

H B

231

HOUSE COMMITTEE REPORT

(7)

Date Referred: March 20, 1989

FURTHER REFERRALS: FINANCE

Date of Committee Action: 4/11/89

The HEALTH, EDUCATION, & SOCIAL SERVICES Committee considered: HB 231

HOUSE BILL NO. 231 [EDUCATION: PLANNING/GRANTS/MISC. CHANGES]
"An Act establishing a state education policy; relating to powers and duties of school districts, the Department of Education, and the State Board of Education with respect to education planning and planning grants; requiring regional school boards to establish and consult with advisory boards; and providing for an effective date."

RECOMMENDATIONS:

- [X] be replaced with CS HB 231 (HESS) [X] the same title
[] a new title
[] have attached amendment(s)
[X] do pass
[] do not pass
[] no recommendation
[] individual recommendations
[] additional referral to the _____ Committee

ADOPTS: _____ letter of intent

ATTACHES NEW FISCAL NOTE(S): (Dept) APPROVES PREVIOUS: (Date/Dept)

- [X] fiscal impact Education [] fiscal note(s) _____
[] zero fiscal note _____ [] zero fiscal note(s) _____
[] zero with analysis _____ [] zero fn/analysis _____

SIGNING DO PASS:

J. Ellis
Mark Boon
Cheri Davis
Becky Jones

SIGNING:

(Check approp. column)

| | Do Not Pass | No Rec | Amend |
|--------------------|-------------|--------|----------------|
| <u>Pete Goll</u> | Do PASS | | WITH AMENDMENT |
| <u>Mark Boon</u> | | X | |
| <u>Cheri Davis</u> | | ✓ | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

J. Ellis
Chairman's Signature

A M E N D M E N T #1

OFFERED IN THE HOUSE

BY MACLEAN

TO: HB 231

Page 1, lines 16 - 19:

Delete all material.

Insert "this state that the purpose of education is to help ensure that all learners will succeed now and in their next-level of education or work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in influencing the character and quality of the world about them."

A M E N D M E N T

OFFERED IN THE HOUSE

BY MACLEAN

TO: HB 231

2nd Grants

Page 3, line 9:

Delete "\$50,000"

Insert "\$15,000"

Page 3, line 12:

Delete "three"

Insert "two"

2B

Page 3, line 17, after "plans":

Insert ", administer planning grants awarded under AS 14.03.125"

2C

A M E N D M E N T

OFFERED IN THE HOUSE

BY MACLEAN

TO: HB 231

Page 3, line 12, after "years.":

Insert "The board may withhold a grant from a district that the board determines has not actively involved students, parents, teachers, and other members of the community in education planning in the district."

3A In. 5 p. 3

A M E N D M E N T #21

OFFERED IN THE HOUSE

BY MACLEAN

TO: HB 231

Page 3, line 27, after "boards":

Insert "in each community in the regional educational attendance area that has more than 50 permanent residents"

by MacLean

#5

AMENDMENT Page 2, line 11

delete after "tests" : "and college"

Page 2, line 12

delete : "entrance examinations, with appropriate
comparisions"

ALASKA STATE LEGISLATURE

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

WHILE IN JUNEAU
Box V
Juneau, Alaska 99811
465-4525
465-4833



Chairman
Community & Regional Affairs
Committee

Vice-Chairman
State Affairs Committee
Bush Caucus

Member Finance Subcommittee
Community & Regional Affairs
Education
Corrections

HOUSE OF REPRESENTATIVES

MEMORANDUM

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

TO: All Interested Parties

FR: Representative Eileen P. MacLean

DATE: March 21, 1989

SUBJ: HB 231 Relating to School Performance
Recommendations

Eileen P. MacLean

Enclosed please find a copy of HB 231 which would adopt some of the recommendations from the report put together by the Senate Special Committee on School Performance, chaired last year by Senator Willie Hensley.

HB 231 would do three things: 1). Establish a state education policy; 2). Add to the powers and duties of the Department of Education, and the State Board of Education and the School Districts with respect to education planning and planning grants; 3). Requires regional School Boards to establish and consult with advisory boards.

Each year, the legislature appropriates funding to schools for operating and construction needs without requiring formal reports on the performance of each school and how the funding is used. This bill would require schools to justify the use of state funds for education and require providers of education to do an assessment of program areas and services. It would also allow the public and others to be more accountable of our schools and to the quality of education that our children are receiving.

Attached is copy of the bill and a brief summary.

IF YOU WOULD LIKE TO COMMEND OR SHARE YOUR CONCERN ON HB 231 or HB 203, PLEASE CONTACT MY OFFICE AT #465-4525 OR WRITE TO MY OFFICE AT THE ABOVE ADDRESS. YOUR PROMPT RESPONSE WILL BE APPRECIATED.

HB 231 is An Act relating to School Performance

Recommendations, The bill does three things very simply:

1) It establishes a state education policy to lay the foundation of work yet to be accomplished; 2) It adds to the powers and duties of the Dept. of Ed. and the State Bd. of Ed. and the school districts with respect to Educational Planning and planning grants; 3) and it requires regional school boards to establish and consult with advisory school boards.

On a yearly basis, the legislature appropriates funding to schools for operating and construction needs without requiring formal reports on the performance of each school and how the funding is to be used. This bill would require schools to justify the use of state funds for education and require providers of education to do an assessment of programs and services.

This bill would give the public the opportunity to be more accountable within our schools and contribute towards the quality of the educational process our children are receiving. This is an important piece of legislation that we should look and decide on so that the work can be accomplished as soon as possible.

FISCAL NOTE

REQUEST:

Revision Date: _____ Agency Affected: Education
 Title: Establishing a State Education Policy: BRU Education Program Support
Education Planning & Planning Grants
 Sponsor: MacLean, Eliza Goll Components: Basic Education and
 Requestor: House HESS Instructional Improvement

EXPENDITURES/REVENUES: (Thousands of Dollars)

| OPERATING | FY 89 | FY 90 | FY 91 | FY 92 | FY 93 | FY 94 |
|------------------------|------------|---------------|---------------|---------------|---------------|---------------|
| PERSONAL SERVICES | | 91.1 | 91.1 | 91.1 | 91.1 | 91.1 |
| TRAVEL | | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 |
| CONTRACTUAL | | 14.0 | 14.0 | 14.0 | 14.0 | 14.0 |
| SUPPLIES | | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 |
| EQUIPMENT | | 9.5 | | | | |
| LAND & STRUCTURES | | | | | | |
| GRANTS, CLAIMS | -0- | 950.0 | 950.0 | 950.0 | 950.0 | 950.0 |
| MISCELLANEOUS | | | | | | |
| TOTAL OPERATING | -0- | 1037.3 | 1027.8 | 1027.8 | 1027.8 | 1027.8 |

| | | | | | | |
|---------|--|--|--|--|--|--|
| CAPITAL | | | | | | |
|---------|--|--|--|--|--|--|

| | | | | | | |
|---------|--|--|--|--|--|--|
| REVENUE | | | | | | |
|---------|--|--|--|--|--|--|

FUNDING: (Thousands of Dollars)

| | | | | | | |
|---------------|-----|--------|--------|--------|--------|--------|
| GENERAL FUND | -0- | 1037.3 | 1027.8 | 1027.8 | 1027.8 | 1027.8 |
| FEDERAL FUNDS | | | | | | |
| OTHER | | | | | | |
| TOTAL | | | | | | |

POSITIONS:

| | | | | | | |
|-----------|--|---|---|---|---|---|
| FULL-TIME | | 1 | 1 | 1 | 1 | 1 |
| PART-TIME | | 1 | 1 | 1 | 1 | 1 |
| TEMPORARY | | | | | | |

ANALYSIS: (Attach a separate page if necessary)

See attached analysis.

Prepared by: Mary Hakala Phone: 465-2800
 Division: Commissioner's Office Date: 3/28/89
 Approved by Commissioner: William G. Demmert Date: 3/28/89
 Agency: Education

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

DEPARTMENT OF EDUCATION
FISCAL NOTE ANALYSIS
3/30/89

HB 231. Establishing a state education policy, relating to powers and duties of school districts, the Department of Education and the State Board of Education with respect to education planning and planning grants, requiring regional school boards to establish and consult with advisory boards.

