

**SB**

**36**

**File 2**



# ALASKA MINERS ASSOCIATION, INC.

501 W. Northern Lights Blvd., Suite 203, Anchorage, Alaska 99503 FAX: (907) 278-7887 Telephone: (907) 276-0347

March 3, 1998

Honorable Druc Pearce  
Honorable Bert Sharp  
Co-Chairmen, Senate Finance Committee  
Capitol Building  
Juneau, AK 99801

RE: Senate Bill 36, School Funding and Taxation of the Unorganized Borough

Dear Senator Pearce and Senator Sharp,

We have been following the several bills dealing with the issues of school funding and taxation of the unorganized borough. Many Alaskans are frustrated over what they feel are inequities in the funding of schools and other government services. These frustrations exist in both the urban areas and in the rural or bush areas. Both groups feel they are being treated unfairly. Our purpose in this letter is not to argue either side but rather to provide you with some factors to consider as you deliberate these issues and to raise our concern that in many areas of the State, the equipment at the few scattered mines may be the only readily identifiable taxable entity.

The following are some of the factors that we feel need to be considered:

- Many areas of the State have very little in the way of personal or business property that could be taxed.
- It is very costly to build a home or business property in the bush. A home that would be appraised at \$60,000 in an urban area could easily cost 2.5 times that amount or more in the bush. Appraising and determining a taxable value of such remote property is very difficult.
- In many areas of the state the only readily identifiable taxable buildings, facilities and equipment are the mines, private aircraft and lodges. And there are very few these mines - less than 150 small placer mines operate in the state in any given year and most of these are in the Fairbanks area.
- Mining is not opposed to paying reasonable taxes but these must be consistently and fairly applied to all.
- Increasing or adding new taxes on facilities and equipment in the bush will provide a disincentive for future investment. Exploration and mining in bush areas that are not on the road system already carry a tremendous added cost burden. The lack of roads, power and other infrastructure mean that only deposits with higher ore grades have any chance of ever becoming producing mines.

- The taxes now paid by the different areas of the state vary widely. Anchorage has a property tax but no sales tax. Fairbanks, Juneau, and the Mat-Su Valley have both a property tax and a sales tax. Bethel has a sales tax. Nome has a sales tax, etc.

- However, it can be argued that the bush areas buy almost all of their supplies, equipment and services from the urban areas of Anchorage or Fairbanks.

In addition to the Alaska Miners Association, several mining companies now working in Alaska have been evaluating the several bills now active in the Legislature. As part of their review of the various tax issues, Placer Dome compiled the enclosed table (still in draft) comparing some of the States where they now have operating mines or exploration interest. From this table it appears that taxation in Alaska is now comparable and not significantly lower than other states. The item missing from the table is personal income tax. In addition to Alaska, I believe Montana and Nevada do not have a personal income tax.

Senate Bill 36 proposes to require additional taxes of residents working in the unorganized borough areas and would also reduce state funding for services in these areas. It is not clear whether this would include those who derive revenues from the bush but do not reside there such as construction workers, travel agencies, airline pilots and crew, sales representatives, contract services, etc. If the new tax is only on the income of persons residing in the bush it will be on a relatively small number of people, many of whom would already be considered to be at the poverty level.

We request your careful consideration of the potential problems that the various tax approaches will have on the unorganized borough areas and on the mining industry.

Sincerely,



Steven C. Borell, P.E.  
Executive Director

enclosure

cc: President Mike Miller

Placer Dome North America

**DRAFT**

State Tax Comparison for Mining Operations

	Alaska(1)	Arizona	California	Colorado	Montana	Nevada
Corp. Income Tax	9.40%	9%	8.84%	5%	6.75%-7%	n/a
Property Tax	0-3%	Yes	1% Assessed Value	Yes	Yes	2.59% assessed value
Mining Tax/Royalty	7% of income plus 3% if State lands	2.5% Net Severance	n/a	2.5% Income >\$11 million	1.0% of sales plus 0.5% of gross value	2-5% net proceeds(2)
Sales/Use Tax	0-6%	5%	0.25-7.25%	3%	n/a	5.75-6%

(1) Upto \$20 million tax credit for project specific exploration expenditures that can be taken against taxes due once in operation.  
Credit applies to corp. income tax, mining license tax and, if on State owned land, State royalty.

(2) 40% distributed to County education needs and 60% to State general fund

Gary and Dianna Hawn  
3619 Chaffee Circle  
Anchorage, AK 99517-2310  
(907) 248-9033

March 4, 1998

Senator Bert Sharp  
Alaska State Legislature  
State Capital (MS3100)  
Juneau, AK 99801-1182

Dear Senator Sharp,

I am writing you to ask for your attention on a school funding issue. I know you want to help with such an important topic as our schools. My child is currently enrolled in the Alyeska Central School based there in Juneau. It is a correspondence school serving students throughout the state of Alaska.

I understand the foundation formula might be changed and I would appreciate if you would consider the following items if these changes are put on the table:

presently Alyeska Central School (ACS) counts all students as elementary, regardless if they are elementary or secondary. As more than half the students enrolled are secondary, this will mean a loss of enormous educational dollars. The secondary students require additional support and more complex services.

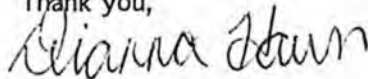
presently ACS is not granted a second student count during the school session as other schools are. ACS must turn in their student count at the end of October. As ACS has an open enrollment this puts the school at a major disadvantage when accepting new students after the October cut off. As with any other school, the student population grows throughout the school year .

presently also an issue is the support for students needs in the technology area. The school can offer renovated surplus state computers to the students when available. Again, as in other schools this area is of great concern to the students and parents. The school needs additional funding to offer more support and courses.

The above mentioned points, in addition to being funded at only 65% of the funding formula, is not equal treatment that our students should be receiving.

My son was a student who was "falling between the cracks" in public schooling for 8 years because his test scores weren't low enough to warrant any help from the school district. As a concerned parent for the one-on-one approach in my son's educational career, I chose ACS as the only possible alternative for him. Please don't take that away from my son or myself.

Thank you,



Gary and Dianna Hawn



March 4, 1997

Senator Bert Sharp, Co-Chair  
Senate Finance Committee  
Senate  
State Capitol, Room 516  
Juneau, AK 99801-1182

Dear Senator Sharp:

I strongly encourage you to support SB 266 / HB 369 which funds the State Children's Health Insurance Program by expanding Medicaid coverage for children up to 200% of the federal poverty level.

