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HB 521 "An Act amending the formula providing state aid for
education; and providing for an effective date."

Fiscal Note with analysis (blue)

Sponsor Statement (gold)

1. Alaska Statute Sec. 14.03.015

Sponsor back-up materials

FISCAL NOTE

BILL NO. HB 512

STATE OF ALASKA
1992 LEGISLATIVE SESSION

Revision Date: _____
Title: "An Act establishing goals for public education and student performance."
Sponsor: Ellis, Ulmer, Brown, B. Davis and Bruckman
Requestor: (H) HESS

Department Affected: Education
BRU: Executive Administration
Component: Commissioner's Office

COMPONENT SERIAL NO.

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Expenditures/Revenues: (Thousands of Dollars)

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

CAPITAL						
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REVENUE FUND SOURCE:						
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FUNDING: (Thousands of Dollars)

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

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of current year impact: _____

ANALYSIS: (Attach a separate page if necessary.)

No fiscal impact.

Prepared by: Mike Maher Phone: 465-2800
Division: Commissioner's Office Date: 2-20-92

Approved by Commissioner: *Mike Maher* Jerry Covey
Agency: Education Date: 2-20-92

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WHILE IN SESSION
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ALASKA STATE HOUSE



CHAIR
RULES COMMITTEE

JUDICIARY

SPECIAL COMMITTEE ON INTERNATIONAL
TRADE & TOURISM

LEGISLATIVE COUNCIL

REPRESENTATIVE JOHNNY ELLIS

Sponsor Statement House Bill 512

House Bill 512 establishes education goals for Alaska's children. The goals are far-reaching, comprehensive and the result of years of study and consensus building.

THE PROPOSED GOALS

The major points covered by these proposed Alaska Education Goals include:

- the widely accepted belief that **all students** can learn and that an education should provide a working knowledge of science, language arts, social studies, math, physical education & health, and the fine arts.
- eight goals that further articulate what students graduating from school will be able to:
 - think logically and critically
 - accept personal responsibility for sustaining oneself economically
 - communicate effectively
 - discover and nurture creative talents
 - have positive self-esteem
 - master technological skills
 - be committed to health and fitness
 - be a responsible citizen

The Alaska State Board of Education adopted these standards for student performance in November of 1990 after three years of discussion, debate and research. The Department of Education's Alaska 2000 project is expected to develop the same list of goals by the time they finish the same process that the former Board of Education accomplished. The time has come to act.

continued



THE CURRENT 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." (AS 14.03.015)

The current education policy is one generalized statement about our hope for tomorrow's generation.

We need to have a sharpened academic mission and establish clear and specific goals that define what is expected of our students at the time of their graduation from the public school system.

With this legislation passed, local school districts will still remain responsible for developing their own curriculums and strategies for achieving their community's objectives and prioritization of education outcomes. House Bill 512 further defines Alaska's goals for the public school graduate.

Our future as Alaskans will depend on the quality of our education, the level of our skills and the productivity of our citizens. We can work toward this effort by establishing education goals *now*.

NFIB Alaska

National Federation of
Independent Business

POSITION PAPER

OF

**NATIONAL FEDERATION OF INDEPENDENT BUSINESS
(NFIB/ALASKA)**

TO

HOUSE HEALTH EDUCATION AND SOCIAL SERVICES COMMITTEE

MARCH 27, 1992

ON

HB 512 - ESTABLISHING EDUCATIONAL GOALS

State Office
9159 Skywood Lane
Juneau, AK 99801
(907) 789-4278



The Guardian of
Small Business

CHAIRMAN, MEMBERS OF THE COMMITTEE, MY NAME IS RESA JERREL, AND I AM THE STATE DIRECTOR FOR THE NATIONAL FEDERATION OF INDEPENDENT BUSINESS - NFIB/ALASKA. I AM HAPPY TO BE HERE TODAY TO SUPPORT HB 512.