Personal Services

| | |
|--------------------------|--------|
| 1 FT Research Analyst II | \$46.5 |
| 1 PT Clerk Typist III | 14.6 |
| | ----- |
| Subtotal | \$61.1 |

The Research Analyst will perform the functions required under the legislation including: 1) compile summary report to be submitted to the Legislature, School Districts and State Board of Education based on data submitted to the Department for each of the 466 schools in the state and 55 school districts; 2) review reports for compliance with statutory requirements and elements required of the plan; and 3) serve as grant administrator for award of grants. The part time clerk typist will provide all necessary clerical support for these functions.

Travel

Travel to centralized conference/training session to assist districts in establishment of their local process and develop streamlined reporting procedures. \$1.2

Contractual

Contractual costs include one additional audioconference meeting with the State Board of Education to make grant awards (1.0); printing, production and distribution of the required report (4.6); RSA for increased costs associated with accounting for an estimated 20 planning grant awards per year (3.6); telephone, postage, minimal planning resource materials purchases (3.0); maintenance of workstations (.5); and purchase software for reporting and spreadsheet functions (1.3). \$14.0

Commodities

Supplies for staff positions. \$1.5

Equipment

1st year: One PC work station to enable Research Analyst position to perform necessary reporting and drafting functions (5.0); one word processing work station (3.5); and desk, chair and needed equipment such as an adding machine (1.0)

9.5

Grants

Assuming that only one-third of the school districts receive the maximum grant award of \$50.0 per year, the annual cost of the grant programs is \$950.0. The maximum cost of the program, if all 55 school districts received the maximum grant award is \$2,750.0.

950.0

TOTAL

\$1037.3

| | | | | |
|---------------------------------------|--------------------|--|-------------------|-------------------|
| Position Title Research Analyst II | | No. of Positions 1 | Range/Step 16B | Org. Unit G |
| Time Status FT | Staff Months 12 | Location Bureau | | Election District |
| Type of Expenditure | | Justification | | |
| 1 | 2 | 3 | | |
| Salary | 33.6 | <p>The Research Analyst will perform the functions required under the legislation including:</p> <p>1) Compile summary report to be submitted to the legislature, School Districts and State Board of Education based on data submitted to the Department for each of the 466 schools in the state and 55 school districts.</p> <p>2) Review reports for compliance with statutory requirements and elements required of the plan.</p> <p>3) Serve as grant administrator for award of grants.</p> | | |
| Benefit | 12.9 | | | |
| Premium Pay | | | | |
| Other | | | | |
| Total Personal Services | 46.5 | | | |
| Travel | | | | |
| Contractual | | | | |
| Commodities | | | | |
| Equipment | | | | |
| Other | | | | |
| Total Cost | | | | |
| Funding Source for Total Cost | | | | |
| Federal Receipts | 1002 | | | |
| G. P. Match | 1003 | | | |
| General Fund | 1004 | 46.5 | | |
| I A Receipts | 1006 | | | |
| CIP Receipts | 1061 | | | |
| Other | | | | |

**Request For
New Position**

Agency Education
 BRU Education Program Support
 Component Basic Education & Instructional Improvement

Page 3 of 4
 Revised Date

FY 90

| | | | | |
|---|---------------------|-----------------------|------------------|-------------------|
| Position Title Clerk Typist III | | No. of Positions 1 | Range/Step 8B | Barg. Unit CCB |
| Time Status PT | Staff Months 6.0 | Location Juneau | | Election District |
| Type of Expenditure | | Amount | | |
| 1 | 2 | 3 | | |
| Salary | 9.8 | | | |
| Benefits | 4.8 | | | |
| Premium Pay | | | | |
| Other | | | | |
| Total Personal Services | | 14.6 | | |
| Travel | | | | |
| Contractual | | | | |
| Commodities | | | | |
| Equipment | | | | |
| Other | | | | |
| Total Cost | | 14.6 | | |
| Funding Source for Total Cost | | | | |
| Federal Receipts | 1002 | | | |
| G. F. Match | 1003 | | | |
| General Fund | 1004 | 14.6 | | |
| I-A Receipts | 1006 | | | |
| CIP Receipts | 1061 | | | |
| Other | | | | |
| Justification | | | | |
| The Clerk Typist will provide all back-up support to the Research Analyst in meeting the administrative requirements of HB 231. This includes typing of correspondence, basic data entry, tracking of compliance reports and response to general phone inquiries. | | | | |

**Request For
New Position**

Agency Education
 BRU Education Program Support
 Component Basic Education and Instructional Improvement

Page 4 of 4
 Revised Date

FY 90

FISCAL NOTE

REQUEST:

Revision Date: 4/10/89
 Title: Establishing a State Education Policy; Education Planning & Planning Grants
 Sponsor: MacLean, Ellis, Goll
 Requestor: House HESS
 Agency Affected: Education
 BRU: Education Program Support
 Components: Basic Education and Instructional Improvements

EXPENDITURES/REVENUES: (Thousands of Dollars)

| OPERATING | FY 89 | FY 90 | FY 91 | FY 92 | FY 93 | FY 94 |
|------------------------|-------|--------------|--------------|--------------|--------------|--------------|
| PERSONAL SERVICES | | 61.1 | 61.1 | 61.1 | 61.1 | 61.1 |
| TRAVEL | | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 |
| CONTRACTUAL | | 14.0 | 14.0 | 14.0 | 14.0 | 14.0 |
| SUPPLIES | | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 |
| EQUIPMENT | | 9.5 | | | | |
| LAND & STRUCTURES | | | | | | |
| GRANTS, CLAIMS | -0- | 375.0 | 375.0 | 375.0 | 375.0 | 375.0 |
| MISCELLANEOUS | | | | | | |
| TOTAL OPERATING | | 462.3 | 452.8 | 452.8 | 452.8 | 452.8 |

| | | | | | | |
|---------|--|--|--|--|--|--|
| CAPITAL | | | | | | |
|---------|--|--|--|--|--|--|

| | | | | | | |
|---------|--|--|--|--|--|--|
| REVENUE | | | | | | |
|---------|--|--|--|--|--|--|

FUNDING: (Thousands of Dollars)

| | | | | | | |
|---------------|--|-------|-------|-------|-------|-------|
| GENERAL FUND | | 462.3 | 452.8 | 452.8 | 452.8 | 452.8 |
| FEDERAL FUNDS | | | | | | |
| OTHER | | | | | | |
| TOTAL | | | | | | |

POSITIONS:

| | | | | | | |
|-----------|--|---|---|---|---|---|
| FULL-TIME | | 1 | 1 | 1 | 1 | 1 |
| PART-TIME | | 1 | 1 | 1 | 1 | 1 |
| TEMP ARY | | | | | | |

ANALYSIS : (Attach a separate page if necessary)

See attached analysis.

Prepared by: Mary Hakala Phone: 465-2800
 Division: Commissioner's Office Date: 4/10/89
 Approved by: William G. Demmert Date: 4/10/89
 Agency: Education

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

DEPARTMENT OF EDUCATION
FISCAL NOTE ANALYSIS
4/10/89

HB 231: Establishing a state education policy; relating to powers and duties of school districts, the Department of Education and the State Board of Education with respect to education planning and planning grants; requiring regional school boards to establish and consult with advisory boards.

Personal Services

| | |
|--------------------------|--------|
| 1 FT Research Analyst II | \$46.5 |
| 1 PT Clerk Typist III | 14.6 |
| | ----- |
| Subtotal | \$61.1 |

The Research Analyst will perform the functions required under the legislation including: 1) compile summary report to be submitted to the Legislature, School Districts and State Board of Education based on data submitted to the Department for each of the 466 schools in the state and 55 school districts; 2) review reports for compliance with statutory requirements and elements required of the plan; and 3) serve as grant administrator for award of grants. The part time clerk typist will provide all necessary clerical support for these functions.