This program will provide health coverage for the 11,600 uninsured children who are in families below 200% of the poverty level. These children are six times more likely to go without needed care, five times more likely to use the emergency room and four times more likely to have urgent care delayed. Untreated or undiagnosed health problems in children

Spending \$7 million on children's health will leverage \$18 million in federal dollars for the program. To prosper economically, Alaska needs healthy productive citizens. An investment in children's health is an investment in our future.

It's the right thing to do.

Thanks for all of your work on behalf of Alaska.

Sincerely,



Marilyn Walsh Kasmar, RNC, MBA  
2608 Nathaniel Court  
Anchorage, AK 99517



# ASD Legislative Priority: Foundation Formula Rewrite

Reducing Class Size/Impact of Various Percentage  
Increases to ASD Portion of Statewide Funding

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## ASD LEGISLATIVE PRIORITY

Rewrite the School Foundation Program formula to provide greater equity of funding for Anchorage School District students. Class size reduction is seen by the Board as the number one priority for use of any additional Foundation Formula Money Received.

### Cost of Reducing Class Size by One Student

Using the current FY 1998-99 projected enrollment excluding the Charter Schools and Special Education, the approximate number of teachers and the approximate associated cost for reducing class size districtwide by one student for the following scenarios are:

K-12	66 FTE	\$3,102,000
K-2	13 FTE	\$ 611,000
K-3	20 FTE	\$ 940,000

### Impact of Various Percentage Increases to ASD Portion of Statewide Funding Based on FY 98-99 Projections Provided By Department of Education

Any new funding formula should distribute funds more equitably statewide. For the Anchorage School District, the difference between our percentage of students statewide, thirty-eight percent, to our percentage of State funding, thirty percent, should be significantly narrowed.

Additional 1% Increase	\$ 6,347,732
Additional 2% Increase	\$12,696,084
Additional 3% Increase	\$19,044,437
Additional 4% Increase	\$25,392,789
Additional 5% Increase	\$31,741,141
Additional 6% Increase	\$38,089,494
Additional 7% Increase	\$44,437,846

## Alaska's School Funding Formula

February 3, 1998

As a mother of three children in the Anchorage School District I pay attention to what's going on regarding education in Alaska.

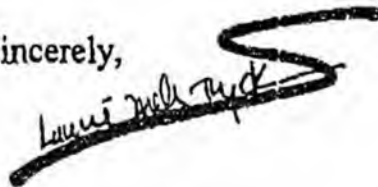
The present system of funding public education in Alaska is ridiculous. The gross inequities between our schools must be changed. The continued junkets allowed throughout our state are deplorable.

Instead of protecting incompetence and redundancy how about trying to fix it? If you listen to the "Educrats" all the time you'd tend to believe them. More money, more money.... Whew! It's time to audit what is going on and cut the fat. You need a "swat team" to reform education spending. While serving on Anchorage School District Budget Review Team last fall every time a suggestion on reducing the administration overhead or payroll came up, all I heard was... "You can't touch that, it's a union contract." Why was I there? The meetings were stacked with Anchorage School District cronies. It was a complete waste of my time.

Increasing Alaska's Education Budget is a waste of our money until the Alaska School funding formula is changed. We must hold our school districts accountable academically and financially. Alaska's schools need more help than money.

Please recognize my concerns as you address this very important issue.

Sincerely,



Laurie Miller Tryck  
Girdwood, Alaska

# ANCHORAGE SCHOOL DISTRICT



## Anchorage School Board

P.O. Box 196614, Anchorage, Alaska 99519-6614 • (907) 333-9561

Debbie Ossiander, President  
P. O. Box 670772, Chugiak, Alaska 99567  
(907) 688-2308; Fax (907) 688-2309  
E-mail: Ossiander\_Debbie@msmail.asd.k12.ak.us

To the Senate Finance Committee:

My name is Debbie Ossiander, I am currently serving as the president of the Anchorage School Board and I'm speaking to you this evening on its behalf. We consider a rewrite of the current foundation formula vital and have made that our number one legislative priority. We believe that the larger districts throughout the state receive inadequate and inequitable funding. We have met with school board members from Fairbanks, Mat-Su, Kenai and Juneau and they share our concerns. Our district and others throughout the state are struggling to cope with continued growth, inflation of fixed costs and an increase in the number and size of federal and state unfunded mandates for services.

I have some general concerns I'd like to share with you as you examine school funding this session. Our school board believes there are increased costs to providing a quality education program in rural Alaska, but not to the extent of the current disparity in funding. We believe the foundation should face periodic review and adjustments to cover cost increases. We all need recognition and reimbursement for the continuing costs of inflation. We also believe all districts, including REA As, should be required to make some contribution toward the cost of their children's education. We would like to see funding follow mandated services such as the Quality School Initiatives, charter schools, mandated testing and changing special education requirements. We would like to see the formula simplified and paperwork requirements reduced, but please continue to allow for adjustments with proper justification and documentation. The districts in our state are very different, we need some flexibility for district options, such as moving sixth graders into middle school programs. Pupil transportation reimbursement is vital for us. We would like to see it kept separate from the foundation and be equitable for both contracted and district provided services. We welcome the work being done to examine the area cost differential

and believe there are costs specific to urban districts that must be acknowledged. We see some benefit to eliminating Federal Impact Aid as a component in the formula; this could remove the challenge the state has faced in meeting the federal disparity test. and finally changing the student count date for subsequent year's projections to after the student count period for the current year would be helpful and allow for more accurate projections.

Thank you for the opportunity to address you. Please forge ahead with this important work.

*Debbi Ossander*

688-2308

fax 688-2319



**STATE OF ALASKA**  
**LEGISLATIVE AFFAIRS AGENCY**  
**DIVISION OF PUBLIC SERVICES**

BARROW LEGISLATIVE OFFICE

BOX 830, BARROW, ALASKA 99723

(907) 852-7111 - office; 852-7114 - fax

DATE: February 28 1998

Please accept the enclosed original(s) of written testimony  
for the CSSB 36 teleconference hearing that was  
scheduled on February 28, 1998.

