lend support to your effort, please don't hesitate to call on me.

Sincerely

Don Renfro
Superintendent

mrk



WRANGELL

**PUBLIC SCHOOLS
DISTRICT OFFICE**

P.O. BOX 2319

WRANGELL, ALASKA 99929

Telephone (907) 874-2347

LINWOOD LAUGHY, Superintendent

GATEWAY TO THE STIKINE

March 10, 1992

Representative Georgianna Lincoln
Alaska State Legislature
State Capitol
Juneau, Alaska 9801-1182

Dear Representative Lincoln:

The Wrangell School Board **STRONGLY SUPPORTS** legislation you have courageously sponsored that would allow school districts to reduce staff when such reductions are determined by the Board, as the elected representatives of the community, to be in the best interests of the district.

It is beyond most citizens' comprehension that the granting of tenure to a teacher in a small district can virtually lock in an educational program for up to twenty-five years, regardless of whether or not a community wishes to continue that program or can afford to do so - or even regardless of student interest!

Example: A school district hires a new art teacher and expands its art offerings at the high school level. Three years later the school board decides that the district has a greater need for a secondary science teacher. They now have one of three choices:

- a) continue the expanded art program even though this this is not the wish of the community or is determined to be beyond the fiscal capability of the district;
- b) lay-off a non-tenured teacher (maybe a new first grade teacher or mathematics teacher who is doing an excellent job) and replace that person with the art teacher;
- c) if a city or borough school district, seek more local support to fund the new science position.

Which of these choices best benefits the community and its children? Obviously, none of the above. Each of these alternatives fails to use limited resources to the best advantage of students. Yet this is the type of decision that districts can face on a regular basis.

Is this example forced, melodramatic?

Wrangell School District last year identified a teaching position that we did not need at the secondary level. This identification resulted from a carefully conducted review of all course offerings and student enrollments over the previous five years. The positions involved a tenured faculty member. We had the choice of non-retaining non-tenured faculty doing an excellent job in positions for which they had been well-trained and replacing them with teachers who were clearly not trained for these same positions, or in spending \$54,000 that we needed in other areas of our program. After pursuing the matter in superior court, we paid the \$54,000.

During the court case the judge presented to the teacher's attorney a hypothetical case. Imagine, posed the judge, that a tenured teacher had taught shorthand for fifteen years, and that student interest in this course had dwindled over the years. The teacher was only trained to teach shorthand, only had experience teaching shorthand, but now there was not a single student who wished to take shorthand. Was the district required to continue to employ the shorthand teacher? Absolutely, stated the teacher's attorney. As illogical as it may seem to some, she argued, **THAT WAS THE LAW!**

This year Wrangell has experience an influx of elementary students. The school board and parents of this community have clearly identified the need for lowering the pupil-teacher ratio in the primary program. Once again we have a choice to make. We can place a high school physical education teacher into a first grade classroom, ignore the wishes of the community and the clear recommendations of educational research about the importance of the primary years, or seek more funds from the City.

Yes, you're correct again. The right answer is "none of the above."

It's time we allowed communities through their elected school boards to make sound decisions about the best use of their resources. The problem described in this communique will get much worse with dwindling state dollars for education. It will also be exacerbated by the changes that are being thrust upon public education. Such problems as educational cabooses are already addressed in negotiated agreements - must we add to the problem with outdated and misguided state statutes?

Sincerely,

Lin Laughy
Superintendent



BRISTOL BAY BOROUGH SCHOOL DISTRICT

P. O. BOX 189
NAKNEK, ALASKA 99631

PHONE 246-4225 OR 4265
HIGH SCHOOL

RICHARD W. LEATH
SUPERINTENDENT

March 10, 1992

Representative Georgianna Lincoln
P.O. Box V
Juneau, Alaska 99811

Dear Representative Lincoln:

The Bristol Bay Borough School Board and its administrative staff support your bill, HB 516. We feel that this bill would provide us with much more flexibility in dealing with staff reductions that might be necessary to balance our local school district budgets.

We very much appreciate your efforts in introducing and championing this piece of legislation.

Sincerely,



Richard W. Leath
Superintendent of Schools

RWL;crm

DISTRICT OFFICE

BERING STRAIT SCHOOL DISTRICT

P.O. BOX 225

UNALAKLEET, ALASKA 99864-0225

(907) 824-3811

March 10, 1992

Representative Georgianna Lincoln
House of Representatives Building
P.O. Box V
Juneau, Alaska 99811

BREVIG MISSION

Dear Honorable Georgianna Lincoln:

COUNCIL

I am writing to support your recent legislation, HB 516, regarding the nonretention of tenured teachers. In the current days of cost containment measures to insure educational programs will remain intact, this is a piece of legislation that I support.

DIOMEDE

ELIM

GAMBELL

GOLOVIN

Bering Strait School District, along with other school districts across the state, have experienced inflationary pressures and other constraints that make it more difficult to keep a balanced budget. Personnel costs are one of the most expensive items in our budget. In the event that we would have to decrease costs, it would be helpful for districts to have the option of nonretaining tenured teachers. This is not the first course of action that we would chose, but it is an option that we may need in order to sustain the integrity of our educational programs.

KOYUK

SAINT MICHAEL

SAVOONGA

SHAKTOOLIK

SHISHMAREF

STEBBINS

TELLER

I would also like to take this opportunity to ask for your support for the increase of the foundation unit to \$ 63,000. Our costs for operating schools continues to climb. We have been at the same level of funding since 1986 and have had to absorb such things as inflation, fuel and transportation increases, the state's portion of TRS, and rising personnel costs. Please help us in our efforts to preserve education.

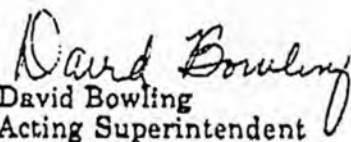
UNALAKLEET

WALES

WHITE MOUNTAIN

Thank you for your continued support of educational issues.

Sincerely,


David Bowling
Acting Superintendent

cc: Correspondence file



FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

P.O. Box 71250

Fairbanks, Alaska 99707-1250

(907) 452-2000

Board of Education

March 10, 1992

Gene Redden
President
Seat G
456-8085

Andy Warwick
Vice President
Seat F
474-6148

Jerry McBeath, Ph.D.
Treasurer
Seat C
479-2870

Sandra Henriks
Clerk
Seat E
474-0732

Joy Cook
Member
Seat B
485-0438

Mike Kramer
Member
Seat D
457-4447

Sue Wilken
Member
Seat A
474-0341

Sharon Daly, Major
Eielson Air Force Base
Representative
372-2153

Henry Rogers, Major
Fort Wainwright Army Post
Representative
356-7610

Nathan Riding
Student Representative
372-1862

The Honorable Georgianna Lincoln
House of Representatives
P. O. Box V
Juneau, Alaska 99811

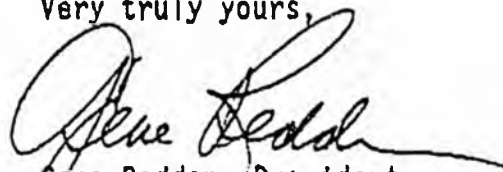
Dear Representative Lincoln:

Enclosed please find a copy of Resolution 91-22 which was approved by the Fairbanks North Star Borough Board of Education this fall. It supports legislation which would allow districts to lay off certificated personnel due to reductions in funding.

Given the current economic climate in Alaska, districts must have the flexibility to deal with declining revenues by reducing staff when necessary.

Thank you for allowing us the opportunity to provide input into this issue.

Very truly yours,


Gene Redden, President
Board of Education

/plh
cc: Board of Education
Superintendent

Post-It™ brand fax transmitted memo 767: # of pages 2

To	Carl Rose	From	Fairbanks
Co.		Co.	
Dept.		Phone #	451-0541
Fax #	586-2995	Fax #	



KASHUNAMIUT SCHOOL DISTRICT

985 KSD Way
Chevak, Alaska 99563
(907) 858-7713

March 10, 1992

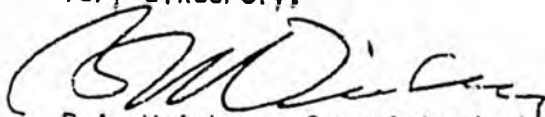
Honorable Georgianna Lincoln
Alaska House of Representatives
Pouch Y
Juneau, AK 99801

Dear Rep. Lincoln:

I am writing in support of HB516. In this time of static or declining revenues and increasing costs, school districts must have the flexibility to reduce tenured staff in the event of a loss of revenue.

Thank you for recognizing this need and for addressing it in HB516.

Very sincerely,



B.A. Weinberg, Superintendent
KASHUNAMIUT SCHOOL DISTRICT

Copper River School District



Superintendent's Office
Box 108
Glennallen, Alaska 99588
(907) 822-3234

March 10, 1992

The Honorable Georgianna Lincoln
House of Representatives
Alaska State Legislature
State Capitol
Juneau, Alaska 99801-1182

Dear Representative Lincoln:

Your efforts promoting HB516 are greatly appreciated.

As revenues decline, school districts must have the ability to make personnel decisions based on programmatic needs. Some will argue that the present statute provides an adequate vehicle to non-retain a tenured teacher. Documenting for dismissal is both costly and time consuming.

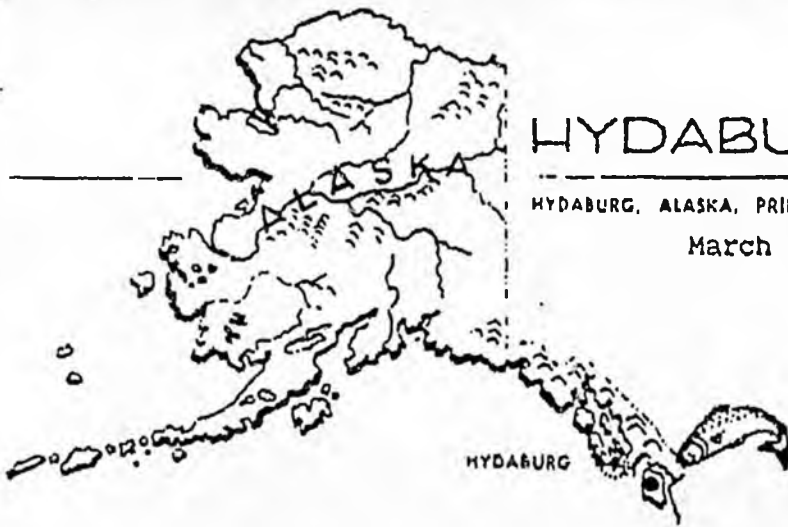
As one example, in another district I ventured to dismiss a tenured teacher. I notified the teacher of my intent to recommend dismissal after having spent six (6) months attempting to remediate and documenting during the process. After the first day of the due process hearing, the teacher resigned. I estimate that the district spent approximately seventy-five thousand dollars leading up to the resignation. Remember that a tenured teacher is also afforded a trial de nova that conceivably could have doubled or tripled the district expenditures.

School districts need the type of legislation contemplated in HB516, particularly as revenues declines.

You are to be commended for your efforts.

Sincerely,

Gordon C. Tope
Superintendent



HYDABURG CITY SCHOOL

HYDABURG, ALASKA, PRINCE OF WALES ISLAND 99927

March 10, 1992

Representative Georgianna Lincoln
Alaska House of Representative
P.O. Box V
Juneau, Ak. 99811

Dear Representative Lincoln:

The Board of Education and administration of the Hyدابurg City School District would like to express our support for H.B. 516. We realize that the bill faces stiff opposition because some people feel that it will allow for the indiscriminate dismissal of tenured teachers. Those opposing the bill should be aware of the "Due process" system which is established under state law and by negotiated agreements in our school systems. The "Due process" guarantees the protection of teacher's rights, and will serve as a check against misuse of the legislation.