Travel

Travel to centralized conference/training session to assist districts in establishment of their local process and develop streamlined reporting procedures. \$1.2

Contractual

Contractual costs include one additional audioconference meeting with the State Board of Education to make grant awards (1.0); printing, production and distribution of the required report (4.6); RSA for increased costs associated with accounting for an estimated 20 planning grant awards per year (3.6); telephone, postage, minimal planning resource materials purchases (3.0); maintenance of workstations (.5); and purchase software for reporting and spreadsheet functions (1.3). \$14.0

Commodities

Supplies for staff positions. \$1.5

Equipment

1st year: One PC work station to enable Research Analyst position to perform necessary reporting and drafting functions (5.0); one word processing work station (3.5); and desk, chair and needed equipment such as an adding machine (1.0)

9.5

Grants

As stated in the legislation, funds within the planning grant fund consist of money appropriated by the Legislature for that purpose. This fiscal note assumes that 25 school districts will each receive \$15.0 per year. This brings the total grant program cost to \$375.0

\$375.0

TOTAL

\$462.3

| | | | | |
|---------------------------------------|--------------------|-----------------------|-------------------|-------------------|
| Position Title Research Analyst II | | No. of Positions 1 | Range/Step 16B | Org. Unit G |
| Time Status FT | Staff Months 12 | Location Bureau | | Election District |
| Type of Expenditure | | Amount | | |
| 1 | 2 | 3 | | |
| Salary | 33.6 | | | |
| Benefits | 12.9 | | | |
| Premium Pay | | | | |
| Other | | | | |
| Total Personal Services | | 46.5 | | |
| Travel | | | | |
| Contractual | | | | |
| Commodities | | | | |
| Equipment | | | | |
| Other | | | | |
| Total Cost | | | | |
| Funding Source for Total Cost | | | | |
| Federal Receipts | 1002 | | | |
| G. E. Match | 1003 | | | |
| General Fund | 1004 | 46.5 | | |
| I. A. Receipts | 1006 | | | |
| CIP Receipts | 1061 | | | |
| Other | | | | |
| | | | | |
| | | | | |

Justification

The Research Analyst will perform the functions required under the legislation including:

- 1) Compile summary report to be submitted to the Legislature, School Districts and State Board of Education based on data submitted to the Department for each of the 466 schools in the state and 55 school districts.
- 2) Review reports for compliance with statutory requirements and elements required of the plan.
- 3) Serve as grant administrator for award of grants.

**Request For
New Position**

Agency Education
 BRU Education Program Support
 Component Basic Education & Instructional Improvement

FY 90

Page 3 of 4
 Revised Date

| | | | | | |
|------------------------------------|---------------------|--|------------------|-------------------|------|
| Position Title Clerk Typist III | | No. of Positions 1 | Range/Step BB | Barg. Unit CCU | |
| Time Status PT | Staff Months 6.0 | Location Juneau | | Election District | |
| Type of Expenditure | | Justification | | | |
| | | <p>The Clerk Typist will provide all back-up support to the Research Analyst in meeting the administrative requirements of HB 231. This includes typing of correspondence, basic data entry, tracking of compliance reports and response to general phone inquiries.</p> | | | |
| Amount | | | | | |
| 1 | 2 | | | | 3 |
| Salary | 9.8 | | | | |
| Benefits | 4.8 | | | | |
| Premium Pay | | | | | |
| Other | | | | | |
| Total Personal Services | | | | | 14.6 |
| Travel | | | | | |
| Contractual | | | | | |
| Commodities | | | | | |
| Equipment | | | | | |
| Other | | | | | |
| Total Cost | | 14.6 | | | |
| Funding Source for Total Cost | | | | | |
| Federal Receipts | 1002 | | | | |
| G. F. Match | 1003 | | | | |
| General Fund | 1004 | 14.6 | | | |
| I-A Receipts | 1006 | | | | |
| CIP Receipts | 1061 | | | | |
| Other | | | | | |

**Request For
New Position**

Agency Education
 BRU Education Program Support
 Component Basic Education and Instructional Improvement

Page 4 of 4
 Revised Date

FY 90

STATE OF ALASKA
THE LEGISLATURE

POUCH Y STATE CAPITOL
JUNEAU ALASKA 99811
907 465 3800

LEGISLATIVE AFFAIRS AGENCY

MEMORANDUM

March 30, 1989

SUBJECT: Improving public education - HB 231
TO: Representative Eileen MacLean
FROM: Michael F. Ford *mmf*
Legislative Counsel

The following is a sectional analysis of HB 231:

Section 1 - Establishes a state education policy.

Section 2 - Requires school districts to plan for education by annually filing a district planning report and an individual school performance report.

Section 3 - Establishes an education planning grant fund to be used to provide education planning grants to school districts.

Section 4 - Requires the state board of education to adopt regulations for improving public schools.

Section 5 - Requires regional educational attendance areas to establish advisory boards, and to consult with the appropriate advisory board regarding organization and operation of schools, and appointment of school personnel.

Section 6 - Effective date.

MFF:gc
WKG8/098



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

ANCHORAGE REGIONAL OFFICE

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

JUNEAU OFFICE

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

FAIRBANKS REGIONAL OFFICE

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

March 27, 1989

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

Re: House Bill No. 231: "An Act establishing a state education policy; relating to the powers and duties of school districts, the Department of Education, and the State Board of Education with respect to education planning and planning grants; requiring regional school boards to establish and consult with advisory boards; and providing for an effective date."

NEA-Alaska supports the basic concepts which are included in HB 231.

On page 2 on lines 4 and 15 we encourage that provision be made for response by all school district employees, individually and through their organizations.

It is our hope that the planning grants which are referenced on pages 2 and 3 are not in lieu of or at the expense of the basic foundation funding program but are to be considered as additional funding amounts available to the district.

Further, it seems appropriate in those districts in which the governing body has not taken the initiative to seek planning grants for developing programs to improve student performance that the grant application process be open to employee organizations which are so committed in this regard.

Thank you for your consideration of our position.

Respectfully submitted,

Bob Manners

Bob Manners
Executive Secretary

Judy Salo
Judy Salo
President

cc: Representative Eileen MacLean

Governor's Council on Vocational Education

David Rees
Chair

Jim Schlegel
Vice Chair



Rosie Peterson
Executive Director

Mary Stone
Administrative Assistant

211 Fourth Street, Suite 101 • Juneau, Alaska 99801
(907) 586-1730

March 28, 1989

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

SUBJECT: HOUSE BILL 231

Dear Representative MacLean:

On behalf of the Governor's Council on Vocational Education, I would like to extend the Council's support of House Bill 231, which implements select recommendations from the Senate Special Committee on School Performance, which was chaired by Senator Willie Hensley. Establishing a state education policy, requiring a district to develop a plan to implement measurable goals and objectives, requiring citizen participation in preparation of a district's plan, making available a report on the performance of Alaska's schools, and providing grants to implement education planning will go a long way toward greater accountability of, and involvement in, education in the state.

Three years ago the State Board of Education adopted regulations in vocational education that require school districts to plan for their vocational programs, to evaluate those programs, to have curriculum in place that is current and meaningful, to use up-to-date equipment, and among other things to utilize local representatives of business and industry on local advisory committees. The Governor's Council believes those regulations, like HB 231, add to the responsiveness and quality of educational programs.

In conclusion, HB 231 would, in a period of declining revenue, provide greater accountability to parents and policy makers that Alaska's education dollars are being well-spent.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Rosie Peterson'.

Ms. Rosie Peterson
Executive Director



Alaska State Legislature

Please enter into the record my testimony to the Johnson O'Malley Program
committee name

committee on HOUSE BILL 203 & 231 , dated March 31, 1989 .
bill/subject

HOUSE BILL 203

I support that Bill. I think that it is very vital that it is passed for 3 main reasons:

1. The language teachers needs the certification. These people are good in teaching the language.
2. These people are role models for the children. We need role models very much.
3. The people that teaches cultural enrichment also needs to be recognized. The special certification would be one way of recognizing these people as part of these bill, I would also like to recommend that these people will further their education on children management. I think for people who could understand English very well would also benefit from Methods courses to improve their dispersement of their knowledge.

HOUSE BILL 231

I support this. Sec. 1. AS14.03.015 "It is the policy of this state that education should encourage all students to succeed in learning, assist students to shape worthwhile and satisfying lives, exemplify societal values, and provide students with tools to influence the character and quality of the world." This is a very good and worthwhile statement to hold onto especially if you are a native. This has been the intend of education for a number of decades, but it hasn't come through to alot of the Native people as a whole.