A copy of this testimony was transmitted to your committee via  
fax on February 28, 1998

Thank you,

Aindy Epperson



# Alaska State Legislature

*Senate Finance*  
~~CSB 36~~

Please enter into the record my testimony to the \_\_\_\_\_

committee name

committee on CSB 36, dated 2/28/98  
bill/subject

*please see attached sheets. 3 pages.*

Signed: Adeline R. Haysom  
Testifier  
Barrow School Advisory Council + Self  
Representing (Optional)  
PO Box 172 Barrow, Ak 99723  
Address  
907 852 5025 Fax 852 2601  
Phone No.

Adeline R. Hopson  
Box 172  
Barrow, Alaska 99723

**COMMENTS TO THE ALASKA STATE LEGISLATURE**

**Senate Finance Committee Re CSSB 36**

**Saturday, February 28, 1998  
via Teleconference from Barrow**

**INTRODUCTION:**

**Goodmorning Ladies and gentlemen, my name is Adeline R. Hopson, firstly, I am a mother of children attending the North Slope Borough Schools in Barrow, and a grandmother of two grandchildren who also attend the same schools. I am also a grandmother of 3 who attend school in Unalakleet in the Bering Straits School District REAA. I am appalled that even the Bering Straits School District REAA would get cuts, especially when they do not even have a tax base.**

**I am currently President of the Barrow School Advisory Council.**

**COMMENTS on present DRAFT form on the McDowell Study:**

**My comments are in review of CSSB 36 in its present DRAFT form and the McDowell study.**

**Funding is allocated per student vs. instructional unit - SIMPLE - not so rather it is lengthy and complex, especially to the everyday common folk. It may become workable BUT not without more work AND additional dollars (\$\$\$\$\$)**

**I'd like to talk about EQUITY.....in whose eyes????.....determined by WHAT????**

**How admirable a goal? But when other things are UNEQUAL such as:**

**Roads  
Basic Services  
Homes  
Water & Sewer still being built and funded with GOB on the North Slope  
Homes  
Health care delivery services  
and the list goes on and on.....**

**How can you place an exact, arbitrary and biased figure on the head of each child?????**

**Do you as parents treat each child the same??? Do you spend the SAME EXACT amount on**

each of them??

Specifically within the McDowell study, I would note that the numbers used in good faith are necessarily reflective of many years of erosion of dollars and programs. I suspect had the dollars been adequate during that time, many items would come out different.

The issue of salaries is just one of the areas that has been adversely affected thru inadequate funding. To assume that salaries are somewhat uniform is true WHEN you look only at NUMBERS. I would suspect salaries would be different had funding been adequate. Each District has had to stabilize those costs thru negotiated roll-backs, two-tier salary scales, and loss of benefits.

ON THE SLOPE, OUR LABOR FORCE MUST COMPETE WITH LOCAL SALARIES, PARTICULARLY AT THE BOROUGH, THE ARCTIC SLOPE REGIONAL CORPORATION AND ONGOING CONSTRUCTION WAGES. We necessarily try to attract the best and the brightest in the School District. To say that salaries compare to salaries in ANCHORAGE is NOT TRUE!!! Our cost of living on the North Slope is the highest in the Nation, although today, our local businesses are trying to compete with the Cosco's, the Sams Clubs, KMART's and the Walmarts of Anchorage. We do millions of dollars worth of business with those stores in Anchorage and Fairbanks to make our dollars stretch and to be able to pay for our utility costs, high mortgage and rentals.

The McDowell study on P. 10, 31, and 32 and maybe other pages puts school administration under the instructional allocation. WHY then does CSSB 36 in its present form continue to hold to the \$950 pupil for general District administration??? Maybe this number has simply not been adjusted.

The McDowell study on P. 48 has a chart that is not a true picture. Unknowingly perhaps they are comparing numbers which need further explanation. On the Slope for instance the student population is K - 12, yet the staffing is reflective of the inclusion of the ECE (Early Childhood Education) personnel.

The disclaimers throughout the study are numerous and it would appear that the framers of CSSB 36 have not yet taken many of those into consideration. Additionally, it speaks to more money and Hold Harmless.

Just as a reminder, I grew up in BIA operated schools all the way thru high school. At that time, the State would not educate us, even if we were citizens and voters of the State. For food, students were fed frozen fish every morning when they went to school, to insure that every child had a nutritious meal before starting the education process. We were punished for speaking our own native tongue while in school. Our libraries and reading materials were limited. Yet, we have grown to be leaders, because our parents helped us, and wanted us to be educated and compete in the Western culture.

Lastly, the State of Alaska receives ALL its revenues from Rural Alaska. I am worried for my grandchild who has been asked to compete in the John Hopkins University for the special gifted child. She's in the 7th grade attending the Unalakleet Schools, she has goals to become a Doctor or a Lawyer. From Rural Alaska we recognize our children, encourage them to set goals and become productive citizens of our State we are so proud of. Yet we have those in the State Legislature who want to make us Second Class Citizens.

Thank you for this opportunity to make my comments. Please take a look at the inequities, and presumed numbers, BE REALISTIC. Visit our schools, see the small gyms that are used both for cafeteria's and gyms. We are voters too.



ADELINE R. HOPSON  
BARROW & Bering Strait Constituent



**STATE OF ALASKA**  
**LEGISLATIVE AFFAIRS AGENCY**  
**DIVISION OF PUBLIC SERVICES**

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Thank you,

Cindy Epperson



# Alaska State Legislature

Please enter into the record my testimony to the Senate Finance  
committee name  
committee on CSSB 36, dated 2/27/98  
bill/subject

*please see attached sheets. - 5 pages.*

Signed: *Tom D. Jirob*  
Testifier  
*City of Barrow*  
Representing (Optional)  
*P.O. Box 385 Barrow AK, 99568*  
Address  
*1-907-852-3393*  
Phone No.

SB 36  
2/27/98

For the record, my name Tom Nicolos, I am the parent of three children in the NSB School system, a member of the Barrow City Council, and a member of the Alaska Municipal League legislative sub committee on Education and Local Government.

I would like to thank you for the opportunity to offer testimony on behalf of my children, the children of my constituents, and the children in many of the rural areas around the State that will be impacted by SB 36.

I would like to start out by telling you that I am impressed with the quality of education currently provided by the NSB School District. An example of the quality of education currently provided to the children of the North Slope can be measured by the standardized testing required by the State. My oldest daughter has consistently received high scores on her standardized tests; in fact she was above the 97% mark in all of the tested areas on her last CAT scores. Currently it my understanding that the NSB provides 2 out of every 3 dollars spent on education here on the North Slope. This shows, I believe, that the North Slope Borough is committed to providing the best education possible to the children on the North Slope.