With the current status of funding in the state, we realize that reductions in spending will be a reality. Our responsibility is to make adjustments on the basis of what is best for children. Salaries represent a tremendous portion of the district budget, but under the existing law we are forced maintain programs and staff without regard to the interest or needs of students. Your bill will give us better control of spending, and most importantly help us to maintain the best educational systems possible.

We appreciate your interest in this area, and your efforts on behalf of students in the state. If we can be of any assistance please feel free to call on us.

Sincerely,

A handwritten signature in cursive script that reads "Larry L. Schroeder".

Larry L. Schroeder
Superintendent



KETCHIKAN GATEWAY BOROUGH
SCHOOL DISTRICT

March 10, 1992

Representative Georgianna Lincoln
Alaska State Legislature
P. O. Box V
Juneau, Alaska 99811

Dear Representative Lincoln,

I want to express my sincere appreciation for your willingness to confront a real problem head-on. House Bill 516 speaks to an issue which continues to operate at a level far beyond it's original intent. My school district has just gone through the painful exercise of reducing \$895,249 of programs in an effort to meet the requirements of a possible \$60,000 per educational unit value once again in FY-93.

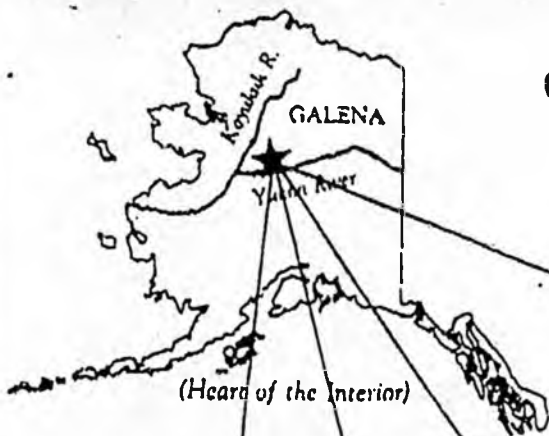
If students and their educational programs are our top priority, as we claim, then your HB 516 is an absolute must. Certainly, required due process, as well as protective language in most negotiated contracts provide our tenured teachers with adequate and fair job security. However, we all realize money represents the bottom line which forces us into making tough decisions based on priority programs. Often we are unable to maintain our priorities during a mandated period of reduction brought on by reduced revenues because the current law will not allow us to take action caused by budgetary or fiscal circumstances.

We, the local school district, need the authority to take such action. Certainly, with the authority, goes the responsibility to carry out the process in a rational and professional manner. Like you, your local elected representatives (school boards) can be trusted to do so.

Once again, on behalf of our young people, thank you for your efforts.

Sincerely,

Richard E. Clevenger
Richard E. Clevenger
Superintendent of Schools



GALENA CITY SCHOOL DISTRICT

GALENA, ALASKA 99741

PHONE (907) 656-1205

SUPERINTENDENT'S
OFFICE

March 11, 1992

Representative Georgianna Lincoln
P.O. Box V
Juneau, Alaska 99811

Dear Representative Lincoln:

Our total FY-93 budget will require a cut of \$423,258. I am certain we will have to eliminate 4 to 6 certified teaching positions from our staff. That is quite a few for a small school. Over half of our teachers are tenured (12) and the other 7-1/2 are non-tenured.

What this means is that the 4-6 cuts must come from our non-tenured staff which include:

1. 1st grade teacher
2. 3/4 combination grade teacher
3. preschool teacher/librarian
4. junior high teacher, 1/2 time
5. junior high teacher
6. high school science teacher
7. high school voc ed teacher
8. high school voc ed/language teacher, 1/2 time
9. high school social studies teacher
10. high school principal

I will have to fill some of the above positions with one or more of the following tenured people:

1. high school math teacher
2. school counselor
3. high school English teacher
4. band teacher
5. elementary 5th grade teacher
6. 6th grade teacher
7. special education teacher
8. special education teacher
9. Bilingual teacher
10. second grade teacher
11. kindergarten teacher
12. special education teacher

Representative Lincoln

March 11, 1992

Page 2

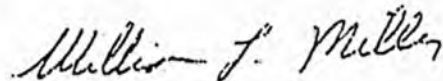
My ability to choose the best qualified staff for particular positions is greatly restricted. For example:

1. What will the band teacher teach if we cut that program?
2. What will the counselor teach if we cut back that program?
3. Who will teach high school science or vocational ed (shop)?
4. What high school teacher could teach first grade or early childhood?

The point of all of the above is, that our flexibility to retain the best people to meet the specific needs of our students is greatly hindered by existing school laws.

Any help you can provide us would be greatly appreciated.

Sincerely,



William L. Miller, Superintendent

WLM/elb
075/92

 FAX TRANSMITTAL MEMO
 TO: Rep. Davis
 DEPT: _____ FAX #: 465-3443
 FROM: Wrangell PHONE: 874-2347
 CO: School Dist FAX #: _____
 Post-It brand fax transmittal memo 7571

NO. OF PAGES
2



WRANGELL

**PUBLIC SCHOOLS
DISTRICT OFFICE**

P.O. BOX 2319

WRANGELL, ALASKA 99929

Telephone (907) 874-2347

LINWOOD LAUGHY, Superintendent

GATEWAY TO THE SYKINE

March 16, 1992

Representative Bettye Davis
 House HESS Committee
 Room 106
 State Capitol
 Juneau, Alaska 99801-1182

Re: HB-516

Dear Representative Davis:

Is a city librarian qualified to serve as a city engineer? Is a plumber an electrician? Is a kindergarten teacher qualified to teach high school chemistry or physics?

Perhaps these questions should be asked from a different perspective. If a city lost its engineer, would the Alaska legislature expect them to fill the position with the city librarian? If a contractor no longer needed a plumber on a job, could he or she be required to assign the plumber to do electrical work and lay off the less senior electrician?

Pretty silly questions, right?

Let's try a third and fourth question...

If a school district desperately needed to replace a retiring science teacher and wished to discontinue an elementary art program, would Alaska statutes allow the non-retention of the tenured elementary art teacher and the hiring of a new science teacher? What if an excellent high school science teacher had been hired the preceding year and the district needed to reduce faculty for budgetary reasons, could they eliminate the elementary art specialist position and have these classes taught by the regular elementary faculty, using the savings to replace the science teacher?

Excerpts from a recent Alaska superior court case can provide an answer to this second set of questions...

Judge: Let us suppose there is no change in the attendance district-wide; there is no change in attendance at the secondary level. Any way you look at it, there is no change in the attendance in the school. . . . But over the last five years everybody's decided they don't want to take typing . . . or shorthand. And they refuse to sign up for the courses. Is that a drop in attendance that would justify non-retaining a typing teacher if the typing teacher was full-time before, had five or six periods, and now had virtually none?

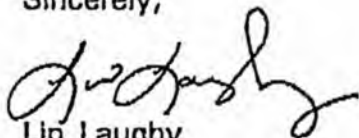
Attorney: It might be under other statutes, but I would submit to the Court that under our [Alaska's] statute - which is very specifically worded - it could not be done. I mean, the district might want to re-deploy such a teacher. Because in our state the only requirement to teach any subject is a Class A certificate.our legislature has specifically directed what can and cannot dictate grounds for lay-off of a tenured teacher. Logic might dictate that reduced budget would be awfully good grounds for reduction in staff... But, its not only been held that it is not, but attempts to change the statute to include that have been rebuffed by the legislature.

So the art teacher begins teaching chemistry and physics, or the art teacher teaches third grade and the third grade teacher teaches chemistry and physics, or the district reduces its high school science program, OR THE DISTRICT BEGS THE LEGISLATURE AND ITS COMMUNITY FOR MORE MONEY SO THEY CAN HAVE A HIGH SCHOOL SCIENCE PROGRAM.

If the legislature is serious about quality education and the wise use of educational resources, it will not rebuff continued efforts to change the existing statute governing the lay-off of tenured teachers. If legislative pressure of the largest labor union in the United States does not permit such change, then parents can expect art or music teachers in the science lab, or physical education teachers teaching remedial reading. Or they can pay higher taxes - or pursue the privatization of the public education system.

But then maybe librarians will make good city engineers

Sincerely,



Lin Laughy
Superintendent

LL

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

Resolution 91-22

Tenured Staff Reduction When Revenues Decline

WHEREAS, school districts are faced with budget reductions; and,

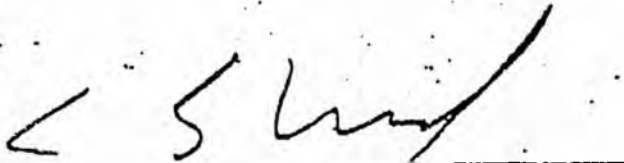
WHEREAS, certificated staff may be non-retained due to declining enrollments but not due to declining revenues; and,

WHEREAS, this often places teachers in grade levels or subject areas for which they have insufficient preparation; and,

WHEREAS, districts, in order to deal with declining revenues, need the authority to reduce staff due to a lack of funds;

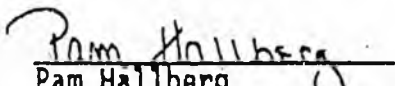
NOW, THEREFORE, BE IT RESOLVED, that the Fairbanks North Star Borough Board of Education promotes necessary legislation allowing districts to reduce certificated personnel due to reductions in funding.

PASSED AND APPROVED SEPTEMBER 17, 1991.



Andy Warwick, President
Board of Education

ATTEST:



Pam Hallberg
Secretary to the Board

ALASKA STATE LEGISLATURE

Representative Georgianna Lincoln

HESS Committee, Co-Chair
Resources Committee, Vice-Chair

Budget Subcommittees
Health and Social Services
Revenue



P.O. Box V
Juneau, Alaska 99811

Phone: (907) 465-3732
FAX: (907) 465-2652

MEMORANDUM

Alatna
Allakaket
Aniak
Anvik
Arctic Village
Beaver
Bettles
Birch Creek
Chalkyitsik
Chuathbaluk
Crooked Creek
Evansville
Fort Yukon
Galena
Grayling
Holy Cross
Hughes
Huslia
Kalskag
Kaltag
Koyukuk
Lake Minchumina
Lime Village
Lower Kalskag
Manley Hot Springs
Marshall
McGrath
Minto
Mountain Village
Nikolai
Nulato
Pilot Station
Pitkas Point
Rampart
Red Devil
Ruby
Russian Mission
Shageluk
Sleetmute
St. Mary's
Stevens Village
Stony River
Takotna
Tanana
Telida
Tuluksak
Tyonek
Venetie
Wiseman

TO: House Health, Education and Social Services Commission Members
FROM: Representative Georgianna Lincoln *geom*
DATE: March 12, 1992
RE: House Bill 516 - Relating to Teacher Tenure

House Bill 516 provides for the release of tenured teachers for budgetary and fiscal circumstances of the district.

Under current law school districts are allowed to lay off tenured teachers for incompetence, immorality, substantial noncompliance with law or regulation, or decreased student enrollment. As revenues decline, school districts must have the ability to make personnel decisions based on programmatic needs.

Every school district I have talked with has a story about a tenured teacher--or teachers--who are teaching children of ages or subject areas for which they have not been trained because they've lost funding or their program needs have changed. We must give school districts the flexibility to make adjustments on the basis of what is best for the children.

FISCAL NOTE

STATE OF ALASKA
1992 LEGISLATIVE SESSION

BILL NO. HB 516

Revision Date: _____

Department Affected: Education

Title: An Act Relating to Teacher Tenure

BRU: Educational Finance & Support Services

Component: Teacher Certification

Sponsor: Rep. Lincoln

Requestor: _____ (H) HESS

COMPONENT SERIAL NO.

1	2	4	0
---	---	---	---

Expenditures/Revenues: (Thousands of Dollars)

OPERATING	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS. CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	0	0	0	0	0	0

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

REVENUE FUND SOURCE:						
----------------------	--	--	--	--	--	--

FUNDING: (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER FUND SOURCE:						
TOTAL	0	0	0	0	0	0

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of current year impact: _____

ANALYSIS: (Attach a separate page if necessary.)