- I support the planning parts (a) 1 establishes goals and priorities for improving education in the district;
- (3) Includes a means of measuring the achievement of goals and priorities.
- 4(c) Students, parents, teachers and other members of the community shall be encouraged by the district to participate in the preparation of the report submitted under (a) of this section.
- 7(d) 17 (3)

These steps shall make the people accountable of their education for their children as well as the parents and the community as a whole. These steps would also make the parents aware of the education that the children are acquiring. This would be very good for Native Villages and natives in the urban native population.

Signed: Anna Nagalak
Testifier

ENNA/ Johnson O'Malley Program
Representing (Optional)

310 1/2 1st Avenue
Address

452-8344
Phone No.



Tanana Chiefs Conference, Inc.



201 First Avenue
Fairbanks, Alaska 99701-4897
(907) 452-8281
Fax (907) 451-8963

Position Statement HB 231

The Tanana Chiefs Conference, Inc. Education Department strongly supports HB 231.

Each Year, the legislature appropriates funding to schools for operating and construction needs without requiring formal reports on the performance of each school and how the funding is used. From a fiscal perspective alone, such practices are absurd especially during times of limited resource availability. From an educational perspective, this practice does nothing to assure the improvement of the quality of educational services to our children.

Sound Planning from the bottom up and top down which includes the active participation of local advisory school boards in cooperation with each school district's board and administrative staff can assure that each school district maintains a focus on the specific needs of their students and the communities they serve.

Special needs which arise or exist in any given school district under such a system could be comprehensively discussed and a planned methodology cooperatively created to approach such problems.

HB 231 incorporates the tenets of sound planning and management techniques, community empowerment, and competitive bidding to improve the current performance of Alaska's schools and to encourage excellence in education.

Through the past 12 years of REAA programing in Alaska's rural school districts we recognize that it takes more than money to assure quality education. The 1988 report of the Senate Special Committee on School Performance reiterated this contention, and HB 231 puts forth an approach for significant systemic changes which could implement sound local educational planning and encourage excellence in educational services. The Tanana Chiefs Conference, Inc. strongly supports HB 231 because we feel it encourages school boards and school districts to effectively focus their efforts toward excellence. We expect no less from them than we do from our students.



Alaska State Legislature

Please enter into the record my testimony to the Education
 committee name
 HB 203- HCR
 committee on HB 231 and HB 18, dated 31 March 89
 bill/subject

I strongly support HB 231 and HB 18. The State needs a policy on effective education. Please see the attached statistics on Native children in Nome Public Schools. To summarize 65% of them are below grade level (they make up 71% of total enrollment). When there are so many students below grade level the school district needs to have requirements to rectify the situation over a period of time. Nome has some of the highest paid teachers in the state. Look at our statistics. We need more ^{developed} curriculum used by regular classroom teachers, dealing with Native culture, issues, and history and for ~~Bilingual~~ ^{Native} Language and Culture instructors. The State of Alaska needs a strong policy statement on EQUITABLE education - see attached parent comments from our surveys. That is one reason why our children do so poorly. They ^{some} are treated differently by some teachers. We put so much money into education yet something is not being done right for Native students. There needs to be more integration of culture curriculum into regular curriculum. The state should have a policy of offering Native language instruction as foreign language credit

Signed: Eileen Norbert - Coordinator

Testifier Eileen Norbert, Coordinator
 Native Programs/Nome Public Schools
 Native Programs (Bilingual, Indian Education, JOM & Migrant)

Representing (Optional) Box 131, Nome, AK 99762
P.O. Box 131, Nome, AK 99762

Address 443-2231 443-2201

Phone No.

6

SOME STATISTICS ON NATIVE STUDENTS

Total Native enrollment in grades K-12, including the
Alternative Correspondence School 540 (70% of total Nome
Public Schools enrollment)

- 20% of elementary students below grade level
- 45% of jr/high students at least TWO grade levels below
- 54% (118) of jr/high students received deficiency notices
-there were a total of 123 notices sent out-

these students received a total of 206 deficiencies

- 152 (74%) for poor test scores
- 115 (56%) for inadequate written homework
- 91 (45%) for inadequate preparation for class
- 82 (40%) for lack of serious approach to study
- 65 (32%) for poor attendance/lateness
- 68 (33%) for lack of effective motivation
- 51 (25%) for lack of attention or participation
- 3 (2%) for poor aptitude in subject and one for
inadequate foundation in subject

BY SUBJECT

- 44% (87) in English
- 21% (40) in math
- 11% (22) in science
- 9% (17) in social sciences
- 9% (17) in PE
- 8% (15) in other (home ec, family life, typing etc.)

BY STUDENT FOR DEFICIENCY

- 101 (86%) for poor test scores
- 85 (72%) for inadequate written homework
- 65 (55%) for inadequate preparation for class
- 60 (51%) for lack of serious approach to study
- 40 (34%) for poor attendance/lateness
- 54 (47%) for for lack of effective motivation
- 38 (32%) for for lack of attention or participation
- 2 (1.7%) for poor aptitude in subject
- 1 for inadequate foundation in subject

1.75 average deficiencies per student received
2.3 average deficiencies received by students with
attendance/lateness problems

BY GRADE

12 seventh
33 eighth
25 ninth
13 tenth
18 eleventh
22 twelveth

DROPOUTS

one dropout from regular high school
five dropouts from Alternative High School
Three seniors will not be graduating because of lack of credits
Two seniors are marginal, they must pass every course and are receiving tutorial help

ALTERNATIVE CORRESPONDENCE SCHOOL

11 students are below the 3rd grade reading level
3 students are below the 4th grade reading level
3 students are below the 5th grade reading level
3 students are below the 6th grade reading level
5 students are below the 7th grade reading level
8 students are below the 7th grade reading level

a) parent - 27
 c) parent/teacher - 2
 c) teacher - 1

Native Programs Survey
 Sent out 90 - May 31, 1988

Please Circle the number which rates the program according to the importance you feel it should have. Will you please rate these as (1) very important, (2) important, (3) less important, and (4) not important.

GOALS & OBJECTIVES

Develop academic skills (math, reading, language, science, etc.)

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 25 (93%) | 1 | 1 | |
| T= | 3 | | | 1 |

Develop social skills (listening, speaking, self-confidence, etc.)

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 18 (67%) | 8 (31%) | 1 | |
| T= | 2 | 2 | | |

Develop life skills (job preparation, decision-making, vocational education)

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 17 (66%) | 3 (11%) | 1 | |
| T= | 1 | 2 | | 1 |

Develop knowledge of and pride in Native culture and heritage (and in current Native issues) (teachers too)

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 14 (59%) | 3 (13%) | 3 (21%) | 2 |
| T= | | 2 | | 1 |

TUTOR PROGRAM

Basic skills, tutoring in math

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 17 (66%) | 7 (30%) | 1 | |
| T= | | 3 | 1 | |

Basic skills, tutoring in reading

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 18 (70%) | 6 (23%) | 1 | |
| T= | 3 | | 1 | |

Basic skills, tutoring in language arts

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 12 (47%) | 8 (31%) | 4 (20%) | 1 |
| T= | | 3 | 1 | |

Basic skills, tutoring in writing

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 12 (46%) | 9 (35%) | 3 (15%) | 1 |
| T= | | 1 | 2 | 1 |

Tutor in any subject student needs help in

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 15 (58%) | 10 (39%) | 1 | |
| T= | 1 | 1 | 1 | 1 |



9

TUTOR PROGRAM (Continued)

Tutoring during school hours

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 13 (620) | 7 (270) | 3 (110) | |
| T= | 1 | 1 | 1 | 1 |

Tutoring after school hours

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 10 (390) | 6 (310) | 4 (230) | 2 (80) |
| T= | 1 | 1 | | |

Preschool Aide (helps teacher with preschool children in school readiness skills)

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 13 (520) | 5 (200) | 6 (240) | 1 |
| T= | 1 | 2 | 1 | |

Communication between tutors & parents

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 13 (520) | 10 (400) | 2 (80) | |
| T= | 1 | 1 | 2 | |