NFIB/ALASKA IS COMPRISED OF 5,292 SMALL AND INDEPENDENT BUSINESS OWNERS. THE LEGISLATIVE AGENDA OF NFIB/ALASKA IS DETERMINED BY OUR BALLOT. THE BALLOT IS OUR ANNUAL POLL OF OUR MEMBERS ON A SERIES OF ISSUES DEEMED CRITICAL TO SMALL BUSINESS. A MAJORITY VOTE, OF THE MEMBERS IN RESPONSE TO THE POLL, SETS OUR POLICY AND POSITION ON LEGISLATIVE ISSUES. WE THEN SHARE THE RESULTS OF OUR POLL WITH THE LEGISLATURE AND ADMINISTRATION.

ON THE 1992 STATE BALLOT WE ASKED OUR MEMBERS A SERIES OF QUESTIONS ON WORKPLACE LITERACY:

Have you had difficulty finding employees with the skills necessary to fill a position within your firm?

65% Yes 31% No 4% No Opinion

Should legislation be enacted requiring the inclusion of basic workplace curriculum in the state's definition of "basic education"?

72% Yes 28% No 0% Undecided

On average, how much time do you estimate that you spend in training a "new" employee?

4% One day or less
19% One week or less
33% 2 to 4 weeks
44% More than 4 weeks

What kinds of training do you most often have to provide for new employees?

6% Basic reading and writing skills
11% Basic mathematics
45% Office procedures
28% Basic behavior standards
31% Punctuality
37% Accountability
45% Responsibility taking

25% Dress code
13% None of the above.

SMALL BUSINESS OWNERS ARE INVESTORS IN AND CONSUMERS OF THE ALASKA PUBLIC SCHOOL SYSTEM. THEY PAY TWICE, THROUGH BOTH PERSONAL PROPERTY AND BUSINESS TAXES, IN ORDER TO HELP FINANCE THE EDUCATION SYSTEM. ALSO, AS SMALL BUSINESS OWNERS, THEY TYPICALLY PROVIDE THAT ALL IMPORTANT FIRST JOB FOR HIGH SCHOOL STUDENTS AND GRADUATES.

WITH THIS DUAL ROLE AS BOTH INVESTOR AND CONSUMER, SMALL BUSINESS OWNERS ARE IN A UNIQUE POSITION TO ASSESS HOW WELL THE SCHOOLS IN ALASKA ARE DOING IN TERMS OF PRODUCING A GOOD "PRODUCT" - GRADUATES WHO HAVE THE CORE COMPETENCIES NEEDED TO EMBARK ON A SUCCESSFUL CAREER, AND AT A REASONABLE PRICE.

I AM HAPPY TO NOTE THAT PAGE 2, SECTION (3) IS DEVOTED TO OUTLINING THE CRITICAL SKILLS, COMPETENCIES, VALUES AND ATTITUDES NECESSARY TO BE SUCCESSFUL IN THE WORKPLACE.

SINCE IT IS GETTING LATE IN SESSION AND THIS IS THE ONLY COMMITTEE OF REFERRAL, I WOULD URGE YOU TO MOVE THE BILL OUT OF COMMITTEE AS SOON AS POSSIBLE.

NFIB/ALASKA THANKS YOU FOR THE OPPORTUNITY TO COMMENT IN FAVOR OF THIS LEGISLATION. IF YOU HAVE ANY QUESTIONS I WOULD BE HAPPY TO TRY AND ANSWER THEM.

State Board okays statewide educational outcomes

The State Board of Education on October 12, 1990, adopted eight major outcomes for public education in Alaska. The adoption of the outcomes is a major stepping stone towards developing an education system that shares its responsibilities among schools, parents, businesses and the local community, and makes sure that everyone is working to provide students the skills, knowledge and attitudes they will need for a successful life.

The unanimous board action on the outcomes follows several years of development and the involvement of numerous groups and individuals. The board has held meetings with many education groups, state and local parent organizations, employers and others. Last spring the board mailed a brochure to 15,000 leaders of school businesses, parent and other organizations throughout the state. Five months later, return mailers are still trickling into the Department of Education.

In adopting the outcomes, the board called on local school boards and district officials to join in partnership with parents and others in their communities to develop local outcomes based on the statewide outcomes and to devise ways of measuring whether the outcomes are being met.

The board calls the outcomes "state standards for student performance."

Adopted October 12, 1990

State Outcomes for Public Education

The State Board of Education believes that public education is the responsibility of everyone—students, parents, schools, and communities. The Outcomes for Public Education are the state standards for student performance.