The department has determined there will be no fiscal impact to implement this bill.

Prepared by: Eddy Jeans / Bill Wright

Phone: 465-2865

Division: Educational Finance & Support Services

Date: 3-5-92

Approved by Commissioner: _____ *M. L. Melton*

Jerry Covey

Agency: Education

Date: 3-5-92

Distribution (by preparer): Leg. Fin., Legislative Sponsor, Requestor, OMB/DBR, Gov. Legis. Ofc., & Impacted Agency(ies).
Rev 10/07/91

Page ____ of ____

POSITION PAPER: DEPARTMENT OF EDUCATION

Division Educational Finance & Support Services Bill Number HB-516

Bill Title An Act Relating to Teacher Tenure

Sponsor Rep. Lincoln

Position Statement: Explain briefly what the bill does, its impacts and Department's position, i.e., a) support, b) do not support, c) neutral or d) oppose.

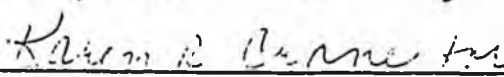
This bill provides for the release of tenured teachers if the employer determines that a reduction in staff is necessary due to a decrease in enrollment or due to budgetary or fiscal circumstances of the school district.

The department supports this bill because it allows school districts more options when dealing with budgetary shortfalls, and provides for a greater degree of local control.

APPROVED:

Director Duane Guiley Division EFSS

Signature  Date 3/5/92

Commissioner/Deputy  Jerry Covey

Signature _____ Date 3/5/92

7-LS2015D -
Cramer
3/30/92

CS FOR HOUSE BILL NO. 516 (HES)
IN THE LEGISLATURE OF THE STATE OF ALASKA
SEVENTEENTH LEGISLATURE - SECOND SESSION

BY THE HOUSE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

Offered:
Referred:

Sponsor(s): REPRESENTATIVES LINCOLN, Ivan, C.Davis, MacLean, Taylor

A BILL

FOR AN ACT ENTITLED

1 "An Act relating to teacher tenure; providing for teacher layoff procedures; and providing
2 for an effective date."

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

4 * Section 1. AS 14.20.175(b) is amended to read:

5 (b) A teacher who has acquired tenure rights is subject to nonretention for the following
6 school year only for the following causes:

7 (1) incompetency, which is defined as the inability or the unintentional or
8 intentional failure to perform the teacher's customary teaching duties in a satisfactory manner;

9 (2) immorality, which is defined as the commission of an act which, under the
10 laws of the state, constitutes a crime involving moral turpitude;

11 (3) substantial noncompliance with the school laws of the state, the regulations
12 or bylaws of the department, the bylaws of the district, or the written rules of the superintendent;

13 [OR]

14 (4) a necessary reduction of staff, as determined by the employer, occasioned

1 by a decrease in school attendance, or a necessary reduction in staff because of budgetary or
2 fiscal circumstances, as determined by the employer and approved by the commissioner.

3 * Sec. 2. AS 14.20 is amended by adding a new section to read:

4 Sec. 14.20.176. LAYOFF AND REHIRE. (a) A teacher is subject to layoff at any time
5 during a calendar year, in a manner determined by the employer, because of budgetary or fiscal
6 circumstances of the municipal school district or regional educational attendance area. Before
7 placing a teacher on layoff status under this subsection, a municipal school district or regional
8 educational attendance area shall demonstrate, to the commissioner's satisfaction, that a budgetary
9 or fiscal circumstance necessitates the layoff.

10 (b) For a period of three years after layoff, a teacher who has been laid off under this
11 section is entitled to a hiring preference, in the district or regional educational attendance area
12 where the teacher had been employed, to fill a vacant teaching position for which the teacher is
13 qualified. If a teacher is offered a teaching position under this subsection and the teacher
14 declines the offer, the teacher is no longer entitled to the hiring preference.

15 (c) Notwithstanding any provision of AS 23.40, the terms of a collective bargaining
16 agreement entered into between a teacher and a school district or regional educational attendance
17 area on or after the effective date of this section may not be inconsistent with the provisions of
18 this section.

19 (d) This section applies to a teacher regardless of whether the teacher has acquired tenure
20 rights.

21 * Sec. 3. Nothing in this Act terminates or modifies a collective bargaining agreement if the
22 agreement is in effect on the effective date of this Act.

23 * Sec. 4. This Act takes effect immediately under AS 01.10.070(c).

HOUSE COMMITTEE REPORT

(7)

Date Referred: February 18, 1992

FURTHER REFERRALS:

Labor & Commerce

Date of Committee Action: 4/9/92

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered:

HB 516

HOUSE BILL NO. 516

NONRETENTION OF TENURED TEACHERS

"An Act relating to teacher tenure."

RECOMMENDATIONS:

be replaced with CS HB 516 (HES)

the same title
 a new title

have attached amendments(s)

do pass

do not pass

no recommendations

individual recommendations

additional referral to the _____ Committee

ADOPTS: _____ letter of Intent

ATTACHES NEW FISCAL NOTE(S): (Dept)

APPROVES PREVIOUS: (Dept/Date)


fiscal impact _____

fiscal note(s) _____

zero fiscal note DOE

zero fiscal note(s) _____

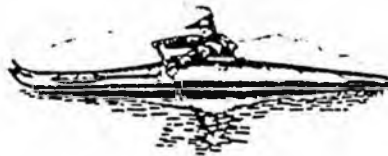
SIGNING <u>DO</u> PASS	DP	<u>OTHER</u> RECOMMENDATIONS	DNP	NR	AM
Cheri Davis	✓	Betty Davis		X	
John Sampson	✓	Mark Penley			X
Patricia Carney	✓				
Georgina Wilson	✓				
Mary Miller	✓				


 CO-CHAIRMAN'S SIGNATURE

H B

5 2 7

**Kodiak
Area
Native
Association**



received
10-24-91

402 Center Avenue
Kodiak, Alaska 99615
Phone (907) 486-5725

October 22, 1991

Myra M. Munson
Law Offices of Sonosky, Sache, Miller & Munson
229 4th. Street
Juneau, Alaska 99801

Dear Ms. Munson,

First, I would like to apologize for not getting you the information you requested earlier. Because of some last minute details I have not been able to get a list of Health Aides together.

The following are CHA/P's from our area that would support the exempt status of CHA's.

Judy Simeonoff, CHA - Akhiok	phone 836-2230
Valen Reft, CHA - Larsen Bay	" 847-2208
Stella Krumrey, CHP Old Harbor	" 286-2205
Dorothy Pestrikoff, CHA - Old Harbor	" 286-2205
Julie Rowland, CHP - Port Lions	" 454-2275
Sally Hill, CHA - Port Lions	" 454-2275

Our other Health Aides probably have a positive attraction to the exempt status but for various reasons would be easily swayed by different proposals. These are their names.

Mary Reft, CHP - Karluk	phone 241-2228
Joyce Smith, CHP - Ouzinkie	" 680-2265
Love Chichenoff, CHA - Ouzinkie	" 680-2265

Since the initial teleconference we have had resignations from Health Aides and currently several positions are vacant.

Again, in closing, I apologize for not having this information to you sooner.

Sincerely,

KODIAK AREA NATIVE ASSOCIATION
Kelly Simeonoff, Jr., President

Harvey H. Baker, RNC ANP
CHAP Instructor/Coordinator

HHB/mr

Serving the communities of: Akhiok • Karluk • Kodiak • Larsen Bay • Old Harbor • Ouzinkie • Port Lions

January 23, 1992

To: Paul Fuhs
Lori Naughtenham
Myra Munson

From: Nancy Dull, CHP
Gloria Hanson, CHA
Fevronia Neketa, CHA

Re; Week off for CHA'S

Dear: Mr. Fuhs, Ms. Naughtenham, and Ms. Munson

We are Health Aides from New Stuyahok. We work for Bristol Bay Area health Corporation. We often get calls after Clinic hours either from people who are sick or emergencies. It's better for us to have extra time off, - like every 3rd. week off than to get paid for the extra hours that we work. We need that time off to get away, be with our families or for subsistence time. As in the past when health aides did not get any time off at all, it increase the number of health aides that quit because of burn out or stress.

It will also save the government money when it does not have to pay more money to hire new health aides, after a health aide quit because of burn out and stress.

We will not last long as a Community Health Aide in New Stuyahok or anywhere else if we lose our time off. Please reconsider this matter very carefully before you take away our week off.

Sincerely,

Nancy Dull Chp
Gloria L. Hanson - CHA
Fevronia Neketa CHA

January 23, 1992

To: Paul Fuhs
Lori Naughtenham
Myra Munson

From: Nancy Dull, CHP
Gloria Hanson, CHA
Fevronia Neketa, CHA

Re; Week off for CHA'S

Dear: Mr. Fuhs, Ms. Naughtenham, and Ms. Munson

We are Health Aides from New Stuyahok. We work for Bristol Bay Area health Corporation. We often get calls after Clinic hours either from people who are sick or emergencies. It's better for us to have extra time off, - like every 3rd. week off than to get paid for the extra hours that we work. We need that time off to get away, be with our families or for subsistence time. As in the past when health aides did not get any time off at all, it increase the number of health aides that quit because of burn out or stress.

It will also save the government money when it does not have to pay more money to hire new health aides, after a health aide quit because of burn out and stress.

We will not last long as a Community Health Aide in New Stuyahok or anywhere else if we lose our time off. Please reconsider this matter very carefully before you take away our week off.

Sincerely,

Nancy Dull Chp
Gloria L. Hanson- Cha
Fevronia Neketa Cha

1-23-92

To
Governor Hickel and
the state Legislature

From:

Ruth M Evan CHP

6044

Napaskiak, Clinic

Napaskiak, AK 99559

The reason why ~~want~~ ^{we} want to be exempt, is that we have tough times at our villages. With our jobs, it is very stressful and many of us work 24 hrs a day, twice or three times a week that is why our week off is very important to us, that is how we get our stress and depression off, we get to stay with our family and friends for a wk, and still we work with emergencies on our week off, we never exactly be off we still see patients.

Thank-you

Very much

Ruth M Evan CHP

Napaskiak Clinic

Napaskiak, AK 99559

Jan. 23, 199

to: Paul Fuse

This letter is in support of the governor's bill for Community Health Aide's.

Currently, I am working as a health aide in Larsen Bay. My work hours are 6 hours a day in the clinic and on call hours are 24 hrs a day, 7 days a week etc. Have you heard of "Burnout"?

I prefer the compensatory time because of having to deal with the stressful situations that arise in my position as a CHA. We need changes made desperately for this season.

Thank you for your time and service.

Sincerely,

Valen Reft -CHA

Larsen Bay, Ak.

714.02
CHA

**Kodiak
Area
Native
Association**



402 Center Avenue
Kodiak, Alaska 99615
Phone (907) 486-5725

To: JANA Larsen KANA Regional Health Director
From: Lauren J. Salamone KANA CHAP Manager
Harvey Baker KANA CHAP Instructor Coordinator
Date: January 23, 1992

As you know, Kodiak Area Native Association CHAP Program strongly supports Governor Nickell's Legislation for Exempt Status for our Community Health Aides.

Representing KANA will be the following CHAP employees available to discuss this issue via telephone today:

Harvey Baker CHAP 907-454-2414 home
Stella Stanley CHAP 1-286-2213 work
1-286-2217 home

Julie Rowland CHAP 1-454-2414 home

Also, Valen Reft CHA Larsen Bay will be saving you & Myra a letter of support.

Thank-you for all your efforts.

Lauren

City of Toksook Bay

TOKSOOK BAY CLINIC
NELSON ISLAND
TOKSOOK BAY, ALASKA 99837
(907) 427-7712

1-23-92

I want to be exempt because my week off is very important to me because I get to spend with my family after being away at work for two weeks. My wk-off is very important to me to because i get to catch up on my housework. We do not have easy life in Village because we mostly do everything by ourself like getting heat for house - pooh water and dump honey buckets in designation area. We don't have services to provides us for someone to do for us all those things, besides that its stress relieving for us from work.