Tom Nicolos

①

Throughout my involvement in this controversial topic, several points continue to come to the forefront:

The legislature is mandated by the Constitution to provide education to all of the children in the State.

The major problem is not with the disbursement of funds, but rather the lack of funds due to the Legislature's inability to keep pace with inflation!

***(No inflation? Why are we spending almost one billion dollars per year to inflation-proof the permanent fund?)***

Redistributing money from one school district to another is not an acceptable way to deal with the problem. This is not enough money to really help the urban schools; but it is enough to devastate the affected rural schools.

The North Slope Borough, like most every other municipality in the State, is faced with declining revenues, as the North Slope Borough proceeds

Tom Nicolas

(2)

with projects to provide basic services such as water and sewer to its residents.

The arbitrary 11.5 million-dollar cut proposed would be devastating to the North Slope. The money is simply not available to make up for the loss of funds as set out in this Bill. I have suffered through attacks made by at least one Senator against the North Slope in efforts to promote this Bill by spreading false information. To promote the stealing funds of from the North Slope, the Senator stood before an audience and informed them that the North Slope had so much money that they built a 120 million-dollar swimming pool. The fact is, the sole reason our "huge" 17-½ meter swimming pool exists is that it serves as a reservoir for the fire suppression system for our high school. The total cost for construction of the entire high school facility was less than 80 million dollars when it was built nearly 17 years ago. It is time to stop bashing the North Slope and look for reasonable solutions to deal with this problem which does not continue to pit urban areas against rural areas.

In closing I would like to read into the record a resolution passed by The City of Barrow regarding Education Foundation funding:

Tom Nicolas

(3)



# CITY OF BARROW

*"farthest north incorporated city"*

## RESOLUTION 24-96

### A RESOLUTION OF THE CITY COUNCIL OF THE CITY OF BARROW, ALASKA SUPPORTING THE NORTH SLOPE BOROUGH SCHOOL DISTRICT WITH FOUNDATION FUNDING

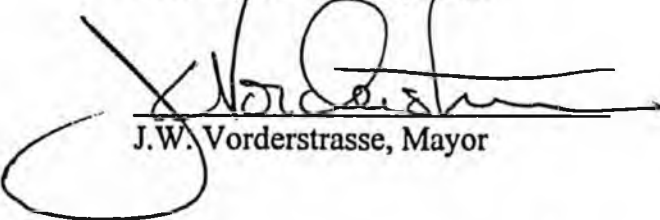
WHEREAS, the State of Alaska provides about \$10,300,000 in annual support for education of the North Slope Borough School District.

WHEREAS, we the members of the City Council of the City of Barrow, Alaska, strongly oppose any reduction to our already inadequate educational funding from the State of Alaska. We are especially opposed to any legislation that would change the Foundation Funding formula and require the North Slope Borough to provide financial support to the rest of the state; and

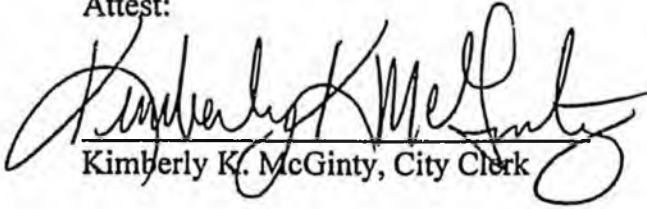
WHEREAS, be it resolved that the City Council is strongly opposed to action by the legislature that would reduce Foundation Funding from current levels to the North Slope Borough School District.

THEREFORE, the City Council of the City of Barrow, Alaska supports the North Slope Borough School District in their request to the Legislature for no reduction in funding.

PASSED and approved by the City Council of the City of Barrow, Alaska on this 24th day of October, 1996.

  
J.W. Vorderstrasse, Mayor

Attest:

  
Kimberly K. McGinty, City Clerk



Tom Nicolas

(4)

Thank you once again for this opportunity to testify before you.

Tom Nicolas

⑤



**STATE OF ALASKA**  
**LEGISLATIVE AFFAIRS AGENCY**  
**DIVISION OF PUBLIC SERVICES**

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Cindy Epperson



# Alaska State Legislature

Please enter into the record my testimony to the Senate Finance  
committee name  
committee on CSSB 36, dated 2/28/98  
bill/subject

please see attached sheets - 24 pages.

Signed: \_\_\_\_\_

Charles J. Mason  
Testifier

NSBSD

Representing (Optional)

Box 169, Barrow, AK 99723

Address

907-852-5311

Phone No.

from: Charles F. Mason  
NSBSD  
Box 169  
Barrow, AK  
99723

State of Alaska Legislature  
Working Hard to Keep Their "F"

No doubt that you are aware of the current status of the grade education received from Education Week, January 1998, Quality Counts publication. For those who read the document, you can review the grades awarded. Please, read the fine print - the "F" does not go to District administration, DOE, students or teachers. The "F" falls directly in the lap of the Legislature. But please read completely through ALL the criteria as to how final grades were awarded. Don't stop reading with the first couple of remarks about per pupil expenditures. Read all the way through.

Of importance to note is the factor requiring a percentage of effort in instructional expenditures. Note that the researchers report the following:

1. The U.S. average is 62% (rounded) of current expense;
2. New York (top in the nation) is at nearly 68% and 70% became the benchmark. No state received an A. (Why, then, does the McDowell study indicate 79% and CSSB 36 show 70%?)

Also provided in the Education Week (<http://www.edweek.org>) survey are data tables that show how the states rate on allocation/equity/adequacy.

Alaska falls in the middle....average on adequacy. Then on equity/allocation, Alaska falls at or near the bottom. Here it is interesting to note that the state with the second-highest combined ranking in those two areas is North Carolina (80). It scores only slightly above Alaska (79) in adequacy. Figuring in inflation adjusted

figures and the percentage of taxable resources spent on education, Alaska falls to 60 as an overall score.

The Majority insists on a per pupil expenditure as the answer to our ills. You are wrong! All per pupil does is add more money to the more populous districts, without regard to rhyme and reason and does not allow for economy of scale. You espouse "equity;" however, when NOTHING else is equal (roads, homes, access to services, etc., etc.), that amounts to the "equal treatment of unequals" which is inherently unfair. Do parents treat each child absolutely equal, or do they adjust for individual differences?

