

HB

4159

SENATE FINANCE COMMITTEE REPORT

DATE: 5/4/90

FURTHER:

DATE TURNED INTO OFFICE: 5/6/90

The Finance Committee considered
State Education Policy

CSHB 469 (Finance)

and recommended:

- replace with _____ CS _____ same title
 or adopt _____ CS _____ new title
 attached amendment(s) technical title change (HB only)
 _____ letter of intent adopted
- do pass
 do not pass
 no recommendation
 individual recommendations
 further referral to _____

ATTACHES NEW FISCAL NOTE(S):

APPROVES PREVIOUS:

fiscal note(s) _____ Dept/Date: _____

fiscal note(s) _____ Dept/Date: _____

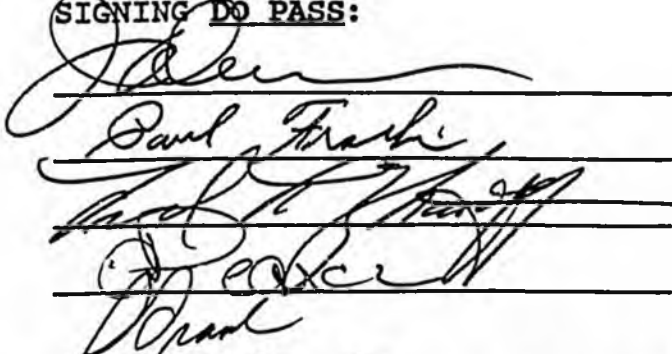
zero fiscal note(s) _____
SFC/DOE

zero fiscal note(s) _____

appropriation-no fiscal note

SIGNING DO PASS:

OTHER RECOMMENDATIONS:



1. John B. ... DO PASS

2. Paul Key

co-Chairs: Signatures and Recommendations

FISCAL NOTE

REQUEST:

Revision Date: _____
 Title: State education policy;
relating to powers & duties
 Sponsor: House Finance
 Requestor: Senate Finance

Agency Affected: Education
 BRU: Education Program Support
Education Finance, Data Mgmt.
 Components: Basic Education
District Support, Data Management

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 91	FY 92	FY 93	FY 94	FY 95	FY 96
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	0	0	0	0	0	0
CAPITAL	0	0	0	0	0	0
REVENUE	0	0	0	0	0	0

FUNDING: (Thousands of Dollars)

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

POSITIONS:

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

ANALYSIS : (Attach a separate page if necessary)

Prepared by: Senator Rick Uehling, Co-chairman
 Division: Senate Finance Committee

Phone: 465-4821
 Date: May 6, 1990

Approved by Commissioner: _____
 Agency: _____

Date: _____

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

Adopted

Original sponsor(s): Joint Committee on School Performance

1 IN THE HOUSE

BY THE FINANCE COMMITTEE

2

CS FOR HOUSE BILL NO. 469 (Finance)

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

SIXTEENTH LEGISLATURE - SECOND SESSION

5

A BILL

6

For an Act entitled: "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, grants for the improvement of school performance, early childhood education, and preventative maintenance of school facilities; requiring regional school boards to establish and consult with advisory boards; and providing for an effective date."

15

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

16

* Section 1. AS 14.03 is amended by adding a new section to read:

17

Sec. 14.03.015. STATE EDUCATION POLICY. It is the policy of this state that the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

23

* Sec. 2. AS 14.03 is amended by adding new sections to read:

24

Sec. 14.03.120. EDUCATION PLANNING. (a) A district shall annually file with the department, and make available to the public, a report that

27

(1) establishes district goals and priorities for improving education in the district;

28

29

(2) includes a plan for achieving district goals and

1 priorities; and

2 (3) includes a means of measuring the achievement of dis-
3 trict goals and priorities.

4 (b) The department shall summarize the reports submitted under
5 (a) of this section as a statewide report, and provide a copy to the
6 governor and to each member of the legislature.

7 (c) A district shall make efforts to encourage students, par-
8 ents, teachers, and other members of the community to participate in
9 the preparation of the report submitted under (a) of this section.

10 (d) Each public school shall, by May 31 of each year, prepare a
11 report on the school's performance and the performance of the school's
12 students. The report shall be presented to parents, students, and
13 community members at a public meeting and forwarded to the chief
14 school administrator of the district.