HOME SCHOOL COORDINATOR/COUNSELING

Home visits by Home School Coordinator

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 3 (130) | 11 (460) | 9 (380) | 1 |
| T= | 1 | 1 | | |

Counseling services for students at all grade levels

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 15 (580) | 6 (230) | 4 (150) | 1 |
| T= | 2 | 1 | 1 | |

Special help for potential drop-outs

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 14 (560) | 6 (240) | 4 (160) | 1 |
| T= | | 1 | | 1 |

Alcohol and drug prevention awareness among school age population

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 14 (560) | 6 (230) | 3 (120) | 1 |
| T= | 1 | 1 | | 1 |

Child abuse prevention

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 14 (560) | 6 (230) | 3 (120) | |
| T= | 2 | 1 | | 1 |

Career counseling

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 13 (520) | 6 (240) | 3 (200) | 1 |
| T= | 1 | 1 | 1 | |

CULTURAL KNOWLEDGE/ENRICHMENT

Native language instruction in Inupiaq

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 9 (360) | 6 (240) | 5 (200) | 5 (200) |
| T= | | 3 | 1 | |

Native language instruction in Siberian Yupik

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 6 (240) | 9 (360) | 4 (160) | 6 (240) |
| T= | 1 | 2 | 1 | |

Curriculum and materials development on Native cultures

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 14 (560) | 1 | 6 (240) | 4 (200) |
| T= | | 3 | 1 | |

Land claims/Native corporations, Native issues

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 12 (480) | 6 (240) | 5 (200) | 3 (120) |
| T= | 2 | 1 | 1 | |

PARENT INVOLVEMENT

Parent training on discipline, drugs, alcohol

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 11 (440) | 9 (360) | 4 (160) | 2 (80) |
| T= | 2 | | 1 | 1 |

Parent training on helping their children with schoolwork, study habits

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 9 (360) | 11 (440) | 3 (120) | 2 (80) |
| T= | 1 | 2 | | 1 |

Communication between home and school

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 15 (600) | 7 (280) | 2 (80) | 2 (80) |
| T= | 1 | 1 | 1 | 1 |

Native Parent Committee

| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|----|----------|----------|----------|----------|
| P= | 11 (440) | 4 (160) | 4 (160) | 5 (200) |
| T= | 1 | 2 | | 1 |



PARENTS

COMMENTS-SECTION III
Other Services

1. Pride is lacking in many students. They need to achieve feelings of self worth, equality, confidence.
2. Consumer Education under Extracurricular Activities.
3. Teacher aids from students enrolled in Exceed etc?
4. Good teachers who are not just in it for the money. The teachers at the Nome Public Schools make to much money!!
5. Teacher evaluation, to hell with tenour (sp?). If a teacher is worthless & overpaid, then can them.
6. How you are going to get from here to there.
7. School Social workers.
8. The bus rides are hectic, kids are noisey. Extracurricular activities need to have other activities besides basketball continues sponsoring dances. Should have class gatherings, i.e. pizza feeds, video nights, comic book or cassette tape trade-a-shows, or "putting-on-the kids".

PARENTS

COMMENTS-SECTION V

What Keeps Students From Learning? Others

1. Teachers who drink & go school hangover & shaking.
2. To my knowledge, my children aren't into drugs & alcohol. Let's hope it stays that way.
3. Role models. Students see very poor role models in their teachers. Alcoholics/smokers/moneygrubbers. Bar hoppers.
4. Communication problems between students & teachers. Knowing the Rules - Rules should be the same in all classes with ALL the teachers.
5. In order to learn in school you need discipline in the home and school. I don't mean abuse. I mean discipline with guidelines.
6. I know the 05% of teachers I had were good, the other 95% only collected paychecks. Teacher attitude is a students biggest problem.
7. Community support.
8. No goal is presented, no opportunity to see the need for effort in an area like Algebra or Grammar or History ever arises. The wealth of Literature on the market in the form of News Papers, Magazines, with pertinent articles are ignored in favor of work books. These are sterile.
9. Emotional Maturity.
10. The biggest problem is many teachers don't care. The school is an hostile environment to students & parents. Many students & their parents don't care also. The parents are into bars, bingo & booze. The students into playing out late, booze & drugs.
11. A teacher that is boring to a student - who normally gets good grades. More teachers discipline in student work habits.
12. This question is poorly asked - depending on the child & their problem & home life will reflect the answer of why the child doesn't learn. They all enter into how students learn. Excluding teachers - the quality of the teacher depends on whether many students learn - children at a "normal" home life - aren't motivated & desire to learn by poor teachers - or teachers bringing their problems to the class room.
13. Kids have no idea how Education will help them until after their out of school and working. The people that quit school work for peanuts and those who continue their Education make out like fat rats.
14. Teachers need to promote interest in students. A good teacher can almost teach anyone.

PARENTS

COMMENTS-SECTION V
What Keeps Students From Learning
Others Cont.

15. Lovable Teacher's for our Native childrens.
16. Family violence, teacher interest. Respect.

PARENTS

COMMENTS-SECTION V
What Keeps Students From Learning?
Other Comments

1. Having a goal in life is important. And knowing what is required to reach a goal or job is helpful.
2. Students must experience success and they must be introduced to failure. They must never leave a subject without a mastery of it.
3. An encouraging "SMART" teacher can influence a kid really well. A teacher who gold mines or does other summer jobs only give 3/4%. Teachers are paid for the whole year & should work the whole year.
4. I have a shy 9th grade girl - she needs an Adult "friend" in the school building. Some one she could SAY: "Hi" to or confide with.
5. Some teachers come to school with booze on their breath. Real poor examples for the students to follow.
6. Get rid of all teachers who drink. It's a big lie having drunk teachers and try to put this sheet of paper out.
7. Maybe not encouraging the children and giving them credit for what they have learned.
8. I feel if a student has a potential to learn more, the teacher should see the need to expose the child to a higher advanced level and not to think that just because the other children in the same class are "just learning their a, b, c's, the student has to suffer".
9. Students in Jr. High or High School should not repeat subjects when they are more advanced than other students. Advanced students should be allowed to choose classes that are more challenging and interesting. Example: Jr. High students should not have to repeat basic science in High School but Advanced Science.
10. I think this survey is a good idea. I'd like to have some feedback on it.
11. So we'll have less drop out from our school.
12. Nome Beltz teachers have No Pride as educators. The teachers are very poor role models, with extremely low standards. Nome Beltz School Board members do not know how to function as school policy makers where student achievement(s) are concerned.

STUDENT COMMENTS

Section 5 - What keeps students from learning

1. Interference w/other peopel like brothers
2. Teachers don't make the classes that fun so what interest do we have.
3. Like getting bored in class when the teacher is speaking
4. A loss of relative or good friend.
5. Too may conveniences such as t.v., rec. center, 4 wheelers, etc.
6. Personal problems.
7. Depression.
8. If you already know what the teacher is teaching, you might be bored out of your brains.
9. Not getting enough sleep.
10. What other people think of you.
11. Teachers
12. Not the right skills being taught to study.
13. Music.
14. Some of the teachers don't seem to care if you are failing, they seem to enjoy it.
15. People like teachers telling you what you should do, and what you can't or haven't done.
16. Don't want to, lack of motivation.
17. Not real understanding what the teachers say and don't have time to come in mornings or after school to speak to them.



Alaska State Legislature

Please enter into the record my testimony to the House Health, Education & Social Services
DNCR 18 committee name
 committee on HB, 33, 198, 203, 221, 251, 252 dated 3-31-89
 bill/subject

It amazes me that our legislature can come to us requesting our input on how we would cut necessary services to our people and then turn around and giving one of our biggest industries an unnecessary Tax Credit. What types of services will be cut from the budget when the fishing industry takes advantage of this tax credit? I hope it will only come out of the Fish & Game budgets. It is my feeling that if budget cuts are going to be necessary, H.B. 33 should be scraped. At least until we come on better times.

See attached sheets.

Signed: Darryl Trigg Darryl Trigg
 Testifier Nome Eskimo Community Nome Eskimo Community
 Representing (Optional) P.O. Box 401, Nome, ALASKA 99762 Box 401, Nome, AK 99762
 Address (907) 443-2246 443-2246
 Phone No.