The North Carolina formula, developed during the Depression (when districts went bust) and exercised over 60 years, "appears" to meet the test. It is very important to note that this formula ties ADM to staffing formulas that have been developed and modified over the years. Of importance is the fact that it does not tie dollars to per pupil expenditures. That is simply done after the fact. Although the state has 100 counties, there are approximately 140 school districts; some of which are small city units. It is also important to note that there is a statewide salary scale and it matters NOT whether a District hires at the top or bottom. Each unit is limited to a maximum 5% supplement over salary (a disparity test from rich to poor). Local units do have the flexibility to hire additional staff with local money.

Further examination of this formula reveals several <sup>distinct</sup> parallels to the existing Alaska formula. True, both are complex; but the general public in North Carolina doesn't get concerned because the North Carolina Legislature has opted to

make education a priority, fund adequately, and routinely adjust for inflation.

Alaska fails primarily because of the failure of Legislature to adjust the extrapolated per pupil expenditure amounts for inflation. Please see the charts. All CSSB 36 does is rearrange the deck chairs on the Titanic. The Senator from Eagle River has likened CSSB 36 to rearranging the furniture in a house...one room having had most of the furniture; it would be redistributed throughout. Someone should point out the house is engulfed in flames. Many are trying to send that message. Without new money...a continued. "F." The Majority "appears" to be concerned with the percentage of taxable dollars spent on education and, in particular, where those dollars may be garnered. I understand your plight; however your "fix" is short-sighted. The property valuation of the perceived "Golden Goose" will decline dramatically over the next few years. The "footprint" for new sites will not be as large as was required of our older sites and the valuation would go down.

Additionally, the bonded indebtedness the North Slope Borough faces for having tackled our own local capital improvement plan without the help of the State, precludes the "perceived" ability to pay.

Where will you go next? What scheme will be devised? Why not apply a workable solution? Again, looking at those states that receive high marks, several of those have revenue sources other than a tax on real property. There are such things as general sales taxes and/or income tax AND this State does have money in the bank(s).

On the issue of equity as seen in the report, please note several states did not receive a rating. While Alaska shows a perceived a poor rating in that area, I would respectfully request that the folks from Education Week and the Legislature lay a map of Alaska over a map of the Lower-48. The immenseness of this state covers the area of many states AND I would suggest that the "disparity" between Vermont or Connecticut vs. Arkansas would be no greater than that within Alaska.

In Alaska, the formula allocates dollars and the local education agency lives within the budget...a bit more local control. It now appears that the legislative majority would usurp local control and, as long as education expenditures are in line with General Bullmoose's perspectives, they are A-OK.

Please go on to note that inadequacy of buildings also figure into the equation and, without significant amounts of money poured in, Alaska keeps an "F."

In North Carolina, funds for buildings come largely from floating bonds and each district is awarded money on a needs criterion. There, local dollars from property taxes can be added to enhance facilities, but basic and adequate structures are provided largely through state efforts.

Here in Alaska, we are struggling with how/where to provide dollars to districts and it appears that the Legislature is pointed headlong into a per pupil "fix" and another "F" from Education Week because many of the individuals can't see the forest for the trees.

Why don't we choose to follow the path to something which works and that is viable? Most of the states at the top of the list have formulas in place. Check the

states with strictly per pupil expenditures for determining dollars and there is a trail of litigation based on "rich" vs. "poor" or the "equal treatment of unequals."

It is time to hear us...the house is ON FIRE!

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EDUCATION WEEK



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# Resources

## THE INDICATORS

States receive separate grades for adequacy, equity, and allocation of resources, and the indicators in each category are weighted equally.

**Adequacy of Resources. 1. Per-pupil expenditure, adjusted.** Because this figure has been adjusted to reflect differences in education costs from state to state, it can be used for purposes of comparison. Although higher spending does not necessarily correlate with higher quality, studies show that instructional expenditures are positively related to student achievement. Wealthier districts tend to spend more on education, and when all else is held constant, districts with lower spending have lower test scores. States were graded on the

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~~with lower spending have lower test scores. States were graded on the level of expenditure with \$7,000 and above receiving an A, or 100%; \$6,000-\$6,999 receiving a B, or 85%; \$5,000-\$5,999 receiving a C, or 75%; \$4,000-\$4,999 receiving a D, or 65%; and below \$4,000 receiving an F, or 50%.~~

*2. Change in inflation-adjusted per-pupil expenditure, 1985-95.* We included this indicator as a measure of a state's commitment to ensure that education spending at least keeps pace with inflation. Virtually every state has proclaimed that it wants to improve its schools and increase student achievement. That would be hard to do if schools lose purchasing power to inflation. Just keeping up with inflation is not enough when greater demands are being made on the system, as is now the case. In our survey, 94% of teachers, 92% of principals, and 78% of superintendents agree that states and districts should be required to increase expenditures for education at least at the rate of inflation. States that increased education expenditures by 20% or more beyond inflation got an A, or 100%; those that increased 15% to 19% got a B, or 85%; those that increased from 10% to 14% got a C, or 75%; those that increased 5% to 9% got a D, or 65%; and those that did not increase expenditures by at least 5% got an F, or 50%.

*3. Relative fiscal effort.* How much states spend on education is a matter of both how affluent they are and how willing they are to spend for schools. Some wealthier states don't spend as high a percentage of their income on schools as poorer states do. We included this indicator to measure "effort." The GAO has developed an index that measures each state's relative spending compared with its unique economic circumstances. For ease of use, we converted that index into percentages. The percentages were then used in calculating the states' final scores.

---

**Allocation of Resources.** *4. Percent of expenditures spent on instruction.* "Instruction" includes salaries of teachers and instructional supplies. A state could increase instructional expenditures by hiring more teachers, raising teacher salaries, or spending more on supplies. There is a correlation between increased spending on classroom instruction and increased student achievement. In our survey, 85% of teachers, 66% of principals, and 69% of superintendents agree that states should work to increase the percentage of public school funding that goes for classroom instruction, even if it means reducing spending for administration and special services.

To determine a benchmark for grading states, we considered the percentage spent nationally on instruction and the percentage spent by other developed nations.