15 (e) A district shall, by October 31 of each year, provide to the
16 state board, and make available to the public, a report on the per-
17 formance of each public school and public school students in the
18 district. The report must be entitled "School District Report Card To
19 The Public" and must be prepared on a form prescribed by the depart-
20 ment. The report must include

21 (1) the percent of district students in the top and bottom
22 quarter of standardized national achievement examinations; results
23 under this paragraph shall be disclosed in a manner that does not
24 reveal the individual identities of students;

25 (2) the percent of students who are not promoted to the
26 next grade;

27 (3) student, parent, and community member comments on the
28 school's performance;

29 (4) the annual percent change in enrollment and the percent

1 of enrollment change due to student transfers into and out of the
2 district;

3 (5) attendance, retention, and graduation rates;

4 (6) the ways in which meaningful parent involvement in
5 school performance was achieved;

6 (7) other indicators of school performance required by the
7 state board; and

8 (8) other indicators of school performance selected by the
9 district.

10 (f) The department shall, by January 15 of each year, provide to
11 the legislature and the governor, and make available to the public, a
12 summary comparison of the reports submitted under (e) of this section
13 in the previous year. The summary comparison shall be prepared in a
14 manner that allows school performance to be measured against state and
15 district education goals established in prior years.

16 (g) In this section, "district" has the meaning given in AS 14.-
17 17.250.

18 Sec. 14.03.125. FUND FOR THE IMPROVEMENT OF SCHOOL PERFORMANCE.

19 (a) The fund for the improvement of school performance is created as
20 an account in the general fund. The fund shall be used by the commis-
21 sioner to make grants to a district located in the state for the
22 purpose of improving school performance. The fund consists of money
23 appropriated by the legislature. The commissioner shall annually
24 determine the amount requested for grants under this section and shall
25 include the amount in the department's budget request.

26 (b) A governing body, district advisory board, or nonprofit
27 organization located in the state, or a teacher or principal employed
28 by a public school in the state, may apply for a grant of up to
29 \$50,000 to improve school performance by submitting an application to

1 the commissioner.

2 (c) A grant may be awarded to the same grantee in consecutive
3 fiscal years, but may not be awarded to the same grantee for more than
4 two fiscal years within a five-year period.

5 (d) Grant funds awarded under this section may only be expended
6 to improve the performance of a public school.

7 (e) In this section, "district" has the meaning given in AS 14.-
8 17.250.

9 * Sec. 3. AS 14.07.020(a)(2) is amended to read:

10 (2) study the conditions and needs of the public schools of
11 the state, [AND] adopt or recommend plans, administer and evaluate
12 grants to improve school performance awarded under AS 14.03.125, and
13 adopt regulations for the improvement of the public schools;

14 * Sec. 4. AS 14.07.030 is amended by adding a new paragraph to read:

15 (13) develop a model curriculum and provide technical assis-
16 tance for early childhood education programs.

17 * Sec. 5. AS 14.07 is amended by adding a new section to read:

18 Sec. 14.07.165. DUTIES. The board shall adopt

19 (1) statewide goals and require each governing body to
20 adopt written goals that are consistent with local needs;

21 (2) regulations regarding the application for and award of
22 grants under AS 14.03.125.

23 * Sec. 6. AS 14.08.115 is amended to read:

24 Sec. 14.08.115. ADVISORY SCHOOL BOARDS IN REGIONAL EDUCATIONAL
25 ATTENDANCE AREAS. A regional school board shall [MAY] establish
26 advisory school boards in each community in the regional educational
27 attendance area that has more than 50 permanent residents, and by
28 regulation shall prescribe their manner of selection and organization,
29 and, in a manner consistent with (b) of this section, their powers and

1 duties.

2 * Sec. 7. AS 14.08.115 is amended by adding a new subsection to read:

3 (b) An advisory board shall advise the regional school board on
4 all matters concerning schools in the community in which the advisory
5 board is established.

6 * Sec. 8. AS 14.14.090 is amended by adding a new paragraph to read:

7 (10) provide for the development and implementation of a
8 preventative maintenance program for school facilities; in this para-
9 graph, "preventative maintenance" means scheduled maintenance actions
10 that prevent the premature failure or extend the useful life of a
11 facility, or a facility's systems and components, and that are cost-
12 effective on a life-cycle basis.

13 * Sec. 9. This Act takes effect July 1, 1990.



Alaska State Legislature

SENATE

Committee on Finance


Official Business

P.O. Box V
State Capitol
Juneau, Alaska 99811

MEMORANDUM

May 5, 1990

TO: MEMBERS OF FINANCE

FROM: SENATOR JOHNE BINKLEY, Co-Chairman 

RE: CSHB 469 (Finance)

The Joint Committee on School Performance has offered for your consideration, CSHB 469 (Finance). I was pleased to serve as a member of this bipartisan committee whose membership also includes Senators Jones (Co-Chair), Adams, Coghill; and Representatives MacLean (Co-Chair), C. Davis, Koponen, and Ellis. The committee was charged with addressing priorities for improving school performance. The legislation before you today reflects three of the five major areas calling for immediate legislative action.