I use my week off to catch up on all the work that i have to do at home and get to stay with my family too.

So please exempt us from overtime law.

Henry Friday float CHP,
Toksook Bay

To: The Governor's office.

ATTN: KORI NOTTINGHAM

From: Marshall Health Aides.

Why we want to be exempt from overtime laws.

We work 3 wks straight and were on-call 2 wks out of 3 wks. When were on-call it means being on-call for 24 hours a day for 7 days. And by the end of 3 wks were really stressed out. We need that 1 wk off to get ourselves ready mentally and physically for the next 3 wks, and whatever emergencies we might encounter for the next 3 wks.

How important is the week-off to us.

A lot of people think working as a health aide is easy. But to us it isn't, because it's a very stressful job. We take a lot of crab from people that like to complain and most of the time we ignore the complaints. But still it gets to much sometimes. When we have emergencies and that patient dies, that's when it really hits us mentally and that's the time we really need the wk-off.

How do we use the week-off.

We use our week off to be with our family, do house work, get caught up on laundry etc. And if our week-off falls on the holidays that's even better, because when were working during holidays we only get 1 day off for that particular holiday. We the health aides value our week-off, because it gives us a break from being stressed out.

From: Elizabeth L. Fitka - CHA
Ruth A. Fitka - CHA

Jennie .D. Tunguing
P.O. Box 5004
Koliganek, Ak 99576
January 23,1992

Post-It™ brand fax transmittal memo 7671		# of pages ▶	1
To	Maria Munday	From	(Maria) Tunguing
Co.		Co.	Jenniel
Dept.		Phone #	
Fax #		Fax #	

Walter Hickel-Governor
Governors Office
State Legislator Building
Juneau Ak, 99811-0800

Dear Governor,

My name is Jennie Tunguing ,a Health Aide from the village of Koliganek and I work for Bristol Bay Area Health Corporation. I get calls after hours from the people in my village and also have to take care of emergencies that happen after I close the clinic. I feel that it is better for me to have extra time off like every 3rd week then to get paid for the extra time that I work. I use that time to get away from the village to relax or for subsistence purposes. Having extra time off is better for me then having overtime, because it gives me time away from a very stressful job. I do not agree with the idea off working full time without having a week off.
Thanking you for your consideration.

Cordially,

Jennie .D. Tunguing

Jennie .D. Tunguing
CHA
Koliganek

THE FOLLOWING DOCUMENT MAY NOT FILM
LEGIBLY BECAUSE OF THE POOR QUALITY OF
THE ORIGINAL

714.02
received
10-16-91

BRISTOL BAY AREA HEALTH CORPORATION

P.O. BOX 130 • DILLINGHAM, ALASKA 99576
(907) 842-5201 or (907) 842-5202

October 11, 1991

Ms. Myra Munson
Law Offices
Sonosky, Chambers, Sachse, Miller and Munson
229 Fourth Street
Juneau, Alaska 99801

Dear Ms. Munson:

Listed are the names, addresses and telephone numbers of three Health Aides from the Bristol Bay Area Health Corporation who support the Wage and Hour Legislation that would make the Health Aides exempt:

Shirley Nielsen, Kokhanok Bay 99606 Phone #282-2203

Jennie Tunguing, Koliganek 99576 Phone #596-3431

Sirena Alakayak, Togiak 99678 Phone #493-5511

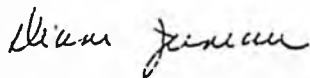
All of the telephone numbers are the village clinic numbers, the health aides should be at the listed number between 9 a.m. and 3 p.m.

One health aide out of 8 that I spoke with said that she would rather be paid overtime, since she never managed to get her scheduled days off unless she actually left the village, she was:

Sue Arce, Iliamna 99606 Phone #571-1383

Thanks for all of the good work!

Sincerely:



Diane Juneau, CHAP Director
BBAHC

BILL NO: House Bill No. 527

DATE: March 13, 1992

TITLE: "An Act exempting certain community health aides from overtime wage requirements."

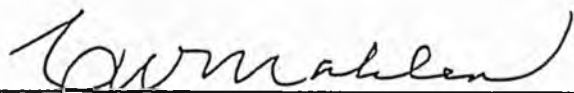
CONTACT: Arbe Williams
465-2700

House Bill No. 527 would exempt community health aides employed by a local or regional health organization from the overtime provision of the Alaska Wage and Hour Act. The bill was introduced in an attempt to accommodate the unpredictable hours of work required of the community health aides.

The Alaska Wage and Hour Act requires monetary overtime compensation for any hours worked in excess of eight hours a day. Community health aides are usually the only medically trained persons in the village and are required to work on a 24 hour on-call basis in order to respond to medical emergencies at any hour. The exemption is an attempt to allow flexibility in the work schedules of the community health aides. In addition, it appears that the community health aides would opt for compensatory payment of overtime worked which the Wage and Hour Act also cannot accommodate.

This legislation does not have an impact on the programs of the Department. We will not oppose this effort to address the needs of the health organizations. The right of the community health aides to overtime compensation after a forty hour work week will be protected by the Fair Labor Standards Act.

APPROVED:



C. W. Mahlen, Commissioner
Department of Labor

POSITION PAPER/Department of Labor

Dept. of Labor Position



Yukon-Kuskokwim Health Corporation

Community Health Aide Program

"Fostering Native Self-Determination in Primary Care, Prevention and Health Promotion"

HEALTH AIDE SERVICES
Yukon-Kuskokwim Health Corporation
P.O. Box 528
Bethel, Alaska 99559
(907) 543-4471 543-5075

HEALTH AIDE TRAINING
Kuskokwim Community College
P.O. Box 368
Bethel, Alaska 99559
(907) 543-1540

March 13, 1992

Senator Lyman Hoffman
P.O. Box V
Juneau, Alaska 99811

Senator Hoffman;

I'm writing in support of Senate Bill # 422 which is in regards to exempting Community Health Aides from the State Law requiring payment of overtime.

I've been associated with the Health Aide Program since 1980. During this time I've been fortunate to be a part of many changes within this program. When I arrived, Health Aides would work overtime with little or no compensation. They had little time for their families, few vacations, and were "on call" a majority of the time. Our attrition rate was over 50%, and we had great difficulty recruiting anyone to fill CHA vacancies. I realize I'm painting a "bleak" picture of how our situation was at the time, but we truly were in a "crisis".

Then we received additional federal money which enabled us to help us deal with these problems. In our corporation we made a commitment to provide a way for our CHA's to have relief in their work schedules. They now normally work three weeks in their clinics, do the "on-calls" that are needed, and have one week off every month. Time after time the CHA's tell me this has helped them more than increased salaries and increased staffing. The ability to get away from the village, to go hunting, fishing or just out on the tundra to refresh their minds has decreased our attrition rates. Additionally I'm seeing individuals now wanting to be CHA's rather than positions going unfilled for lack of qualified applicants.

Exempting CHA's from the state overtime law will enable us to continue our schedules, and it also will provide us with the flexibility to change our CHA work schedules if their needs change in the years to come.

I realize I'm rather biased when it comes to the CHA Program, but I'm constantly amazed by the grand work they perform. A week doesn't pass that I don't receive a letter praising a CHA for diagnosing an unusual condition, or coolly handling a life threatening emergency, or delivering a set of twins, and on and on. This will be a special way the State of Alaska can say "thanks CHA's for a job well done."

I'm privileged to be a part of this program, and will be looking forward to your legislative action in regards to this issue.

Sincerely,



Mary Anaruk
CHAP Director

pc: John Robinson, V.P. Community Services
Donn Kruse, Medical Director

TANANA CHIEFS CONFERENCE INC.
HEALTH SERVICES
122 FIRST AVENUE
FAIRBANKS, ALASKA 99701 FAX # 452-8937
PHONE 1 (800) 478-7822 ext 299 or (907) 452-2446

DATE: 3/14/92

FROM:
PAUL SHERRY DIRECTOR TCC HEALTH
RON GOULD DIRECTOR VILLAGE HEALTH SERVICES:
COMMUNITY HEALTH PRACTITIONER PROGRAM

TO: SENATOR LYMAN HOFFMAN

RE: SB442 CHA OVERTIME EXEMPTION

TANANA CHIEFS CONFERENCE INC, AND ITS HEALTH SERVICES PROGRAM,
INCLUDING THE COMMUNITY HEALTH AIDE/ PRACTITIONER PROGRAM SUPPORT
THE EXEMPTION OF CHA/PS FROM OVERTIME PAY.

THE COMMUNITY HEALTH AIDE/ PRACTITIONER, AT THEIR LEVEL OF
TRAINING PROVIDE PATIENT CARE IN A COMPARABLE WAY TO PHYSICIAN
ASSISTANTS, NURSE PRACTITIONERS, AND PHYSICIANS, SUPERVISING
OTHERS AND MAKING ADMINISTRATIVE AND MEDICAL MANAGEMENT
DECISIONS. THESE ARE DONE LIKE ALL OF THE ABOVE IN INDEPENDENT
AND CONSULTING INTERACTIONS DEPENDING ON THE PROBLEM AT HAND.

THE CHA PERSONNEL ARE COMPENSATED AS ADEQUATELY SALARIED
EMPLOYEES WITH FULL BENEFITS, AND AGENCY PAID TRAINING.
ASSISTANCE IN PROVIDING HEALTH CARE IS OFFERED BY ALTERNATE CHA'S
OR SECOND AND THIRD PRIMARY POSITIONS TO SHARE THE WORK LOAD AND
ON CALL DUTIES.

PLEASE ADD CHA'S TO THE EXEMPT STATUS OF OTHER MEDICAL PROVIDERS

Letters in Support

ALASKA STATE LEGISLATURE

Representative Georgianna Lincoln

HESS Committee, Co-Chair
Resources Committee, Vice-Chair

Budget Subcommittees
Health and Social Services
Revenue



P.O. Box V
Juneau, Alaska 99811

Phone: (907) 465-3732
FAX: (907) 465-2652

MEMORANDUM

Alatna
Allakaket
Aniak
Anvik
Arctic Village
Beaver
Bettles
Birch Creek
Chalkyitsik
Chuathbaluk
Crooked Creek
Evansville
Fort Yukon
Galena
Grayling
Holy Cross
Hughes
Huslia
Kalskag
Kaltag
Koyukuk
Lake Minchumina
Lime Village
Lower Kalskag
Manley Hot Springs
Marshall
McGrath
Minto
Mountain Village
Nikolai
Nulato
Pilot Station
Pitkas Point
Rampart
Red Devil
Ruby
Russian Mission
Shageluk
Sleetmute
St. Mary's
Stevens Village
Stony River
Takotna
Tanana
Telida
Tuluksak
Tyonek
Venetie
Wiseman

TO: House Health, Education and Social Service Committee Members
FROM: Representative Georgianna Lincoln *georg*
DATE: March 26, 1992
RE: House Bill 527 - exempting certain community health aides from overtime wage requirements

House Bill 527 would exempt community health aides employed by a regional or local health organization from the overtime provision of the Alaska Wage and House Act. This statutory change would correspond to the exclusion of hospital employees providing medical services (AS 23.10.060(d)(13).

Health aides typically work on call for extended hours, with an extended period of time off. Some organizations call the time off "comp time," others refer to it as "subsistence time." This flexibility in working hours allows health aides to take a break from the very stressful responsibility of being on call for virtually weeks at a stretch.

Exempting community health aides from state overtime laws will enable regional corporations to continue to operate flexible schedules. This statutory change is supported by the Alaska Native Health Board, regional health organizations, and community health aides themselves.