TESTIMONY RE: HB's 198, 203, 231, 251, 252

In regards to HB 198, I feel it is a good bill, but needs under Section 1 an additional sub paragraph that states: -

"(5) For not having a sufficient number of their students passing a test admitting them to the next higher grade."

Section 2 should read "The amendment to AS 14.20.175 made by sec. 1 of this Act, applies to all teachers and administrators hired by a school district prior to and after the effective date of this act.

Subparagraph (5) is suggested because we feel that too many of our students are "socially" rather than "academically" promoted into higher grades. The Nome school district has many high school level students who still are only capable of reading at 3-7 grade levels.

The only problem I see with H.B. 203, is that it does not address non-degreed bilingual Teachers. It is my feeling that they are grossly unrecognized and often under paid.

HCR 19, is, in my opinion, a work of Art with the exception of the last "be it further resolved." This should be an ongoing action.

H.B. 231 is long over due. It is our feeling that Section 14.03.015, subparagraph (3) (d) should include in each grade level, "Entrance and Exit" exams that show our students have actually achieved the academic skills necessary to advance to the next grade level.

HB 252

It is the feeling of Nome Eskimo Community that should it become necessary to institute a income tax, that the Longevity Bonus, Property Tax exemptions and the State Dividend check be exempt from taxation. In other words, that income taxes only be levied on earned income and/or wages. We feel that many dollars could be shaved from the budget if the Legislature would study the state hierarchy's and delete all or most of the "pork barrel" positions and administrative costs that were created in times of plenty. Nome Eskimo Community requests that all other sources of revenue and budget cuts be reviewed before an Income Tax is initiated.

We here at Nome Eskimo Community feel the H.B. 251 is supportable and would like to see it + Educational Programs reduce (4

the uneducational "soap" programs.

Alaska State Legislature

Please enter into the record my testimony to the House Health Education and Social Services
committee name

committee on HB251, HCR18, HB231, HB203, dated March 31, 1980
bill/subject

Kawerak Incorporated is supportive of HB 136 with some minor technical amendments. We agree that the Governor should appoint the members of the Rural Alaska Television Network Council. We would like to see language included in the bill which directs that the membership of the Council includes at least one member from each of the twelve regions established pursuant to ANCSA. This will ensure the Council maintains a statewide as opposed to a special interest perspective. We urge continued funding of the RATNET system.

In reference to HB 251. We support requiring additional educational programming on RATNET as long as the programming is selected by the RATNET Council. Key to this whole issue is what constitutes educational programming. In example, we consider statewide news and weather to be educational programming. If the effect of the amendment is to mandate that 50% of air time be turned over to the Department of Education to use as they see fit, we oppose this bill. We understand that the RATNET council does not receive many requests for additional educational programming. Currently the hours of 2 - 6 am are reserved for educational materials on the RATNET system. If individuals are interested in a particular subject or class, the session can be videotaped by the students or teachers for later viewing. This committee may wish to consider increasing the number of strictly instructional hours as opposing to increasing the number of educational hours.

We would also like to state that we are wholly supportive of HCR 18, HB 203 and HB 231. These three bills will help ensure the residents and children of Alaska receive a quality education.

Thank you for this opportunity to provide input.

Signed: L. Bullard Loretta Bullard
Testifier

Kawerak Incorporated, PO Box 948, Nome, AK 99762
Representing (Optional)

Address
443-5231

Phone No.

cc: Richard Foster, Eileen MacLean

STATE OF ALASKA
ROUTE SLIP

not yet completed so all reports received by DOE may not be included. It gives you a sense of the reporting requirements however.



| | | |
|---|--|--------------|
| TO: Mail Station | Department | Division |
| | Rep Maclean | |
| Attention: Ellen | | |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Note & Return | |
| <input type="checkbox"/> Signature | <input type="checkbox"/> Initial & Return | |
| <input type="checkbox"/> Comment | <input type="checkbox"/> Return as Requested | |
| <input type="checkbox"/> Contact Me | <input type="checkbox"/> Return for Approval | |
| <input type="checkbox"/> Prepare Reply | <input type="checkbox"/> Necessary Action | |
| <input type="checkbox"/> For Your File | <input checked="" type="checkbox"/> For Your Information | |
| Remarks | | |
| This is a draft report of the types of report required for various program in the department. This data base is | | |
| FROM: Mail Station | Department | Division |
| OSD | DOE | |
| By: Mary Kokala | | Date: 4/5/89 |

02-002 (REV 3-81)

Copy, These programs funded by state and federal dollars are required to send reports to the dept.

What HB231 is asking of school districts is not being required, not all districts are reporting on school performance and what schools are doing.

(phone call w/ Mary H. 4/16/88.)

DRAFT

| Type of Form | Division Code | Type of Program for this Form | DOE Form Number | Title of Form |
|--------------|---------------|-------------------------------|-----------------|--|
| COUNTS | AVE | VOCED | 05-89-AVE-001 | VOCATIONAL EDUCATION ENROLLMENT REPORT |
| EVALUA | EFSS | FACILITIES | 05-89-EFS-001 | GRANT AWARD FOR CONSTRUCTION ANNUAL REPORT |
| COMPLY | EFSS | FACILITIES | 05-89-EFS-002 | DEBT RETIREMENT PROJECTS ANNUAL REPORT |
| APPLIC | EFSS | FACILITIES | 05-89-EFS-003 | CIP REQUESTS |
| APPLIC | EFSS | FACILITIES | 05-89-EFS-004 | CIP 6-YEAR PLANS |
| APPLIC | EFSS | TRANSPORT | 05-89-EFS-005 | SCHOOL TRANSPORTATION REPORT |
| COUNTS | EFSS | FOUNDATION | 05-89-EFS-006 | FY FISCAL REPORT |
| INVOIC | EFSS | TRANSPORT | 05-89-EFS-007 | STMT OF OPER FOR COMMERCIAL SCHOOL BUS DRIVERS |
| INVENT | EFSS | TRANSPORT | 05-89-EFS-008 | STMT OF OPER FOR DISTRICT-OPERATED TRANSPORTATION |
| INVENT | EFSS | TRANSPORT | 05-89-EFS-009 | DEPRECIATION SCHEDULE |
| COMPLY | EFSS | CIGARETTE | 05-89-EFS-010 | CIGARETTE TAX FUND |
| APPLIC | EFSS | TUITION | 05-89-EFS-011 | TUITION RATE REPORT |
| APPLIC | EFSS | FACILITIES | 05-89-EFS-012 | REIMBURSABLE EXPENDITURES FOR SCHOOL CONSTRUCTION |
| COUNTS | EFSS | FOUNDATION | 05-89-EFS-013 | FOUNDATION PROGRAM-- NEXT YEAR PROJECTED |
| APPLIC | EFSS | FOUNDATION | 05-89-EFS-014 | FOUNDATION PROGRAM--CURRENT YEAR |
| COMPLY | EFSS | CIGARETTE | 05-89-EFS-015 | CIGARETTE TAX RESOLUTION |
| APPLIC | EFSS | BOARD HOME | 05-89-EFS-016 | WARDS,BOARDING,NON-RESIDENT TUITION ATTENDANCE |
| APPLIC | EFSS | TUITION | 05-89-EFS-017 | WARDS,BOARDING,NON-RESIDENT TUITION ATTENDANCE |
| APPLIC | EFSS | IMPACTAID | 05-89-EFS-018 | PL-874 APPLICATIONS |
| COUNTS | EFSS | STAFF | 05-89-EFS-019 | STAFF AND FACILITIES INFORMATION |
| COUNTS | EFSS | STAFF | 05-89-EFS-020 | FTE CLASSIFIED PERSONNEL |
| COUNTS | EFSS | ENROLLMNT | 05-89-EFS-021 | STUDENT ENTROLLMENT AND ETHNICITY REPORT |
| COUNTS | EFSS | ENROLLMNT | 05-89-EFS-022 | FINAL ATTENDANCE REPORT |
| COUNTS | EFSS | CALENDAR | 05-89-EFS-023 | FINAL SCHOOL CALENDAR |
| COUNTS | LIB | LIBRARY | 05-89-LIB-001 | CIRCULATION DATA |
| APPLIC | LIB | LIBRARY | 05-89-LIB-002 | PUBLIC LIBRARY ASSISTANCE GRANT APPLICATION FY1989 |
| EVALUA | LIB | LIBRARY | 05-89-LIB-003 | ALASKA PUBLIC LIBRARY ANNUAL RPT/FY ENDING 6/30/88 |
| APPLIC | LIB | LIBRARY | 05-89-LIB-004 | PUBLIC LIBRARY MURL GRANT APPLICATION, FY 1989 |
| EVALUA | LIB | LIBRARY | 05-89-LIB-005 | PUBLIC LIBRARY MURL GRANT FINAL RPT, FY 1988 |
| APPLIC | LIB | LIBRARY | 05-89-LIB-006 | REGIONAL SERVICES GRANT APPLICATION, FY 89 |
| EVALUA | LIB | LIBRARY | 05-89-LIB-007 | REGIONAL SERVICES GRANT FINAL RPT, FY 1988 |
| APPLIC | LIB | LIBRARY | 05-89-LIB-008 | AREA CENTER GRANT APPLICATION, FY 1989 |
| EVALUA | LIB | LIBRARY | 05-89-LIB-009 | AREA CENTER GRANT FINAL REPORT, FY 1988 |
| APPLIC | LIB | LIBRARY | 05-89-LIB-010 | INSTITUTIONAL GRANT APPLICATION, FY 1989 |
| EVALUA | LIB | LIBRARY | 05-89-LIB-011 | INSTITUTIONAL GRANT FINAL RPT, FY 1988 |
| APPLIC | LIB | LIBRARY | 05-89-LIB-012 | INTERLIBRARY COOPERATION GRANT APPLICATION, FY 89 |
| EVALUA | LIB | LIBRARY | 05-89-LIB-013 | INTERLIBRARY COOPERATION GRANT FINAL RPT, FY 1988 |
| EVALUA | LIB | LIBRARY | 05-89-LIB-014 | PUBLIC LIBRARY ASSISTANCE GRANT FINAL RPT, FY 1988 |
| EVALUA | EPS | WRITING | 05-89-EPS002 | ANNUAL REPORT |
| APPLIC | EPS | SISTERSCH | 05-89-EPS-004 | REQUEST FOR A SISTER SCHOOL |