CSHB 469 (Fin.)

- Mandates State Goal of Education
- Establishes School Report Card; information in addition to standardized tests:
 - Percentages of students not promoted to the next grade
 - Transfers into and out of the district
 - Attendance, retention, and graduation rates
 - Parent, student, and community comments on their school
 - Percentages of students in the upper and lower 25th percentiles of standardized test results
- Establishes Competitive grants for innovative programs to improve school performance.
- Establishes REAA advisory school boards and allows them to advise regional boards on all matters regarding their community's school.
- Establishes a preventative maintenance program for school facilities.

The heart of CSHB 469 is the requirement of parents, students, and the community (such as concerned employers) to get involved in the planning and reporting process. Research has shown that parental involvement is crucial to the success of the students and their school. Recent findings are also showing successes in schools where business and school partnerships are implemented.

ALASKA FEDERATION OF NATIVES, INC.

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



My name is Julia Kitka, President of the Alaska Federation of Natives. I would like to enter into record AFN's support for the Joint Committee on School Performance HB 469, 479 and HCR 46. The recommendations point to concerns that have been repeatedly expressed on education of rural and Alaska Native students.

AFN supports this holistic approach to education. Focusing on early childhood, parenting education; improving and coordinating health and family service programs and their relationship to education; making school districts, their administrators and teachers accountable for the delivery of educational services; providing programs that include Alaska history, government, geography, culture and economics; improving distance education and educational television; research and other areas that will insure rural and Alaska Native students equal access to education that will be relevant and equip students with skills for life-long learning.

It has been established that rural and Alaska Native students make up a large number of "at risk" students. In order for students to successfully compete on an equal

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footing with other students who are products of the Alaska public education system, they must be adequately and equally prepared. It is imperative, then, that the Alaska Legislature develop a state policy on education in coordination and cooperation with those entities and individuals who have a vested interest in the education of Alaska youth. Public schools must educate youth in a manner that gives them an opportunity to live healthy, successful productive and creative lives.

AFN supports the Joint Committee on School Performance recommendations. Again, approaching education in this way will reap long term benefits to the State of Alaska. Providing opportunity for preventive measures, more definitive expectation of what public education should be, making a commitment to the education policy by providing the dollars to go with it will begin to offset the hundreds of thousands of dollars now spent for problems associated with the uneducated, the under-educated, the unemployed, and the under-employed, the dysfunctional families and individuals. The cycle will begin to reflect more positively the quality of life for AFN's constituency and the ability for Alaska Natives to enjoy equal footing with other Alaskans.

Thank you for this opportunity to testify. AFN urges passage of HB 469, 470 and ECR 46 recommended by the Joint Committee on School Performance.

North Slope Borough School District

MAR 26 1990



March 21, 1990

Representative Eileen MacLean
Senator Al Adams
Alaska State Legislature
Pouch V
Juneau, Alaska 99811

Dear Representative MacLean and Senator Adams:

We wish to commend members of the Joint Committee on School Performance for responding to the educational needs of Alaska by sponsoring HB 469, State Education Policy; HB 470, Early Childhood and Parenting Education; and HCR 46, Interagency Coordinating Committee on Schools. As a result, the efforts of this Committee have certainly brought about a higher level of public trust toward policy-makers in our State.

For the record, the Board of Education for the North Slope Borough School District unanimously voted to support the passage of HB 469, HB 470 and HCR 46 at its March 13 Board meeting. In addition, we are supportive of the School Performance Committee's January 31 request to the Senate and House leaders and the Finance Committee Chairmen, asking for an additional \$10 million appropriation for Early Childhood Education (ECE) and Headstart.

The NSB School District has been administering the ECE program for three- and four-year-old children in each of our eight villages for the past 15 years. This program has been carefully designed to more adequately prepare these youngsters to be successful in school upon entering kindergarten. The staff also works closely with ECE parents to support the development of the whole child socially, intellectually, emotionally and physically, with an emphasis on language development. Based on the recommendations of the District's in-house At Risk Study and relevant research, we are now stressing an early identification of at-risk children beginning at the ECE level in order to meet their particular special needs and as part of the school preparation process. The ECE program has very strong support from parents and community members throughout the North Slope; therefore, it is a part of the District's integral instructional program.

As stated earlier, the Board supports the overall concept of HB 469. We note, however, that Districts will be required to include in the "School District Report Card to the Public," the results of standardized national achievement examinations. We would like to know how this information will be used by the State and the Legislature. In addition, we need to know what type of testing measures the State plans to use in implementing the proposed law.