FISCAL NOTE

STATE OF ALASKA
1992 LEGISLATIVE SESSION

BILL NO. House Bill No. 527

Revision Date: _____ Dept. Affected Health and Social Services
 Title: An Act exempting certain community BRU: Health Grants
health aides from over time wage requirements Component: Community Health Grants
 Sponsor: Representative Lincoln
 Requestor: HESS, Labor, Commerce COMPONENT SERIAL NO. 0299

Expenditures/Revenues (Thousands of Dollars)

OPERATING	FY93	FY94	FY95	FY96	FY97	FY98
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

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

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

FUNDING: (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of current year impact: None

ANALYSIS: (Attach a separate page if necessary)

Prepared by: Peter M. Nakamura, M.D., M.P.H., Director *P/M* Phone: 465-3090
 Division: Public Health Date: March 16, 1992
 Approved by Commissioner: Theodore Mala, M.D., M.P.H. *[Signature]* Date: _____
 Agency: Department of Health and Social Services

Distribution (by preparer):
 Legislative Finance OMB
 Legislative Sponsor Impacted Agency(ies)
 Requestor

FISCAL NOTE

STATE OF ALASKA
1992 LEGISLATIVE SESSION

BILL NO : HB 527

Revision Date: _____

Department Affected: Labor

Title: "An Act exempting certain community health aides from overtime wage requirements."

BRJ: Labor Standards & Safety

Sponsor: Representative Lincoln

Component: Wage & Hour

Requestor: House HES

COMPONENT SERIAL NO. 345

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND&STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

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

REVENUE FUND SOURCE:						
----------------------	--	--	--	--	--	--

FUNDING: (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of current year impact: None

ANALYSIS: (Attach a separate page if necessary)

Prepared by: Randy Carr, Acting Director *Randy Carr* Phone: 269-4900

Division: Labor Standards & Safety Date: 3/5/92

Approved by Commissioner: C.W. Mahlein *C.W. Mahlein*

Agency: Department of Labor Date: 3/5/92

Distribution (by preparer): Legislative Finance, Legislative Sponsor, Requestor, OMB, & impacted Agency(ies).

HOUSE COMMITTEE REPORT

(7)

Date Referred: February 18, 1992

FURTHER REFERRAL :

Labor & Commerce

Date of Committee Action: 3/26/92

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered:

HB 527

HOUSE BILL NO. 527

COMMUNITY HEALTH AIDE OVERTIME EXEMPTION

"An Act exempting certain community health aides from overtime wage requirements."

RECOMMENDATIONS:

be replaced with _____ the same title

have attached amendments(s) a new title

do pass

do not pass

no recommendations

individual recommendations

additional referral to the _____ Committee

ADOPTS: _____ letter of Intent

ATTACHES NEW FISCAL NOTE(S): (Dept) _____

APPROVES PREVIOUS: (Dept/Date) _____

fiscal impact _____

fiscal note(s) _____

zero fiscal note Labor, DHSS

zero fiscal note(s) _____

SIGNING <u>DO</u> PASS	DP	OTHER RECOMMENDATIONS	DNP	NR	AM
<i>[Signature]</i>	✓				
<i>[Signature]</i>	✓				
Betty Davis	✓				
Cheri Davis	✓				
G. C. Songler	✓				

[Signature]
CHAIRMAN'S SIGNATURE

Community Health Aide Program

Winnie Reeve
Academic Coordinator, Community Health Aide Program

The Community Health Aide Program is a unique system of health care designed to provide village health care in Alaska's remote villages. The community health aides provide medical care under the supervision of referral physicians in each region of the state. They are taught to do a patient history, physical exam, assessment, and treatment plan using the *Community Health Aide/Practitioner (CHAP) Manual*, published by the Alaska Area Native Health Service in 1987.

Community health aides manage the treatment and referral of common medical problems, medevac emergencies to the nearest referral hospital, provide monthly exams for pregnant women, provide well-child exams and immunizations, and follow up with patients with chronic illnesses. Using the *Community Health Aide/Practitioner Manual*, they assess and treat patients according to medical standing orders and refer patients on a daily basis to a referral physician over the telephone. CHAP administrators, CHAP field instructors, traveling field physicians, public health nurses, maternal and child health nurses, dentists, eye doctors, and other health care providers create a support system by on-going telephone contact and field trips.

Currently, there are approximately 440 community health aides serving a population of 42,722 Alaska Natives in 171 villages. They are employed by the regional Native corporations and in some cases by independent village contractors, funded by Indian Self-determination Act contracts with the federal government.

Five CHAP training centers provide the basic training courses leading to community health practitioner certification. These training centers are located at the Alaska Native Medical Center in Anchorage; the Norton Sound Health Corporation in Nome; the Kuskokwim Campus, College of Rural Alaska in Bethel; the North Pacific Rim Native Corporation in Seward; and the Southeast Alaska Regional Health Corporation in Sitka.

Community health aides attend three training sessions in one of the training centers. Each session is three to five weeks in length. Students practice the knowledge and skills learned during a 200-hour fieldwork experience in a village clinic after each session and complete a two-week preceptorship in a referral hospital or large village clinic. After the completion of community health practitioner certification, the title community health aide changes to community health practitioner.

The Community Health Aide Program is a collaborative program with the College of Rural Alaska of the University of Alaska Fairbanks. It is a multi-agency program including the Alaska Area Native Health Service, the Alaska Department of Health and Human Services, the five CHAP Training Centers, 11 Native corporations, and several independent village contracting agencies. Because the community health aides and practitioners are employed in rural communities, a CHAP academic coordinator is employed to serve the needs of the students, to represent the program within the university, and to coordinate

with the many agencies involved in CHAP training around the state.

Three statewide committees meet to discuss village health care needs, to revise the CHAP curriculum, and to address the concerns of the community health aides and practitioners. These committees are the Association of CHAP Directors, the Academic Review Committee, and the Statewide Community Health Aide Association. Current projects that are underway include the revision of the statewide basic training curriculum, the development of a new emergency care course, a review of the community health practitioner certification process, a revision of the certification examination, and planning for the eighth annual statewide CHAP Program Forum.

The statewide Community Health Aide Program's mission to provide primary health care in Alaska's remote villages is exciting, challenging, and demanding, due to the continual need to teach and certify community health practitioners who can work safely and effectively in their home villages. It is also a challenge to provide the support needed for the students who work in the stressful situation of being a responsible health care provider in a setting that requires that they often care for their own families and friends.

The Alaska community health aides and practitioners are a wonderful loving community of individuals dedicated to serving their own people by stretching human physical, mental, emotional, and spiritual potential to the limit. Their work performance, strength of character, and love for the Alaska Native people can be an inspiration for us all. ▶

THE FOLLOWING DOCUMENTS MAY NOT FILM
LEGIBLY BECAUSE OF THE POOR QUALITY OF
THE ORIGINAL



NORTON SOUND HEALTH CORPORATION

P.O. BOX 966
NOME, ALASKA 99762
(907) 443-3311

7:4.0
CHA

November 12, 1991

Myra Munson
Suite 700
900 West Fifth Avenue
Anchorage, AK 99501

Post-It™ brand fax transmittal memo 7671		# of pages ▶
To <i>Myra munson</i>	From <i>Shirley Daniels</i>	
Co.	Co. <i>NSEC/VHS</i>	
Dept.	Phone # <i>(907) 443-3283</i>	
Fax # <i>273-8332</i>	Fax # <i>443-3139</i>	

Dear Ms. Munson:

This letter is in regards to whether CHA/P's should be considered exempt or non exempt.

NSEC has 49 filled CHA/P positions 26 of 49 were surveyed or 53%. 14 for non exempt, 9 for exempt and 3 undecided. 14 voted to remain non exempt due to the following reasons:

1. NSEC does not give compensation for overtime worked under exempt.
2. CHA/P's like the extra income.
3. Currently CHA/P's work over 40 hours per week.

Marion Aukon 1-2
Janice Walunga 2
Grace Ongtawasruk 2
Vivian Obruk 3
Arlene Saccheus 2

Irene Aukongak 1-2
Henrietta Wilson 3
Geraldine Nixsik 2
Mary Jane Mercurief 3

Lucy Apariki 2
Ella Agibinik 3
Millie Lee 3
Leonard Adams 2

The following voted for exemption:

Carolyn Noongwook
Bobby Kava
Sally Agloinga

Karen Iya
Karen Waghlyi
Norma Kavairlook

Jesse Cologergen
Martha Kayouktuk
Diane Acoman

The following were undecided:

Orpha Oozevasuk

Martha Abouchak

Sally Olanna

I hope this has helped. Any questions please feel free to call me at 443-3282.

Thank you for your time

Sincerely,

Shirley Daniels

Shirley Daniels, Director
Village Health Services

cc: Ray Herrera, Dr. Eva Gregory, VHS file

P. O. Box 192
Naknek, Alaska 99633

465-3147

January 22, 1992

Mr. Paul Fuhs
Lori Naughtenhaus

To Whom It May Concern:

My name is Sandra Pitts, I am a Community Health Aide from Naknek, Alaska. I am an employee of Bristol Bay Area Health Corporation since 1987.

I am concerned about the "comp time" that I receive from my employers. I wholeheartly support the 2 week on with every 3rd week off as comp time. I prefer this schedule, as it gives me the extra time to unwind after being on call 24 hours a day as a Community Health Aide. I get calls from the residents of Naknek after my regular clinic hours for emergencies and other health needs that have to be met. Naknek is a busy community in the summer months as we get an increase in population for the busy fishing season. This schedule of 2 weeks on with 1 week off is a big help in a situation that otherwise would create burnout.

I prefer the comp time instead of the overtime pay, as it gives me time to do other activities, such as subsistence fishing, hunting, and not having to worry about the medical needs, which is done by the other CHA, who also has this opportunity during her time off.

If this schedule were not available, I would probably not be a CHA, as the wages do not even come close to what other medical personnel doing this same kind of work gets.

I hope this helps you to understand and support our "comp time" status. This system has worked for the last 2-3 years that I have been a CHA, and I want it to continue.

Thank-you,

Sincerely,

Sandra Pitts

Sandra Pitts
Naknek - Community Health Aide 246-4214

cc: Myra Munsen 586-5883
Diane Juneau - CHAP Director -BBAHC

71407
CHA

BRISTOL BAY AREA HEALTH CORPORATION

P.O. BOX 130 • DILLINGHAM, ALASKA 99576

(907) 842-5201 or (907) 842-5202

January 23, 1992

Paul Fuhs
Office of the Governor
P.O. Box A
Juneau, Alaska 99811-0101

Dear Mr. Fuhs,

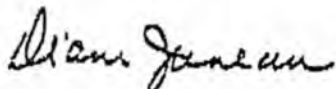
As the Director of the Bristol Bay Area Health Corporation's, Community Health Aide Program, I am stating my support for designating Community Health Aides as Exempt employees.

The Community Health Aide must take call for sickness and emergencies 24 hours a day, seven days a week.

In general, the Health Aides in Bristol Bay prefer to get scheduled time off rather than being paid overtime, for the extra hours that they work. At present they get every third week off to compensate for the extra hours of call and work time. The Health Aides enjoy this week off since they can do whatever they want during this time without worrying about caring for their village people. They often use this time for home and family activities, substance, or just to get away from the village.

Please feel free to call me at 907-842-9344 for any further comments on this very important issue.

Sincerely:



Diane Juneau, R.N.
Community Health Aide Program Director
Bristol Bay Area Health Corporation

cc: Myra Munson



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE
HEALTH SERVICES AND MENTAL HEALTH ADMINISTRATION

9674754486

P. 82

714.02

CHA

1-23-92

Dear Governor Hicken

My name is KASS Clark
and I am a health aide in Aniak. I am
writing to ask you to keep the health aides
exempt from the overtime laws.
We health aides really need and deserve
our week off. Ours is a very stress-full
job and without our week off there
would be a lot less health aides than
there are now. Less health aides in
the villages means poor health care
in the villages, and a greater expense
for the people. I am sure you are
aware of the financial situation in the
bush and realize how expensive it would
be for a person to have to go to Bethel
because of a minor problem, when a health
aide could treat it at home. In closing
I urge you to consider that health aides
need a break, to prevent burn out and
the people need health aides to maintain
high quality health care for the villages.