| Type of Form | Division Code | Type of Program for this Form | DOE Form Number | Title of Form |
|--------------|---------------|-------------------------------|-----------------|--|
| VALUA | EPS | SISTERSCH | 05-89-EPS-005 | 1987-88 COMMENTS ABOUT SISTER SCHOOLS |
| REGIST | EPS | MIGRANT | 05-89-EPS-007 | CERTIFICATE OF ELIGIBILITY |
| VALUA | EPS | MIGRANT | 05-89-EPS-008 | MIGRANT STUDENT EDUCATIONAL RECORD |
| APPLIC | EPS | MIGRANT | 05-89-EPS-009 | DOE FEDERAL GRANT APPLICATION MIGRANT ED(CHAPI-M) |
| COMPLY | EPS | MIGRANT | 05-89-EPS-010 | MIGRANT EDUCATION PROGRAM ON-SITE MONITORING FORM |
| COUNTS | EPS | PRESCHOOL | 05-89-EPS-011 | PRESCHOOL SURVEY UPDATE |
| COUNTS | EPS | CCS | 05-89-EPS-012 | ELEMENTARY STUDENT LIST |
| VALUA | EPS | CCS | 05-89-EPS-013 | INTERMEDIATE REPORT FORM |
| COUNTS | EPS | CCS | 05-89-EPS-014 | SECONDARY STUDENT LIST |
| VALUA | EPS | CCS | 05-89-EPS-015 | CONSENT FOR COURSE MODIFICATION |
| VALUA | EPS | CCS | 05-89-EPS-016 | TEACHER RECOMMENDATION |
| COUNTS | EPS | CCS | 05-89-EPS-017 | NON-WORKING STUDENT LIST |
| VALUA | EPS | CCS | 05-89-EPS-018 | GRADUATION REQUIREMENTS EVALUATION SHEET |
| VALUA | EPS | CCS | 05-89-EPS-019 | REPORTING FORM GRADES 1-3 |
| VALUA | EPS | CCS | 05-89-EPS-020 | CORRESPONDENCE STUDY;REPORTING FORM, KINDERGARTEN |
| REGIST | EPS | CCS | 05-89-EPS-021 | HIGH SCHOOL ENROLLMENT INTENT |
| REGIST | EPS | CCS | 05-89-EPS-022 | DATA ENTRY FORM |
| VALUA | EPS | CCS | 05-89-EPS-023 | NOTICE OF COMPLETION OF HIGH SCHOOL COURSE |
| COUNTS | EPS | CCS | 05-89-EPS-024 | COURSE DROP NOTICE |
| COUNTS | EPS | CCS | 05-89-EPS-025 | CORRESPONDENCE STUDY/LESSON LOAD REPORT FORM |
| VALUA | EPS | CCS | 05-89-EPS-026 | CORRESPONDENCE STUDY/STUDENT VISITATION |
| APPLIC | EPS | CCS | 05-89-EPS-027 | CORRESPONDENCE STUDY/ADVISORY TEACHER APPLICATION |
| VALUA | EPS | CCS | 05-89-EPS-028 | HOME TEACHER COMMENT FORM |
| VALUA | EPS | CCS | 05-89-EPS-029 | AK DOE CORRESPONDENCE STUDY/SUMMARY REPORT |
| REGIST | EPS | CCS | 05-89-EPS-030 | CORRESPONDENCE STUDY/SECONDARY COURSE ALERT |
| REGIST | EPS | CCS | 05-89-EPS-032 | STOCKROOM WORK REQUEST |
| CONTRC | EPS | CCS | 05-89-EPS-034 | CORRESPONDENCE STUDY/EQUIPMENT SHIPPING NOTICE |
| NVOIC | EPS | CCS | 05-89-EPS-035 | CORRESPONDENCE STUDY/COURSE SHIPPING NOTICE |
| REGIST | EPS | CCS | 05-89-EPS-036 | PURCHASE REQUEST |
| APPLIC | EPS | RECOGNIZE | 05-89-EPS-037 | AK DEPT OF ED "MERITS" PROGRAM APPLICATION |
| VALUA | EPS | RECOGNIZE | 05-89-EPS-038 | NDN PROGRAM EVALUATION |
| APPLIC | EPS | RECOGNIZE | 05-89-EPS-039 | AK PROM. PRACT. SCH. DIST.OFF. ENDORSEMENT FORM |
| APPLIC | EPS | RECOGNIZE | 05-89-EPS-040 | ADMINISTRATOR GUIDE TO NOMINATING A PROM. PRACTICE |
| APPLIC | EPS | CHAPTERI | 05-89-EPS-041 | DOE FED GRANT APPLICATION ECIA CHAP I FY 19-- |
| APPLIC | EPS | SPECIALD | 05-89-EPS-044 | TITLE VI-B & PL89-313 SPECIAL ED CHILD COUNTS |
| COUNTS | EFSS | PRIVATE SCH | 05-89-EFS-024 | STATE OF AK,DOE,PRIVATE AND DENOM. SCH. ENROL. RPT |
| COMPLY | EFSS | FOOD | 05-89-EFS-025 | POLICY STATEMENT FOR SPECIAL MILK PROGRAM FY 89 |
| APPLIC | EFSS | FOOD | 05-89-EFS-026 | POLICY STATEMENT FOR FREE MILK |
| APPLIC | EFSS | FOOD | 05-89-EFS-027 | POLICY STATEMENT FOR FREE AND REDUCED PRICE MEALS |
| COMPLY | EFSS | FOOD | 05-89-EFS-028 | POLICY STATEMENT FOR FREE REDUCED PRICE MEALS |