The U.S. average for classroom instruction is just over 61% of current expenditures. A number of other industrialized countries spend more than 70%. Considering that New York leads the nation with nearly 68% of its expenditures going for classroom instruction, we deemed 70% to be a fair and reasonable benchmark. Instructional expenditures equaling 70% or more of total current spending earned an A, or 100%; 60% to 69% earned a B, or 85%; 50% to 59% earned a C, or 75%; 40% to 49% earned a D, or 65%; and below 40% earned an F, or 50%.

5. *QED technology measure.* Although many states have made progress in incorporating technology into their education systems, most still have a long way to go. Any effort to assess states on this indicator would necessarily include not only the availability of hardware and software, but also how well integrated it is into the curriculum.

Lacking complete and comparable information of that kind, we relied on an index developed by Henry Becker of the University of California at Irvine for Quality Education Data, a research company in Denver. The index rates states as high-, medium-, or low-tech based on the availability to students and teachers of hardware such as new computers, modems, videodisc players, VCRs, CD-ROMs, and so forth. The index takes into account a number of factors, such as grade level, school enrollment, and district spending. High-tech states received 100%, or an A; medium, 75%, or a C ; and low, 50%, or an F.

6. *Percentage of schools with at least one inadequate building.* A GAO report released last summer concluded that about one-third of the nation's schools, serving about 14 million pupils, need extensive repair or replacement of one or more buildings. About 60% of the schools surveyed reported at least one major building feature in major disrepair, such as heating or plumbing. And half reported at least one unsatisfactory environmental condition such as poor ventilation.

The estimated cost of bringing our education facilities into good condition over the next three years is at least \$112 billion. By any measure, the states have failed to monitor the districts' maintenance needs to provide necessary funding. Only 15 states have monitored the condition of schools on an ongoing basis--and, in some cases, apparently took little or no action to correct what they found.

Experts in physical plant management told us that the benchmark should be 100% of schools in "good" condition, meaning that only routine maintenance or minor repair is needed.

On that basis, every state would have failed. It seemed unreasonable at this point to hold the states to that standard of perfection. Instead, we chose to recognize states that have done better in keeping facilities in decent shape. We used the actual percentages in this column to arrive at a letter grade for each state. States with no schools needing to replace or repair extensively at least one building got 100%, or an A; those with 1% to 10% of schools in need of repair or replacement got 85%, or a B; those with 11% to 20% got 75%, or a C; those with 21% to 30% got 65%, or a D; and those with more than 30% got 50%, or an F.

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Resources are they Adequate, Distributed Equitably, and Focused on Learning?