Thank
you,
KASS Clark - CHA
Aniak

Suzanne Evanoff, CHP
Box 474
Pilot Point, AK. 99649

Ms. Myra Munson
Governors Office
Juneau, Ak. 99801

January 23, 1992

Dear Ms. Munson,

My name is Suzanne Evanoff of Pilot Point, Alaska where I work as a Community Health Practitioner for the Bristol Bay Area Health Corporation. In my position, when I am "on call" I receive many calls after hours from people with health problems. Also, as primary caregiver I must respond to any and all emergency calls, after hours and weekends.

I would prefer to keep the scheduled week off as is instead of being paid for the extra time. With time off I can relax and relieve the stress built up from this demanding job. I also use my time off for subsistence, travel, and for medical appointments for my family and myself.

Thank-you for letting me express my feelings on this issue, as having extra time off is better for me than getting paid overtime.

Sincerely,

Suzanne Evanoff, CHP
Suzanne Evanoff, CHP

cc: Paul Fuhs
Laurie Naughtenham

JAN 23 02 11:01

TOGIAK HEALTH CLINIC

P.O. Box 128

TOGIAK, AK 99678-0128

(907) 493-5511

January 23, 1992

From: Sirena Alakayak, CHA
Togiak Health Clinic
P.O. Box 128
Togiak, Alaska 99678

ATT: *Myra Manson*

Re: Health Aide Schedules

Hi! My name is Sirena Alakayak and I am a Health Aide from Togiak Clinic. I work for Bristol Bay Area Health Corporation. I get calls from people in the village when the clinic is closed when they are sick, I also have to take care of emergencies 24 hours a day.

It's better for me to have extra time off like every 3rd week, then to get paid for the extra time I work. I can use the extra time for subsistence use, be with my family because I have an infant son at home or to get away from the village for a while because when I'm working I have to sit by the phone constantly without doing anything else. Having extra time off is better for me then getting paid overtime.

Thank-you.

Sincerely,

Sirena Alakayak

Sirena, Alakayak, CHA

SA/cac

cc: ftle

Sirena Alakayak

Tuntutuliak Health Aides
General Delivery
Tuntutuliak, AK 99680
January 23, 1992

Dear Governor Hickel and The State Legislature,

We, Helen, Lucy, and Annie; Health Aides here in the village of Tuntutuliak are concerned about our week off being suspended. As the village Health Aides it's hard for us to deal with all the problems that our community, especially the teenagers, have. Not being fully experienced with the mental problems such as depression, suicidal attempts, and so on gives us enough stress thinking about what will happen next.

Helen, one of the Health Aides, who had an experience being on call 24 hours a day 7 days a week said, "A lot of Health Aides had quit their jobs due to being burned out or to reduce stress." She also mentioned that having to have a week off has given her a chance to forget about the problems by being with the family and doing home chores.

Thank - you,
Health Aides
Helen A. Pavila
Annie S. Frank
and Lucy Jennie

From: SCAMMON Health aides
Scammon Bay, Alaska 99662
1/23/92

To: Governors office
ATTN: Lori Nottingham

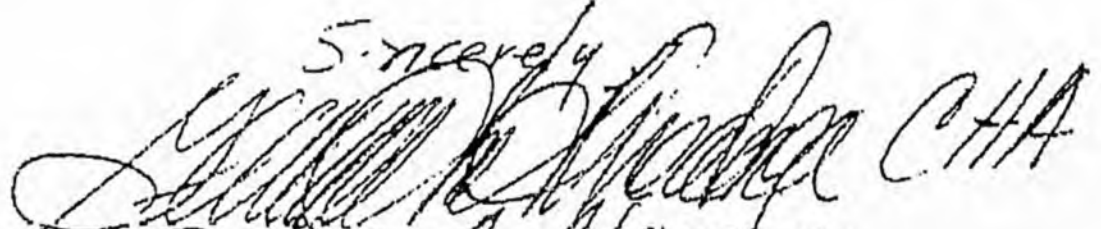
Dear Governor,

I am writting in support of Health aides week off. I am writting to request for continue over time work and week off with pay for Health Aides.

Our week off is very important for all the health aides, because it gives us time to rest before we go back to our 24 hr. on call the following week, so that we can be rested and be readdy to work with the sick people and emergencies without being over tired.

We use our week off after three weeks of seeing 20 or more patients a day.

It is very IMPORTANT for BUSH COMMUNITY to have HEALTH AIDE efficient and effective health aide. WE HOPE FOR YOUR SUPPORT.

Sincerely,

Linda CTHA
Scammon Bay, Alaska

ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED
DATE 11-19-92 BY 15106 P.04

Akiachak Native Community
Akiachak IRA Council

AKIACHAK, ALASKA 99551

(907) 825-4320

1) Why I want to be exempt-

1/23/91

Because if I don't get exempt from work I will be burned out from work, and before the week-off policy, There was alot of health aides quitting work. If we continue to have our week-off, we will be refreshed to come back for 3 more weeks.

2) How important my week-off is.

It is important because it helps me to think right- rest my mind a little from worrying about the patients I see. Rests my tired and burned out mind for a whole week, and not worrying about quitting.

3) How I use my week-off.

I spent my time away from Clinic and instead of patients I get to spent some time with my family and rest at home. Also, to do my home chores and what needs to be done, which I was unable to do when I was worrying 24 hrs a day to see if there was going to be emergency patient or not.

Thanks,

Anna Mac Moses

Anna Mac Moses

CHT-

Akiachak Clinic

Grayling CLINIC
01-23-92

CHA, Time Off

1 We CHAS need our time off once a month. After going through treating our patients for you name it illnesses not to mention your own families. you feel like you've been through the winger.

2 We as CHAS need the time off to relax in order to be able to give adducate care to your or our patients. Being on call 24 hours takes a tole on you. we are individuals we get burnt out as well as any one.

3 We use our time off to relax and to go and be able to work to ~~your~~^{our} best for our people in keeping them well, and to teach them how to keep well.

Now give me one good reason why you are declining the CHAS one mangie week off. PLEASE WE BURN OUT, we are not robots I wish we are.

Mary A. Deacon CHA M.A.D.

Grayling.
PS some of us don't get a wk off, because your the only one as a CHA in the village.

AS A CHP AND A CURRENT SUPERVISOR OF CHA'S I FEEL THAT THE CHA'S SHOULD BE EXEMPT FROM OVERTIME LAWS.

THE CHA'S SCHEDULE IS VERY STRESSFUL. THE WEEK OFF THEY CURRENTLY RECIEVE ALLOWS FOR MUCH NEEDED REST AND INCREASES CHA EFFECTIVENESS.

THE CHA'S NEED A WEEK OFF TO FULLY RECOVER FROM THE CONSTANT JOB RELATED STRESS IMPOSED BY THE CHA POSITION.

PLEASE PASS LEGISLATION ALLOWING US TO CONTINUE OUR PRESENT WORKING SCHEDULE.

I think it's very important for healthaides to have their week offs. Because it gives them time to be with their families full time. This is especially important for small children. They can also do some other things they do during the day, like washing clothes (some pile up in large families), giving their family full cooked meals, house cleaning, and a lot of other things housewives do. These week offs can also be used ~~to~~ to go berry picking in summer, fish cleaning & drying or just go to another place if they want to have complete free time. This is because they're still on call for emergencies if they are in their village even if the other healthaide is officially on call.

Sincerely,
Martha Albert

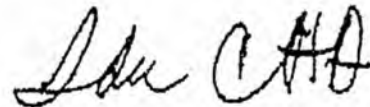
January 22-92

Ida, and Martha CHA, CHP
Box NME
Nightmute, Ak 99690

To; Governor Hickel,

Our week-off's are important to us, because we can spend more time with are families, and loved ones at home, and the CHA-P wouldn't be stress out from work. If we didn't have any week-off's we would start to forget what we need to do, because we didn't have are week-offs, and we'd have short temper. We use our week-offs to take time, and relax at home, and not worry about work, Besides we need week-offs to do our chores.

Thanks for your time
Ida CHA



ANVIK CLINIC
P.O. BOX 50
ANVIK, ALASKA 99558-0050
(907) 663-6334

January 23, 1992

The Honorable Governor Walter Hickel
State Capitol
P.O. Box A
Juneau, AK 99811-0101

Dear Governor Hickel:

I am writing to you regarding the overtime law which Community Health Aides are exempt from.

We do not receive overtime regardless of the overtime we put in after regular hours and during weekends. This all balances out with our week off time with pay.

During some instances we work during our week off if there is an emergency and the other CHA needs assistance. Our week off gives us time to review and educate ourselves using the Community Health Aide Manual without interruptions.

We encourage you to support exempting the CHA's from the overtime law. For this is very important to all CHA's.

Thank you for your time and consideration regarding this matter.

Sincerely, *Marsha Jarue*

ANVIK CLINIC

Marsha Jarue
CHA

MJ:rr

Emmora Clinic

Emmora, Pa. 99581

phone 949-1511

from: CHP/Person, ⁽²⁾ ⁽³⁾ ⁽⁴⁾
Dorothy & Maggie

Mr. & Mrs. Nottingham

Dear

Governor Nickel,

It is important for all the CHP/As
to have one week off each and once a
month. Because having one week off
helps us have rest from ill patients
depressed (etc.) also from over tired
and losing interest from our job.

Being a CHP/As is not easy, because
most of us have family of our own
The village's we're living in are not
getting smaller each year, they are
getting bigger, in the near future they
will increase more.

Having a week off helps us to have
rest. Be with our own family, being
together with your own family is far
a week is good for you with thinking
of a few you a change. Also helps us
do our work at home, sewing, cleaning,
cooking good meals, etc. Most, important
and your whole being.

Faced from emo to juneau area.

11:34 AM

This letter is to support Exempting CHA's from the overtime law, and to encourage Governor Hiebel and the State Legislature to support us.

Being the Health Aide is very stressful job, and the workload gets heavy at the end of day, that's why we are asking for your support to continue our work-off as it was before.

Ever since the Week-off started couple years ago, Health Aides that I talked with are less stress and working more harder than before, and we have less burn-out CHA's, that's why its important for us.

We have used our week-off for couple years, and in our village, we take 3 who on and 1 wk. off, and its working very well.

We are asking for your support and the State Legislature, because if this week off continues, it will surely brighten our lives and the rest of the people.

Thank-you for your support.

Sincerely Health Aides
Thomas J. Andrew
Jillia Witchell
Nunapitchuk, Ak. 99641

FAXED TO JUNEAU AT 11:35 AM 1/24/92

TOGIAK HEALTH CLINIC

P.O. Box 128

TOGIAK, AK 99578-0128

(907) 493-5511

January 23, 1992

From: Sirena Alakayak, CHA
Togiak Health Clinic
P.O. Box 128
Togiak, Alaska 99578

ATT: *Laurie Naughterman*

Re: Health Aide Schedules

Hi! My name is Sirena Alakayak and I am a Health Aide from Togiak Clinic. I work for Bristol Bay Area Health Corporation. I get calls from people in the village when the clinic is closed when they are sick. I also have to take care of emergencies 24 hours a day.

It's better for me to have extra time off like every 3rd week, then to get paid for the extra time I work. I can use the extra time for subsistence use, be with my family because I have an infant son at home or to get away from the village for a while because when I'm working I have to sit by the phone constantly without doing anything else. Having extra time off is better for me then getting paid overtime.

Thank-you.