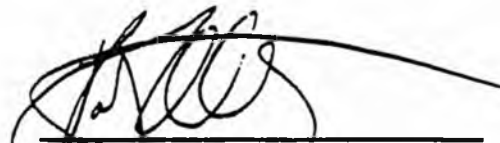
Representative Eileen MacLean
Senator Al Adams
March 21, 1990
Page Two—

We urge the Legislature to pass HB 469, HB 470, and HCR 46, and to further support the funding request in the amount of \$10 million for Early Childhood Education and the Headstart programs.

Sincerely,



Charlotte Brower
President, Board of Education



Patsy Aamodt
Superintendent

cc: **Senator Tim Kelly, President of the Senate**
Representative Sam Cotten, Speaker of the House
Representative Lyman Hoffman, Finance Co-Chairman
Representative Ron Larson, Finance Co-Chairman
Representative Ben Grussendorf, Rules Chairman
Senator Paul Fischer, HESS Chairman
Senator John Binkley, Finance Co-Chairman
Senator Rick Uehling, Finance Co-Chairman
Senator Arliss Sturgulewski, Rules Chairman



UNIVERSITY OF ALASKA FAIRBANKS

Fairbanks, Alaska 99775

**JUDITH S. KLEINFELD
DEPARTMENT OF EDUCATION
UNIVERSITY OF ALASKA
FAIRBANKS, AK 997715**

March 16, 1990

Eileen MacLean
Representative
Alaska State Legislature
PO Box V
Juneau, Alaska 99811

Dear Representative MacLean:

The purpose of this letter is to express my strong support for House Bill No. 469 which will make available to the public a report on the performance of each public school and school district. Another important provision of this bill is to establish a fund for the improvement of school performance.

The legislature has already made a significant contribution to Alaska education by requiring school districts to use a common achievement test--the Iowa Test of Basic Skills--and to report the achievement levels of fourth, sixth, and eighth grade students. I have just finished writing a column on this report in order to make available to the public this important information. The report suggests, for example, that some rural districts are doing relatively well and others relatively poorly. Such information is vital to policymakers and provides a spur to underachieving districts.

Achievement testing is important, but it is incomplete. One of the important functions of House Bill No.469 will be to make available other measures such as attendance rates and drop-out rates. It is of the utmost importance for the public to know which school districts are succeeding in helping students stay in school. Such information is also a vital supplement to achievement testing. Otherwise, the achievement information could be misleading. A district with high test scores, for example, might be achieving those test scores by creating conditions which lead low-achieving students to drop out of schools.

California has adopted the type of "report card" that House Bill No. 469 will produce for Alaska. The California system includes such information as amount of homework given and the names of books read. The availability of such information to public scrutiny is in itself a positive influence on school performance. The California system has been successful in helping to create a climate of school reform as indicated, for example, by Governor Bill Honig's new history and language arts curriculum.

Another positive feature of this bill is the Fund for the Improvement of School Performance. This bill provides a school district or nonprofit organization with funds

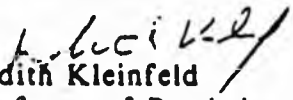
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for trying something new---trying a new approach or a demonstration program that will improve the education of students in the district. Often a small amount of seed money is enough to start or legitimize a productive new idea. By only allowing the grantee to have these funds for two years, the Legislature will enable many districts to benefit from such seed money and tailor the approach to the particular needs of the locale.

Encouraging small pilot projects of this type will enable Alaska rural districts to gain experience with many innovative approaches and determine which are the most productive.

Thank you for the opportunity to express my support of House Bill 469. I would be glad to provide you with any other information you might need.

Yours truly,


Judith Kleinfeld
Professor of Psychology

FISCAL NOTE

REQUEST:

Revision Date: 4/24/90
Title: Establishing a state education policy relating to powers & duties.
Sponsor: House Finance
Requestor: House Finance

Agency Affected: Education
BRU: Education Program Support
Education Finance, Data Mngmt
Components: Basic Education
District Support, Data Management

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 91	FY 92	FY 93	FY 94	FY 95	FY 96
PERSONAL SERVICES	140.5	144.4	147.8	151.2	154.5	158.2
TRAVEL	29.0	29.0	29.0	29.0	29.0	29.0
CONTRACTUAL	72.0	22.0	22.0	22.0	22.0	22.0
SUPPLIES	2.3	2.3	2.3	2.3	2.3	2.3
EQUIPMENT	12.3					
LAND & STRUCTURES						
GRANTS, CLAIMS	100.0	100.0	100.0	100.0	100.0	100.0
MISCELLANEOUS						
TOTAL OPERATING	356.1	297.7	301.1	304.5	307.8	311.5