| Type of Form | Division Code | Type of Program for this Form | DC ? Form Number | Title of Form |
|--------------|---------------|-------------------------------|------------------|--|
| APPLIC | EFSS | FOOD | 05-89-EFS-029 | SHT.FORM/POLICY STMT.FOR FREE AND REDUCED PR.MEALS |
| APPLIC | EFSS | FOOD | 05-89-EFS-030 | POLICY STMT.FOR FREE/REDUCED PRICE MEALS/LONG FORM |
| CONTRC | EFSS | FOOD | 05-89-EFS-031 | AGREEMENT BETWEEN SCHOOL FOOD AUTHORITY & DOE |
| APPLIC | EFSS | FOOD | 05-89-EFS-032 | POLICY STMT. FOR FREE & REDUCED PRICE MEALS-RCCI |
| APPLIC | EFSS | FOOD | 05-89-EFS-033 | APP. FOR PARTICIPATION/NAT'L SCHOOL LUNCH, ...ETC |
| NVOIC | EFSS | FOOD | 05-89-EFS-034 | CLAIM FOR REIMBURSEMENT/NAT'L SCHOOL LUNCH PROGRAM |
| COMPLY | EFSS | FOOD | 05-89-EFS-035 | CHECKLIST FOR POLICY STATEMENT |
| COUNTS | EFSS | FOOD | 05-89-EFS-036 | CONTACT PERSON FOR FOOD & NUTRITION SVCS MAILINGS |
| VALUA | EFSS | FOOD | 05-89-EFS-037 | MEMORANDUM-DOE |
| EQUIS | EFSS | FOOD | 05-89-EFS-038 | FOOD REQUISITION |
| NVOIC | EFSS | FACILITIES | 05-89-EFS-040 | REIMBURSABLE EXPENDITURES FOR SCHOOL CONSTRUCTION |
| COMPLY | EFSS | FOOD | 05-89-EFS-042 | CIVIL RIGHTS COMPLIANCE REPORT |
| COMPLY | EFSS | FOOD | 05-89-EFS-043 | AK DOE FDNSVCS PRE-AWARD CIVIL RIGHTS REVIEW |
| NVOIC | EFSS | FOOD | 05-89-EFS-044 | CLAIM FOR REIMBURSEMENT CHILD CARE PROGRAM |
| COMPLY | EFSS | TRANSPORT | 05-89-EFS-045 | AK SCH. BUS DRIVER TR INFO SYS/TR. DEL. RPT. FORM |
| COMPLY | EFSS | TRANSPORT | 05-89-EFS-046 | AK BUS DRIVER T.I.S. APPROVED SIG/INST CHANGE FORM |
| APPLIC | EFSS | FOUNDATION | 05-89-EFS-047 | AK PUB SCHOOL FOUNDATION PROG FUNDING COMM RPT |
| COUNTS | EPS | BILINGUAL | 05-89-EFS-045 | Student Lang.Assess.Bilingual/Bicultural Education |

Status: complete

Count: 98



Alaska State Legislature

Please enter into the record my testimony to the APP. FEDERAL MAILMAN
committee name

committee on HR 12, IN DC, & HD 11 dated Testified March 11, 1992
bill/subject Submitted April 7, 1992

THESE BILL WOULD CONTINUE THE NEEDS WORK THAT THE SENATE SPECIAL COMMITTEE ON "RURAL PERFORMANCE" THAT WAS CHAIRED BY SENATOR WILLIAM KENLEY

HR 12 is to supply needed by rural Alaska, so that academic performance could be enhanced in the FEAA districts as legislative productive graduates for Alaska's society. The special committee was just a "start" for making improvements for Alaska education, and there is a strong need and desire for more "follow-up" in justifying public expenditure for education, so that Alaska could get the most for what we spend on education.

There are many issues that we need to follow up on listed in this bill. This bill would grant some local control over program management and accountability in "education", as to what quality and efficiency says they want their educational programs to be operated. Also the powers that would be granted under this bill be a long-time-ratified-for certain that would enable the DCI to follow up on the grants and planning that is requisite of the school districts. To have a effective academic school systems for Alaska, Alaska DOE, local advisory school boards, state board of education, school district and others would need a strong education policy to enhance their respective duties and trust for a public education. "ACCOUNTABILITY" is needed, and this bill would help.

HR 133: Rural Alaska and educators are for this bill for it would help the general public and various institutions know what Alaska means by defining what "teacher" is. This would help with the districts to be accountable for the type of staff they hire and keep. The recognition of instructors of language and culture, vocational education and EDC is really needed, for their programs they implement are academic in nature due to their planning, special knowledge they had to have, and learning efforts are the same as regular teachers. They to enhance and encourage "academic performance", and hold self esteem in the students they serve.

Sign for the above three bills for they would help Alaska gain improvement in Alaska's school performance. I had to record my testimony by security... 10 1992

Signed: Teacher Tomp. Mendenhall
Nome Public Community, Kenai, Creep/USA, Hothorn's Campna
Representing (Optional)
Nome, Alaska
Address
907-443-2455 H 2492 W
Phone No.

COLLEGE OF HUMAN AND RURAL DEVELOPMENT



UNIVERSITY OF ALASKA - FAIRBANKS

FAIRBANKS, ALASKA 99775-0001

April 7, 1989

Honorable Member
 Alaska State Representative
 Alaska State Legislature
 Box V
 Juneau, Alaska 99801

Dear Representative Marjano:

I would like to submit an endorsement, and comment briefly in support of both House Bill 203 and House Bill 231.

HB 203: I support this with some suggested areas of revision. In concept, I believe this is an excellent bill in terms of two major issues we have faced in the educational community of Alaska. First, we have had a circular definition of teacher in statute that needs to be changed. Mr. Wegner has described this problem in detail and I support the new definition of teacher as clear and unambiguous. It is unclear to me why the other categories are put under this definition since in most cases they must have a teaching certificate, while in others they do not (e.g., school psychologists), in order to teach. Those who do not could be dealt with under other types of certificates. However, I believe the important issue is the definition of teacher and I support this statement. I realize that one would say that a definition of a teacher must indicate that the person has a minimum of a bachelor's degree. I do not believe that statute is the place to put this. The bill brings us forward in placing the responsibility for establishing such requirements within the educational community rather than the political arena. I believe the legislature will contribute greatly to the future of education by supporting a definition and a bill that places responsibility for creating a stable system of licensure under the control of the State Board of Education. In the long range future, this will allow the State to meet the diverse needs of schools in terms of a coherent process of licensure of educational professionals that can develop as the needs of the State change and the profession develops.

HB 231: I am in support of the principles of HB 231. It seems responsive to the needs elucidated in the School Performance Report. Certainly, data from around the country supports the effective involvement of local boards in improving schools. Site based management must involve both professionals and the community. I see the bill as strengthening the capacity for site based decision-making. In terms of the accountability issue, I have forwarded, under separate cover, an example of an evaluation of a complex school system from a group of native professionals and myself as the one non-native participant.

UNIVERSITY OF ALASKA - FAIRBANKS

Representative MacLean

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April 7, 1989

This accreditation model could have application in the state in the matter of communities to provide input to schools on how they can improve their performance. Accountability is important. However, the performance of schools is very complex and the whole picture needs analysis. The accreditation model may provide you with some ideas on an alternative which could provide schools and districts with a more thorough model for evaluation from an indigenous perspective.

Thank you for accepting these comments on the two bills.

Sincerely,



Gerald V. Mohatt, Dean
College of Rural Alaska
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Fairbanks, Alaska 99775-0900
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ASSOCIATION OF ALASKA SCHOOL BOARDS

316 W. 11th St. • Juneau, Alaska 99801-1510 • (907) 586-1083

4/10/89

POSITION PAPER

The Association of Alaska School Boards supports HB 231 Relating to School Performance Recommendations.

HB 231 would do 3 things:

1) Establish a statewide policy statement on the purpose of education. AASB supports this statewide policy and commends the previous Special Senate Subcommittee for having the foresight to address this.

2) Add to the powers and duties of DOE, State Board of Education and School Districts with respect to education planning grants. AASB supports the notion of educational planning. Educational planning is an ongoing process, and school boards are accountable for their districts' planning. Districts are glad to encourage public participation in plans for their respective districts.

AASB also supports the Education Planning Grant Fund to encourage school districts to seek an organized and consistent method of educational planning. AASB is concerned, however, that funding for this grant system will not come out of the current foundation fund, but will be injected into the educational budget.

3) Establish REAA's advisory boards. AASB supports public input into community education via the requirement of REAA's to establish and consult with advisory boards. Once again, AASB hopes the legislature would not pass an unfunded state mandate.