The State Board of Education believes all students can learn; that a student's public education should provide a working knowledge of science, language arts, social studies, mathematics, physical education/health, and the fine arts; and that each student graduating from a public school will:

Have positive self-esteem

1. Know how to set and achieve personal goals.
2. Be confident and flexible.
3. Recognize and appreciate personal talents and strengths.
4. Form satisfying relationships with others based on respect, trust, cooperation, and compassion.

Communicate effectively

1. Talk about feelings, ideas, and concepts with clarity.
2. Be a good listener.
3. Read, understand and respond to written information faced in daily life.
4. Appreciate the value of reading as a lifelong activity.
5. Write well for a variety of purposes and audiences.

Think logically and critically

1. Think clearly about new information and ideas.
2. Solve problems through different ways of questioning and analysis.
3. Be open to new ideas and be curious about the world and self.
4. Have the skills needed to make good decisions.
5. Understand and use mathematical and scientific ideas.
6. Have good study skills and habits.
7. Process and integrate information.
8. Evaluate and improve ideas through discussions with other people.

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Discover and nurture creative talents

1. Appreciate the world around us.
2. Take part in activities that cut across fields of study.
3. Understand our world and its past, present, and future. Be able to express this understanding in a variety of ways and with different media.
4. Respect and encourage the creative talents of individuals and groups.
5. Demonstrate the knowledge and skills needed to express ideas in literature, visual arts, music, dance, and drama.

Master technological skills

1. Communicate in the global society with computers, video, audio, and other technologies.
2. Use technology to gather, analyze, and evaluate information and opinions.
3. Critically evaluate information presented in the mass media.
4. Use computers to process and organize information.
5. Evaluate the uses of technology and its impact on society and the environment.

Be a responsible citizen

1. Understand and participate in the democratic process.
2. Possess the values, knowledge, and ethical behavior needed to participate in a democratic society.
3. Have the knowledge, skills, and attitudes to be a citizen of the world who accepts and respects differences in peoples and cultures.

Be a responsible citizen

(continued)

4. Be aware of and appreciate languages other than English.
5. Possess skills in leadership, cooperation, communication, and social responsibility.
6. Understand one's relationship to the environment and be committed to the wise use of resources.
7. Know parenting skills.
8. Understand the past.

Be committed to health and fitness

1. Understand the skills and apply the knowledge needed to promote physical and mental health.
2. Respond positively to life's social, environmental, and physical changes.

Accept personal responsibility for sustaining oneself economically

1. Be prepared for opportunities in the local, national, and international work place.
2. Understand the value of, and necessity for, life-long learning.
3. Possess the skills, values, and work habits necessary for employment.
4. Be a critical consumer with skills for making informed choices.
5. Recognize how doing well in school relates to one's future.



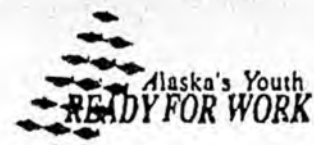
"It is the policy of this state that the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them." Alaska State Education Policy: State Statute — Sec. 14.03.015

Ready for Work endorses the multiple goals of public schools as stated in State Statute, but focuses on the goal of education employers know best: what it takes to succeed in work.

Educators and students appear to undervalue the importance of preparing students to succeed in work or act as though it applies only to non-college bound students. RFW believes all students should have the critical skills, values, and attitudes necessary for success in work and that acquiring these skills, values and attitudes will also help students succeed in all aspects of life and be better citizens.



*This information is incorporated in
HB512's Section 2, subsection 3.*



Alaska's Youth: **READY FOR WORK?**

Success in work requires:

CRITICAL SKILLS AND COMPETENCIES

Reading

Able to comprehend written material and take appropriate action.

Speaking

Can express ideas clearly and concisely to individuals and in groups; has good customer communication skills; gives clear directions.

Writing

Spells correctly and writes legibly; can express ideas clearly and concisely, write a business letter, and fill out forms properly.

Listening

Able to comprehend what is said and take appropriate action.

Math computation

Able to apply basic skills with accuracy in addition, subtraction, division, multiplication and use of fractions and percentages as needed to solve problems and accomplish work.

Problem solving

Can identify source of problem; demonstrates good common sense; is creative and innovative.