Adequacy					Allocation			Equity			Additional Information												
State	Grade	Score	Education spending per student, adjusted for differences (1996)	% change in adjusted spending (1996-1994)	State	Grade	Score	Grade for allocation of resources	% of total education expenditure spent on instruction (1995)	State	Grade	Score	Ratio of equity of resources	Ratio of equity of spending per student among states (1994)	State	Value added education spending per student (1994)	Education spending for every \$1,000 in state wealth (gross state product) (1995)	Ratio of per capita income between states at 50th and 95th percentiles in 1994	Average teacher salary, adjusted for cost of living (1994)	Teacher pay as percentage of state staff (1994)	Students per full-time computer (1997)	% change in students (1997)	% of total spending that was used for books and materials (1994)
Vermont	101	A	\$6,784	22	5.4	New York	B+	88.0	Hawaii	A'	0.0%	Alabama	D	1.0%	Alabama	\$4,302	\$30.07	\$1,235	\$35,697	63	29	30	30
New Jersey	100	A	\$8,176	31	4.4	Utah	B	87.3	Hawaii	A'	0.0%	Alabama	D	1.0%	Alabama	\$4,302	\$30.07	\$1,235	\$35,697	63	29	30	30
West Virginia	07	A	\$6,340	23	5.1	Maine	B	87.1	West Virginia	A-	4.8%	Alaska	D	1.0%	Alaska	\$8,230	\$47.41	\$0,701	\$38,422	49	16	81	45
Maine	95	A	\$6,066	24	5.1	Massachusetts	B-	85.9	Delaware	B	6.5%	Arkansas	D	1.0%	Arkansas	\$4,481	\$38.44	\$4,771	\$32,622	50	28	46	41
Pennsylvania	93	A	\$6,708	20	4.3	Rhode Island	B-	85.8	Florida	B	7.4%	Arkansas	D	1.0%	Arkansas	\$4,481	\$38.44	\$4,771	\$32,622	50	28	46	41
Connecticut	92	A-	\$7,082	26	3.9	Vermont	B-	85.3	North Carolina	B	7.8%	California	D	1.0%	California	\$5,034	\$29.85	\$1,102	\$37,437	52	27	33	43
Indiana	91	A-	\$6,059	35	4.4	Tennessee	C+	84.8	Iowa	B	8.4%	Colorado	D	1.0%	Colorado	\$5,051	\$34.93	\$2,390	\$35,296	53	20	61	32
Michigan	89	B+	\$6,438	18	4.7	New Hampshire	C+	84.4	South Carolina	B	8.9%	Connecticut	D	1.0%	Connecticut	\$8,343	\$38.52	\$2,782	\$41,890	55	22	44	30
Wisconsin	89	B+	\$8,519	16	4.6	Pennsylvania	C+	84.4	Nevada	B-	9.2%	Delaware	D	1.0%	Delaware	\$6,903	\$25.89	\$1,312	\$39,699	55	14	41	41
New Mexico	87	B+	\$5,925	33	4.0	Connecticut	C+	84.1	Wisconsin	B-	9.4%	Georgia	D	1.0%	Georgia	\$5,270	\$37.24	\$1,210	\$38,406	48	17	81	31
New York	87	B+	\$7,416	13	4.1	Minnesota	C	83.7	Washington	B-	9.6%	Florida	D	1.0%	Florida	\$5,935	\$35.25	\$1,677	\$37,829	48	18	53	26
Rhode Island	87	B+	\$6,417	17	4.3	Wisconsin	C	83.5	Louisiana	B-	9.8%	Idaho	D	1.0%	Idaho	\$5,131	\$29.71	\$0	\$27,858	62	25	35	21
Georgia	86	B	\$8,342	50	3.5	Idaho	C	83.3	Indiana	C+	10.5%	Idaho	D	1.0%	Idaho	\$4,287	\$41.54	\$3,190	\$32,310	59	17	55	32
New Hampshire	85	B	\$5,805	31	3.8	Alabama	C	83.0	Utah	C+	10.8%	Utah	D	1.0%	Utah	\$8,267	\$33.76	\$3,766	\$40,456	54	20	44	31
Nebraska	85	B	\$8,380	17	4.1	Nebraska	C	82.5	Alabama	C+	10.8%	Alabama	D	1.0%	Alabama	\$5,689	\$43.82	\$1,552	\$41,225	48	19	87	29
Ohio	85	B	\$5,729	21	3.8	Mississippi	C	82.3	Minnesota	C+	10.8%	Minnesota	D	1.0%	Minnesota	\$5,481	\$39.97	\$1,747	\$35,879	52	16	70	30
Illinois	84	B	\$6,067	32	3.4	Montana	C	82.3	Oregon	C+	10.9%	Oregon	D	1.0%	Oregon	\$5,384	\$44.21	\$4,548	\$36,536	54	11	71	38
Kentucky	83	B	\$5,801	64	3.4	North Carolina	C	82.3	Mississippi	C+	10.8%	Mississippi	D	1.0%	Mississippi	\$5,245	\$33.99	\$1,451	\$37,723	46	23	67	31
Massachusetts	83	B	\$5,889	23	3.3	Delaware	C	82.2	Connecticut	C	11.6%	Louisiana	D	1.0%	Louisiana	\$4,342	\$33.43	\$1,568	\$30,291	51	38	28	39
Idaho	82	B-	\$4,629	27	4.2	Indiana	C	82.2	Texas	C	12.1%	Georgia	D	1.0%	Georgia	\$5,955	\$50.67	\$3,371	\$30,097	62	23	60	38
Iowa	80	B-	\$6,105	13	4.0	Wyoming	C	82.1	Georgia	C	12.2%	Maryland	D	1.0%	Maryland	\$6,115	\$39.70	\$1,320	\$38,269	54	23	42	31
Alabama	79	C+	\$4,764	25	3.6	West Virginia	C	82.0	Maryland	C	12.3%	Massachusetts	D	1.0%	Massachusetts	\$7,128	\$33.28	\$3,047	\$35,779	55	23	36	41
Texas	79	C+	\$5,548	19	3.8	Hawaii	C-	81.9	Virginia	C	12.5%	Michigan	D	1.0%	Michigan	\$6,540	\$46.55	\$2,758	\$51,146	47	20	44	22
Kansas	79	C+	\$5,953	8	4.4	Iowa	C-	81.9	Rhode Island	C	12.6%	Illinois	D	1.0%	Illinois	\$5,818	\$42.89	\$3,446	\$38,509	63	19	66	39
North Carolina	78	C+	\$5,349	25	3.0	North Dakota	C-	81.7	Tennessee	C	13.4%	Mississippi	D	1.0%	Mississippi	\$3,948	\$35.38	\$896	\$31,901	48	28	38	29
Virginia	78	C+	\$5,787	19	3.4	Georgia	C-	81.6	Maine	C	13.5%	Missouri	D	1.0%	Missouri	\$4,689	\$35.68	\$2,502	\$35,157	48	18	50	27
Minnesota	70	C+	\$5,929	9	4.3	Maryland	C-	81.5	Arizona	C-	14.5%	Pennsylvania	D	1.0%	Pennsylvania	\$5,202	\$48.84	\$10,858	\$31,220	54	19	73	20
Mississippi	78	C+	\$4,455	23	3.5	South Dakota	C-	81.4	Idaho	C-	14.7%	Idaho	D	1.0%	Idaho	\$5,726	\$40.84	\$8,526	\$35,087	53	13	76	35
Washington	77	C+	\$5,643	14	3.9	Texas	C-	81.2	Arizona	C-	14.9%	Nevada	D	1.0%	Nevada	\$4,855	\$29.05	\$6,072	\$37,880	59	28	36	23
Oregon	77	C+	\$5,930	8	4.1	Arkansas	C-	81.1	Wyoming	D+	15.1%	Wyoming	D+	15.1%	New Hampshire	\$6,088	\$37.92	\$3,495	\$33,996	53	28	39	38
Tennessee	76	C	\$5,255	38	2.8	Colorado	C-	81.0	Nebraska	D+	15.2%	Nebraska	D+	15.2%	New Jersey	\$9,644	\$43.55	\$4,171	\$39,959	53	18	45	19
Maryland	76	C	\$5,989	9	4.0	Missouri	D+	80.7	Michigan	D+	15.5%	Michigan	D+	15.5%	New Mexico	\$5,533	\$39.55	\$2,073	\$30,351	48	23	54	30
Florida	75	C	\$5,497	13	3.7	Virginia	D+	80.6	Massachusetts	D	16.2%	Massachusetts	D	16.2%	New York	\$8,442	\$41.49	\$4,247	\$41,591	51	25	40	33
Oklahoma	75	C	\$5,259	14	3.8	Oregon	D+	80.2	Kansas	D	16.6%	Kansas	D	16.6%	North Carolina	\$4,941	\$30.28	\$1,195	\$33,914	52	28	53	36
South Carolina	74	C	\$5,015	14	3.9	Oklahoma	D+	80.1	Illinois	D	16.7%	Illinois	D	16.7%	North Dakota	\$4,717	\$38.47	\$5,144	\$29,257	54	19	78	23
Delaware	73	C	\$6,741	14	2.6	New Jersey	D+	80.0	North Dakota	D	16.8%	North Dakota	D	16.8%	Ohio	\$5,863	\$37.51	\$2,516	\$39,993	55	19	35	38
Missouri	72	C-	\$4,926	14	3.6	California	D	59.9	Ohio	D	17.0%	Ohio	D	17.0%	Oklahoma	\$4,788	\$37.88	\$2,683	\$33,430	47	23	53	31
Utah	72	C-	\$3,810	13	4.3	Washington	D	59.9	New Hampshire	D	17.1%	New Hampshire	D	17.1%	Oregon	\$5,738	\$41.28	\$6,155	\$39,239	52	23	55	39
North Dakota	67	D+	\$5,412	3	3.8	Illinois	D	59.8	Montana	D	17.2%	Montana	D	17.2%	Pennsylvania	\$6,881	\$42.54	\$2,330	\$44,925	53	21	39	21
Nevada	65	D	\$5,004	6	3.0	Kentucky	D	59.8	New York	D	17.7%	New York	D	17.7%	Rhode Island	\$7,161	\$42.77	\$2,139	\$37,702	64	29	29	28
South Dakota	64	D	\$4,943	4	3.6	Michigan	D	59.8	Vermont	D-	19.0%	Vermont	D-	19.0%	North Carolina	\$4,581	\$39.42	\$1,150	\$35,329	53	25	48	37
Arizona	62	D-	\$4,515	4	3.6	Louisiana	D	59.6	Missouri	F	25.8%	Missouri	F	25.8%	South Dakota	\$4,315	\$38.09	\$2,580	\$29,933	63	21	74	21
Louisiana	61	D-	\$4,804	2	3.3	Nevada	D	59.5	Alaska	F	30.1%	Alaska	F	30.1%	Alaska	\$4,832	\$28.13	\$1,468	\$37,299	54	22	45	27
Hawaii	60	D-	\$5,145	2	3.0	Ohio	D	59.4	Arkansas	?	?	Arkansas	?	?	Arkansas	\$5,245	\$37.87	\$4,197	\$35,610	52	20	60	27
Alaska	60	D-	\$6,040	-25	4.7	South Carolina	D	59.4	California	?	?	California	?	?	California	\$3,645	\$43.37	\$2,707	\$31,360	54	27	54	34
Montana	59	F	\$5,677	-2	4.9	Florida	D	58.0	Colorado	?	?	Colorado	?	?	Colorado	\$8,690	\$54.17	\$4,045	\$36,239	49	25	57	21
Wyoming	54	F	\$6,297	-15	3.8	New Mexico	D	58.0	Kentucky	?	?	Kentucky	?	?	Kentucky	\$5,614	\$34.26	\$1,819	\$37,446	54	24	52	27
Colorado	47	F	\$5,123	-4	3.5	Arizona	D-	57.6	New Jersey	?	?	New Jersey	?	?	New Jersey	\$5,860	\$39.06	\$8,018	\$36,890	51	23	59	44
Arkansas	43	F	\$3,728	-8	3.9	Kansas	D-	57.8	New Mexico	?	?	New Mexico	?	?	Virginia	\$5,742	\$51.48	\$861	\$36,858	55	28	65	42
California	10	F	\$4,448	-1	3.0	Alaska	F	56.3	Oklahoma	?	?	Oklahoma	?	?	Oklahoma	\$6,247	\$45.67	\$2,546	\$40,322	58	19	63	33
U.S.			\$6,787	-10	4.0	U.S.		61.7	U.S.		25	U.S.		25	U.S.	\$8,707	\$30.06	\$4,037	\$37,643	62	21	60	33