Sincerely,

Sirena Alakayak

Sirena, Alakayak, CHA

SA/cac

cc: ftle

Sirena Alakayak

H B

5 3 3

Library

**Alaska State Legislature
Representative Niilo Koponen**

Pouch V
Juneau, Alaska 99811
(907) 465-4992

House District 21

119 N. Cushman, Suite 207
Fairbanks, Alaska 99701
(907) 456-8172

**HB 533
Doyon House
Sponsor Statement**

The success of Alaskan students who choose to pursue a college education is of great public concern. It is this group which will provide the teachers, engineers, political leaders, managers, skilled craftspeople - in short, the talent, understanding and vision Alaska will need in the years to come.

One very crucial group of Alaskans has historically been less able to achieve that college success: Alaska Natives, particularly those from rural villages. Many grow up in communities where it is often literally possible to know everyone and where ones identity is unambiguously verified every day. Arriving at the University of Alaska Fairbanks, these students find themselves suddenly negotiating the world of large, impersonal institutions which those of us from more urban parts of the world take for granted. No longer surrounded by extended family, their culture not the dominant one, they face a very significant hurdle as they begin their college careers.

To ease the transition, the Doyon Foundation has proposed the construction of a facility for Native students. As a bridge between the world of the village and that of the University, Doyon House is designed to provide community like support for the first two years of campus life. Resident dorm parents and student advisor will provide stability and a sense of extended family. Doyon House is anticipated to become a central gathering place where elders, advisors, counselors and other native role models offer encouragement and aid to students in a supportive setting.

Total cost of Doyon House is expected to be \$1,400,000. House Bill 533 would provide \$500,000 toward that goal. Doyon Limited has committed \$300,000 and other private sources are expected to provide the remainder.

THE FOLLOWING PAGES WERE TREATED AS
A UNIT IN THE ORIGINAL FILE.

The Doyon House

**A Transitional Dormitory Created to
Increase Native Student Matriculation and Retention
at the University of Alaska Fairbanks**

A proposal to the Alaska State Legislature

**Amount Requested: \$700,000
To begin construction in 1993**



**The Doyon Foundation
201 First Avenue
Fairbanks, Alaska 99701
(907) 452-4755**

January 1992

Contact: Kathy Mayo, Executive Director

THE DOYON HOUSE: A Model Project to increase the success rate among Native students at UAF

REQUEST: \$700,000 matching funds for capital construction

INTRODUCTION

The Doyon House is a statewide capital project intended to increase the success rate among rural students from interior Alaska who are attending UAF. These students come from many of the 43 villages in the Doyon region where populations range from less than one hundred to only a few thousand, and are many times smaller than that of the campus community.

Many of these students come with the intention of obtaining an education and acquiring the skills that will enable them to return to their home villages and enhance their own lives and the lives of their families and communities. They are seeking new opportunities to open new doors, and are aware that education will help them reach their highest potential.

SUMMARY

The Doyon Foundation is proposing the construction of a bridge house for Native students at the University of Alaska Fairbanks (UAF) who are making the transition from a rural to a university way of life.

The structure of the House is not intended to segregate these students, but:

- ◆ to provide meaningful, culturally appropriate support for freshman and sophomore Native students who are enrolled at UAF;
- ◆ to increase the social and academic success of Native college students at UAF; and
- ◆ to increase the visibility of the positive aspects of our culture and history to enhance cultural sensitivity among all students.

Of the Native students who drop out of college, most do so during the first two years. One of our goals is to increase the number of Native students graduating from college by enhancing the support network available to the rural Native students attending UAF.

The long-term benefits of education will be:

- ◆ cultural and economic productivity in the Native communities;
- ◆ greater harmony, understanding, diversity and productivity for all communities; and
- ◆ a diversified work force.

OUR STUDENTS

Of the 287 students funded for the fall 1991 semester, 126 were enrolled to UAF. Of those 126, only 86 completed the semester. During the same semester there were twice as many freshman as there were seniors at UAF, which demonstrates the fact that students are not realizing their initial goals (Appendix A).

The Doyon House is a critical support program designed to promote academic excellence and increase the retention of Native students at UAF.

COST ESTIMATES

The total anticipated cost of the project is \$1.4 million. This figure is based on historical information regarding a cost-per-square-foot estimate at \$100/square foot, furnishings, landscaping, and minimal utilidor work.

MATCHING FUNDS

The purpose of this proposal is to request the support of the legislature in appropriating matching funds for this important project. The amount of the request is \$700,000, which will be used solely for capital construction.

BUDGET

Sources of Funds

Doyon Limited*	\$ 300,000
State of Alaska matching funds	700,000
Other†	<u>400,000</u>
Total	\$1,400,000

Use of Funds

Facility Construction	\$1,100,000
Landscaping/parking	32,000
Furnishings	100,000
Contingency, 12%	<u>168,000</u>
Total Use of Funds	\$1,400,000

* The Doyon Limited Board of Directors voted unanimously in favor of this contribution toward construction of the facility.

† Includes BP (Alaska) Exploration and the MJ Murdock Charitable Trust. At least five other foundations and corporations with similar philosophies will be approached as identified.

OUR STUDENT POPULATION

The number of scholarships provided by the Doyon Foundation has steadily increased over time. During the fall 1989 semester, the first semester that the Doyon Foundation administered grant monies for Doyon Limited, a total of 199 students from the Doyon region were funded to attend schools either in Alaska or elsewhere. During the fall 1991 semester, 287 students received Doyon funds.

Of the total 287 students who received funding for the Fall 1991 semester, 146 are majoring in education, rural development, land/resource management, social work, nursing/health related fields or business; fields with a great potential for impacting the students' own communities both economically and socially.

The 287 students funded nationwide break down by class standing as follows:

- 75 Freshmen
- 33 Sophomores
- 39 Juniors
- 27 Seniors
- 10 Graduate students
- 77 Vocational/Technical training students
- 26 seeking Associates Degrees

The number of freshmen compared to the number of seniors shows that nearly three times more students enroll for every one who graduates.

The Doyon Foundation is taking the lead in enhancing the support system available to students at the University of Alaska Fairbanks (UAF). The construction of the Doyon House will demonstrate to the general public that Native students do have different needs and that Doyon is ready to respond.

The structure of the Doyon House is intended to provide support to Alaska Native students academically as well as culturally. It will also open doors to other interested Regional Native Corporations to demonstrate a model for academic support and commitment to the students of their region.

THE DOYON FOUNDATION

The goal of the Doyon Foundation is:

To promote the economic well being of Doyon shareholders and their descendants and to promote the preservation and development of our Native cultures.

The first objective, as identified by the Doyon Foundation Board of Directors with regard to education, is to:

Support a comprehensive approach to education that includes maintaining a strong scholarship program, an internship program, and other support programs that promote academic excellence and retention of students.

The Doyon Foundation encourages students to pursue degrees in diverse fields of study and this is accomplished, in part, through our competitive scholarship program (Appendix B).

Scholarships

Established in December 1989 by Doyon Limited, the Doyon Foundation utilizes an integrated approach to our educational programs. We offer scholarships and provide a growing number each semester. Our annual scholarship budget is \$200,000. Of the students that are supported through Doyon scholarships, about 40% attend UAF. Sixty percent of these students are freshmen or sophomores.

Internships

We also work with both the private and public sectors in coordinating summer internships to enable our students to gain hands-on experience in meaningful jobs which are related to their fields of study.

Other Support

The Doyon Foundation also hosts dinners and social gatherings for the college students. This is a time when Native food is shared, community Elders are invited, and the students can relax in good company for a time. These gatherings are meant to offer the students a break from their studies and let them know that the Native community, including their corporation, supports their efforts to further their education.

Pre-Collegiate Programs

We offer summer academic enrichment experiences to our middle- and high-school students by enabling them to attend the Colorado School of Mines Science and Math Camp, the Native American Preparatory School and the American Management Association *Operation Enterprise*. We anticipate adding NASA Space Camp and EarthWatch expeditions pending funding. It is our opinion that the early identification of the interests of our youth and the provision of meaningful educational experiences will enhance these young people's self confidence and increase their potential for academic success.

Anticipated Results

Through the development and implementation of these programs, the Doyon Foundation is determined to enable future generations to be qualified, well educated people, capable of managing the affairs of the Native corporations and

non-profit service organizations. Additionally we need advisors: scientists and engineers possessing the integrity and credibility to carry out economically beneficial concepts with humanly and environmentally responsible results. We cannot rely on attorneys and government officials whose interests are not ours. We need to provide our people with the tools required to function effectively in our constantly changing world.

We need to enable Native people to become involved in the policy and decision making of academia, business and government. In this way we will ensure that decisions are not made indiscriminately, therefore jeopardizing the cultural traditions and values of our Native people.

Improving the overall health and well-being of the Native communities is contingent upon our ability to face the future as an educated population exhibiting pride, self confidence and flexibility. We must be prepared to manage our affairs, whether it is fulfilling the requirements for working in modern Native corporations, presenting legal briefs in courts, tribal or otherwise, or meeting the health, social and economic needs of our own communities. These will all be accomplished through the education of our people.

THE NEED

The need for college-trained Alaska Natives is rising. Passage of the Alaska Native Claims Settlement Act and the creation of the thirteen regional corporations have brought new opportunities for Natives as trained managers, educators, lawyers, and other professionals. Although the college population of Natives has increased somewhat recently, Alaska Natives remain underrepresented and no one foresees sufficient numbers coming through colleges to satisfy these needs. In 1984-85, when Alaska Natives comprised approximately 13% of the college-age population in Alaska, they received only 7% of associate degrees, 4% of bachelors degrees, and a little over 1% of masters degrees in the state.

Since 1935, only 120 Associates, 421 Bachelors, 27 Masters and 1 Doctorate degrees have been awarded to Alaska Natives. Between 1975 and 1989, Alaska Natives obtained only 306 (6%) of the 4,733 degrees awarded at UAF.¹ It is time to turn this situation around.

Alaska Native students cannot begin to graduate in numbers until a basic framework, geared toward their success, is put into place.

At the Doyon Foundation planning meeting in January 1990, the Board of

¹ "Trend Reports of Alaska Native Graduates from UAF," University of Alaska Office of Institutional Research Annual Report, December, 1989.

Directors recognized the need for developing a support network for rural students from the Doyon region. During the November 1990 Needs Assessment meeting the board stated the objectives and plan of action for the Doyon House. As a result of these meetings, Foundation staff developed a preliminary sketch of the Doyon House, and an informational brochure, for fund raising purposes. The Board of Directors has since adopted a resolution directing Kathy Mayo, Executive Director, to secure funds for the construction of the Doyon House. The Board Resolution is included as Appendix C.

OUR SOLUTION: CRITICAL SUPPORT AT A PIVOTAL TIME

The proposed Doyon House is designed for 20 Alaska Native students, both Indian and Eskimo, to reside in during what has proved to be their most difficult time academically. Of the Native students who drop out of college, most do so during the first two years.

The benefits of successfully completing a degree program at UAF will impact not only the individuals, but their families and communities as well.

The dormitory will have a full apartment for dorm parents who become extended family to the students, and one for a resident student advisor. The roles of the parents and the advisor are integral in the early success of the students. The dorm parents provide stability and enhance the sense of family. The resident advisor provides support for the students' academic endeavors, such as helping develop good study skills and helping new students adjust to life away from home.

The extended family aspect is vital to the success of these students. Many come from communities where less than 100 people live. All of their lives they have had the support and encouragement of almost all the community members. Upon enrollment at the University, this familiar support system is gone. The students virtually disappear into the masses. There are about 5,000 students at UAF, and over 60,000 people in the surrounding area, and many new rural students feel uneasy among that many people.

The Doyon House will provide a comfortable place where not only camaraderie is found, but where mentors, advisors, and our future leaders can gather to give support to the students. Academic, career and guidance counselors, as well as graduate students, Elders and other role models, can help the students celebrate their heritage during their pursuit of knowledge and education. We want to help the students find a balance between their educational goals and their cultural heritage.

This type of living arrangement and support will alleviate the stress and the cultural disorientation Native students face by providing them with a gathering

place where they can comfortably and continually assess their new lives during this great time of change. While such exchanges do not typically occur in a classroom setting, they are an important part of our students' success.