Information management and use of technology

Able to use computers to access information; familiar with common applications of technology in the workplace.

Knowing how to learn

Able to teach oneself new skills; able to seek and use new information appropriately.

Applying what is learned

Possesses various skills including the more complex kinds of thinking, such as reasoning, analysis, and problem solving; able to apply principles of business.

Working with others

Able to work as a productive team member; able to share information.

Good manners

Shows courtesy and respect towards others.

Looking for work

Able and confident to identify job opportunities, complete a job application, prepare a resume, and promote himself/herself during an interview.

CRITICAL VALUES (THE "WORK ETHIC")

Honesty and integrity

Bases actions on a personally held set of values; can be trusted to follow the rules even when supervisors are not present; keeps his/her word.

Willing to accept advice, supervision, criticism

Has high self-esteem and does what is asked; accepts criticism and uses it to improve job performance.

Dependability/follows through on assignments

Will do what is asked; if can't complete the task, will let someone know so that there are no surprises about work not being done.

continued

Good attendance/on-time

Can be depended upon to be at work except for very good reasons, such as illness or death in the family; is at his/her work station ready to begin work on time.

Accuracy of work/no waste

Is careful and avoids mistakes; if mistakes are made, will correct the errors; takes pride in work well done; holds high standards; will report any deviation from company standard.

Productive/ adequate output of work

Shows initiative; is ambitious; figures out how to get the job done; works as efficiently as possible to get the job done.

These critical skills, values, and attitudes were identified by the CEOs, personnel directors, and other employer representatives and revised by RFW after a state-wide review by educators, parents, students, and other community members.

CRITICAL ATTITUDES

Responsible/self-disciplined

Is a self-starter; is committed to and accountable for work assigned; does not just do the bare minimum to get the job done; is loyal to the employer.

Willing to learn/pride in doing a good job

Is flexible, willing, and able to respond to change in work assignments or learn new technology and new ways of doing things; is willing to do the job over until he/she gets it done right.

Safety-conscious

Always thinks about safety in every aspect of the job; takes responsibility for his/her own actions and notices and corrects unsafe situations in the workplace; does not always have to be told to use safe procedures; concerned for the safety of others.

Manages on the job stress and personal problems well

Deals with job pressures in a positive way; does not let personal problems interfere with getting the work done, either by being distracted at work or by failing to come to work or come on time.

Positive outlook

Views the good in situations and works constructively to solve problems; has a positive self-image; is self-confident; sets personal goals.

Follows rules

Performs tasks in the prescribed manner; doesn't break rules but will work to change rules if they should be changed.

Good team member

Willing to share information, work and credit (praise) with other workers; puts the good of the organization above personal interests.

Respects others

Has good manners; shows common courtesy; appreciates multicultural diversity.

Able to postpone gratification

Able to see long term results of efforts on the job and willing to put in time and effort before expecting a promotion.

(7)

Date Referred: February 18, 1992

FURTHER REFERRALS:

Date of Committee Action: 4/10/92

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered:

HB 512

HOUSE BILL NO. 512

ESTABLISH EDUCATIONAL GOALS

"An Act establishing goals for public education and student performance."

RECOMMENDATIONS: CS HB 512 (NES) the same title
be replaced with _____ a new title

have attached amendments(s)

do pass

do not pass

no recommendations

individual recommendations

additional referral to the _____ Committee

ADOPTS: _____ letter of Intent

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

APPROVES PREVIOUS: _____ (Dept/Date)

fiscal impact _____

fiscal note(s) _____

zero fiscal note D.O.C. 2-20-92

zero fiscal note(s) _____

SIGNING DO PASS	DP	OTHER RECOMMENDATIONS	DNP	NR	AM
<i>[Signature]</i>	<input checked="" type="checkbox"/>				
<i>Betty Davis</i>	<input checked="" type="checkbox"/>				
<i>C. C. Douglas</i>	<input checked="" type="checkbox"/>				
<i>Mary Miller</i>	<input checked="" type="checkbox"/>	<i>Cheri Rawls</i>		<input checked="" type="checkbox"/>	
		<i>[Signature]</i>		<input checked="" type="checkbox"/>	

[Signature]
CHAIRMAN'S SIGNATURE