CAPITAL						
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REVENUE						
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FUNDING: (Thousands of Dollars)

GENERAL FUND	356.1	297.7	301.1	304.5	307.8	311.5
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME	2.0	2.0	2.0	2.0	2.0	2.0
PART-TIME	2.0	2.0	2.0	2.0	2.0	2.0
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

See attached analysis

Prepared by: Mary Hakala Phone: 465-2800
Division: Commissioner's Office Date: 4/24/90
Approved by Commissioner: William G. Demmert Date: 4/24/90
Agency: Education

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

DEPARTMENT OF EDUCATION
April 24, 1990

No. 2
CSHB 469(Fin)
HOUSE 4/28/90

FISCAL NOTE ANALYSIS

HB 469 Establishing a state education policy; relating to powers and duties of school districts, the Department of Education...

HB 469 contains a number of distinct functions for which administrative tasks are necessary. This fiscal analysis examines the cost associated with each:

- 1) Education planning/Summary comparison of "School District Report Card"
- 2) Grant fund for improvement of school performance
- 3) Grant program administration
- 4) Curriculum development and technical assistance in early childhood education
- 5) Preventative maintenance program

NOTE: Fiscal analysis assumes merit increases for all full time positions requested.

1) Education Planning / Summary comparison of "School District Report Cards" submitted by school districts to the Department of Education (FY91: \$137,404)

Personal Services \$67,604

One full time Research Analyst III, Range 18A to work with districts, compile, summarize and analyze data (\$49,970); one part time Statistical Technician I, Range 12A to complete data entry, reporting and associated statistical work (\$17,634).

Travel \$4,000

Staff travel to attend statewide meetings of school business officials; travel for troubleshooting and assistance to school districts as needed.

Contractual FY91--\$58,500; FY92 and subsequent years--\$8,500

FY91 only--One time contract (\$50,000) to:

- 1) Research district level reporting models
- 2) Develop the statewide reporting prototype
- 3) Develop the model school report card
- 4) Develop the prototype summary comparison of the school report cards

FY91 and ongoing--Printing and distribution of reports (\$7,000); phone, photocopying, and general postage (\$1,500)

Commodities \$1,000

Supplies for staff positions (\$1,000)

Equipment FY91--\$6,300

FY91 only--One computer work station/PC (\$5,000) and software (\$500);
phone, adding machine, desk and chair for full time staff (\$800)

2) Fund for Improvement of School Performance (\$100,000)

Grants \$100,000

Grants for the purpose of improving school performance in the state. School Districts can apply for a grant of up to \$50,000 for no more than two fiscal years. This analysis assumes 2 districts could receive the maximum grant of \$50,000, although it is anticipated that a larger number of small grants would be awarded.

3) Grant program administration (FY91: \$19,000)

Personal Services \$11,700

Grant Administration including accounting function, grant reporting and monitoring, coordination between projects, RFP development and clerical support. No technical assistance or program development costs are included in this estimate. \$11,700

Travel \$5,000

Monitoring/Evaluation (\$2,500); Grant Review Team (\$2,500).

Contractual \$2,000

Publication of Grant Applications and Advertising (\$800); Xerox, phone and postage (\$1,200).

Commodities \$300

Office supplies.

4) Curriculum development and technical assistance in early childhood education
(\$20,000)

Personal Services (No new funding)

Travel \$10,000

Staff travel to eight school districts to provide technical assistance (\$8,000); and attend the state conference of the National Association for the Education of Young Children and the State Parent Teachers Association (\$2,000).

Contractual \$10,000

Materials to promote developmentally appropriate programs (\$5,000); Summer Academy on early childhood education (\$3,000); disseminate Early Childhood Education resources and Alaska programs (\$2,000).

Equipment (No new funding)

5) Preventative maintenance program (FY91: \$79,650)

Personal Services \$61,150

One full time Building Management Specialist I, Range 17A. This position will be responsible for the review and approval of prevention maintenance plans submitted by school districts; the position requires building and construction experience (\$46,800).

One part time Clerk Typist III, Range 8A will provide clerical support for the building specialist (\$14,350).

Travel \$10,000

Annually 10-12 trips will be required to provide on-site review and technical assistance in developing a preventative maintenance program. A great deal of this travel will be to rural areas of the state.

Contractual \$1,500

Telephone, postage and photocopying expenses (\$1,500)

Commodities \$1,000

Office supplies for staff positions (\$1,000)

Equipment \$6,000

FY91 only--One work station/PC (\$5,000); desk, chair, bookcase, telephone and file cabinet for positions (\$1,000)