The structure of the Doyon House will provide strategies and support for a successful first year of college, while maintaining ties to the people and values of the students' home region. The atmosphere is designed to be a more familiar living situation than that afforded by a "regular" dormitory.

Eliminating many of the perceived barriers and providing a nurturing environment to the rural Native students will increase matriculation and retention among Natives at the university. The moral support and cultural exchange will allow the students to pursue their education beyond the first two years by instilling in them the self-confidence and self-discipline to realize their educational goals.

Returning students become positive role models for the new students. This support will alleviate much of the stress experienced when facing an entirely unfamiliar situation. Knowing this support system is available will make the choice to continue education an easier one.

The cultural support they receive will help Native students introduce their traditional values and skills to the urban University community. The customary living arrangement will provide "critical mass" for affirming, comparing and sharing the students' cultural heritage with not only the non-Natives, but with other Natives as well. The students will be encouraged to exhibit pride in their culture and to share that pride with the others on campus. Alaska Natives have deep respect for their Elders, recognize the importance of family and community, and believe in sharing their knowledge and traditions. By sharing their spirituality and their values, the Native students will increase understanding of and sensitivity toward cultural diversity. At the Doyon House, spirits will merge.

According to *"Education That Works: An Action Plan for the Education of Minorities,"* Quality Education for Minorities (QEM) Project, January 1990:

The Native population is expected to double over the next 25 years. Facing no viable alternatives, many Native youths will be forced to migrate to find work in the modern economy. In this situation, the demands on schooling are great. Alaska Natives want schools to help prepare youth both to live in the subsistence economy and prepare them to take advantage of the modern economy so that youth will have a choice. A common concern is that schools will accomplish neither task very well.

Educational systems have failed American Indians for a variety of reasons.

- ◆ The process and goals of education were defined by the dominant group.
- ◆ The language and culture of the Indians were not valued.
- ◆ The needs and goals of the various Indian communities were not taken into account.

- ◆ Educational programs failed to acknowledge fully tribal sovereignty and the importance of self-determination to American Indians.
- ◆ Education programs assumed a non-existent homogeneity.
- ◆ Programs aimed at relocating Indians from reservations to urban centers failed to address the fact that in many cases relocation meant only the shift from one pocket of poverty to another.

In order to address the educational needs of American Indians and Alaskan natives, it is crucial that the importance of traditional Native values be central to the planning and delivery of educational services.

UAF SUPPORT

Many University administrators and educators have voiced support for the Doyon House. Dr. Joan Wadlow, Chancellor, has stated that, "This house will strengthen the University's existing programs aimed at Native student matriculation and retention and will help take us to the next level of successful educational support."

Clara Johnson, Director of the Interior Campus said, "The additional formal and informal support this facility will bring to rural students will bring long range benefits to the Doyon region and enrich this campus."

Dr. Doug Schamel, Professor of Biology, has been teaching Native students since 1974. He says, "With the guidance of dedicated faculty, staff and students from UAF, the Doyon Foundation, Alaskan businesses, and the Native community of Fairbanks, the Doyon House will succeed in helping students survive the transition to university life. It will also help their transition to leadership roles within the Native community and the State of Alaska."

Dr. Don Lokken, Professor of Chemistry, is also a strong supporter of the Doyon House concept. He said, ". . . In addition it would apply the principles that have been shown to have a positive effect on "at risk" students, especially Native Americans. First a sense of community and belonging rather than alienation, followed by more concrete support services such as peer advising, mentoring, tutoring, etc."

Letters in support of the Doyon House from these individuals are included as Appendix D.

In addition, Dr. Harris Shelton, Vice Chancellor for Student Affairs, has drafted an MOU between UAF and the Doyon Foundation regarding construction management and facilities operation. This MOU is included as Appendix E.

TIMELINE: MEASURABLE OBJECTIVES

Phase I: Planning

- ✓ To raise \$1.4 million by spring 1993
- ✓ To outline all regulatory considerations pertaining to design, construction and maintenance of the Doyon House by spring 1992
- ✓ To identify all cultural, environmental and energy-efficiency considerations pertaining to the design of the facility by fall 1992
- ✓ To contract and complete blueprints by winter 1992

Phase II: Construction

- ✓ To fund and complete the construction of a residence for 20 Native students who are freshmen or sophomores at the University of Alaska Fairbanks and who are Doyon shareholders or descendants thereof by summer 1994

Phase III: Operation of the Facility

- ✓ To staff the Doyon House with two resident dorm parents and a student advisor who is a Native graduate student
- ✓ To monitor and encourage improvement in the personal well-being and academic achievements of the students, as compared with their predecessors and those who are not Doyon-House residents
- ✓ To offer these 20 Native students a housing option which models their customary living arrangements, providing "critical mass" for affirming and sharing their cultural heritage with others on campus
- ✓ To offer special programs at the Doyon House for Native students, resident and non-resident alike, enabling a higher percentage of Native students to graduate

PLAN AND SCHEDULE

Phase I: Planning

The evaluation committee and objective review panel, and the board of advisors to oversee construction, will be established in summer 1992.

Blueprints will be completed by winter 1992. These will contain all considerations regarding energy efficiency, environmental quality and cultural appropriateness as identified by the board of advisors in fall 1992.

Proposals are being submitted to at least five companies and foundations for capital construction contributions.

Once 75% of the funds have been secured, a public announcement will be

made regarding our Capital Campaign, and funds to complete the project will be requested from individuals, companies and industries. Our objective is to raise \$1.4 million by spring 1993.

Phase II: Construction

Further program development and fund raising for Phase III will be the focus in the spring of 1993.

Construction is scheduled to begin in June 1993 and to be completed the following summer.

Phase III: Operation of the Facility

The house parents and student advisor will be hired during summer 1994, and student occupancy is scheduled for fall 1994.

EVALUATION PLAN

An evaluation committee and objective review panel will be established in spring 1992. The committee will draft a list of criteria during spring 1992 by which plans and execution will be judged.

Phase I: Planning

Fund raising efforts are now underway and will continue until \$1.4 million is raised.

The board of advisors to oversee construction, to be established in spring 1992, will outline the design, construction and maintenance of the Doyon House. The board of advisors will be made up of individuals who are qualified to assess environmental soundness, cultural appropriateness and engineering and design.

Participation of representatives from funding agencies is welcome and encouraged.

Once the regulatory considerations and design have been established, blueprints will be contracted and completed.

Evaluation will be based upon achievement of the stated objectives.

Phase II: Construction

Once the evaluation committee and objective review panel has determined that Phase I has been successfully completed, construction will begin. The board of advisors will work closely with project staff to ensure adherence to the stated objectives for the construction of the facility. Evaluation will again be based on achievement of those objectives.

Phase III: Operation of the Facility

The success of the project will be determined once the house is fully operational and residents have moved in. The success of the Phase III objectives will be evaluated after the first statistics become available and a comparison study is conducted to monitor the students' academic achievements. The projected increase of Native graduates will be determined over time.

PROJECT STAFF

The Campaign Director is Kathy Mayo, Executive Director of the Doyon Foundation.

Construction of the facility will be overseen by University of Alaska Facilities Planning and Construction and a board of advisors made up of:

Dr. Joan Wadlow, Chancellor, UAF;
Ms. Kathy Mayo, Executive Director, Doyon Foundation;
Mr. Donald Peter, President, Doyon Foundation;
Mr. Sam Demientieff, Executive Director, Fairbanks Native Association;
Elder (TBA) from Denakkanaaga Elders;
Mr. Paul Mountain, Director, Alaska Native Youth Leadership Program; and
Undergraduate student (TBA) from the Doyon region.

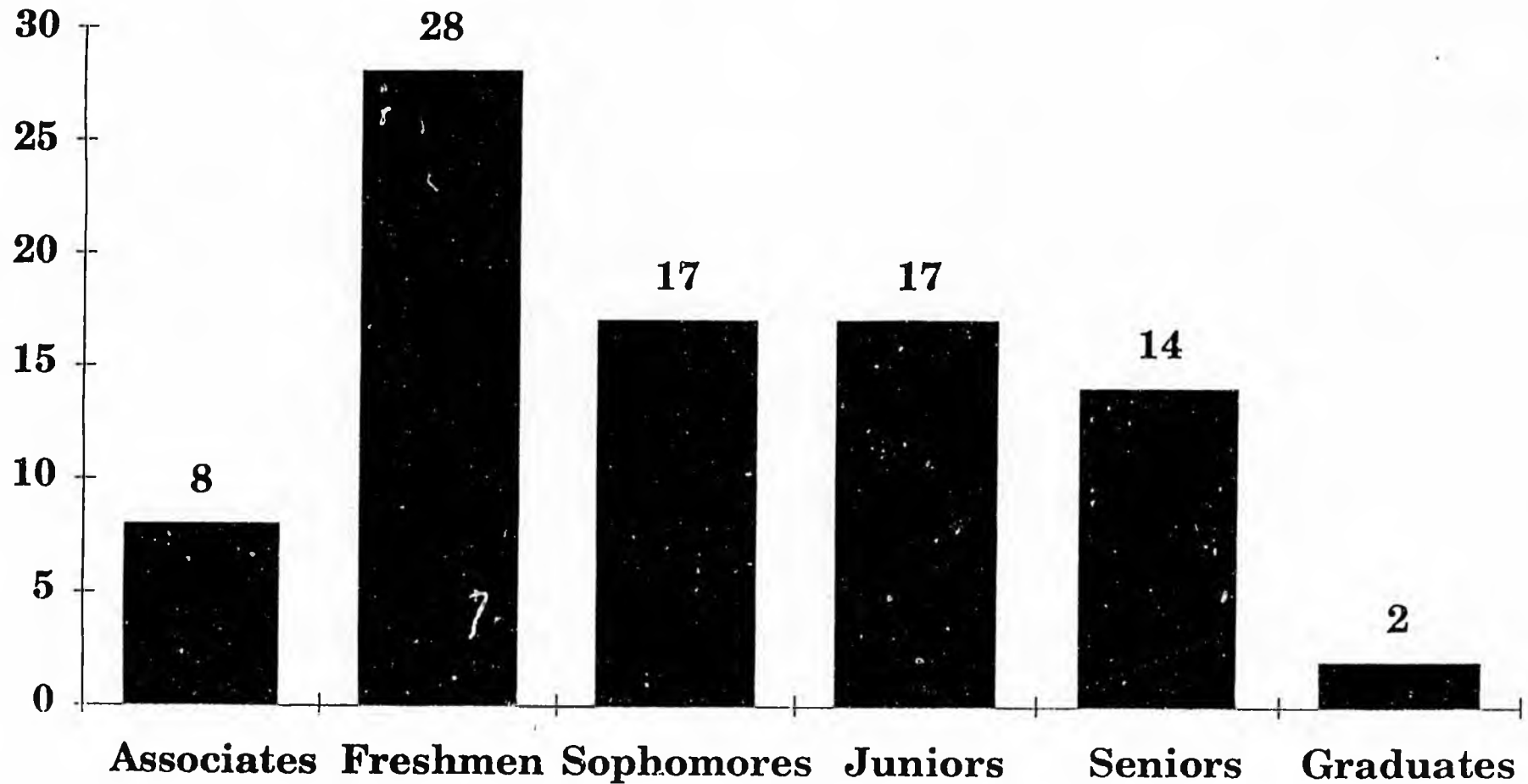
The house parents will be selected from a pool of qualified, interested parties who will be able to maintain strict policy and guidelines for the house. As with the NANA House, the parents may have one or two small children. The children at the NANA House provide the resident students there with pleasant diversion by enhancing the family atmosphere.

The resident advisor will be a graduate student from the Doyon region, who has "been through the system" and has personally experienced many of the situations the new students face.

APPENDIX A:

Class Standing at UAF

Class Standing during Fall 1991 at UAF*



*86 students enrolled at UAF during Fall 1991 semester

APPENDIX B:

List of Competitive Scholarships