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# Student Achievement

## Data Tables

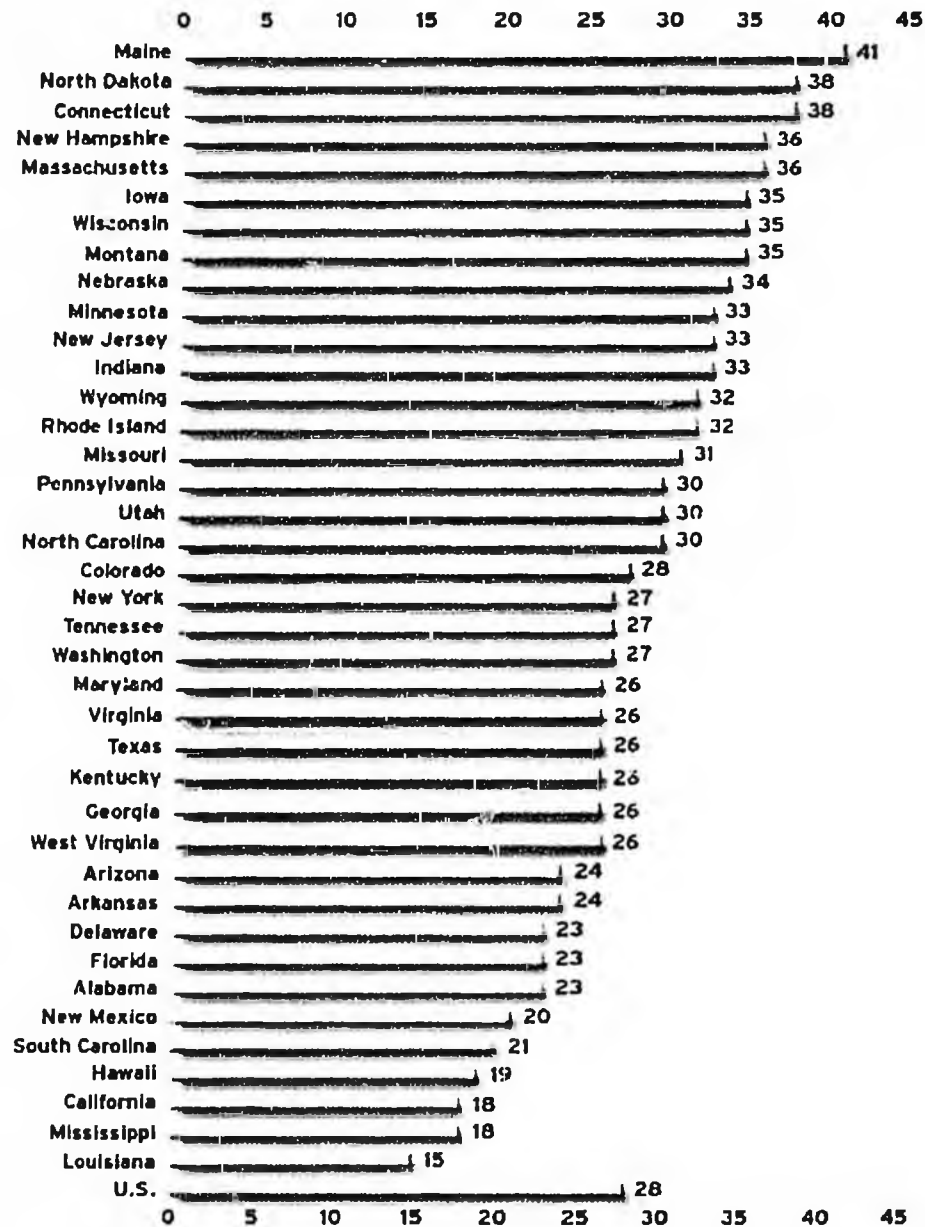
- [Table 1: 4th Grade Scores](#)
- [Table 2: 8th Grade Scores](#)
- [Table 3: Additional Information](#)

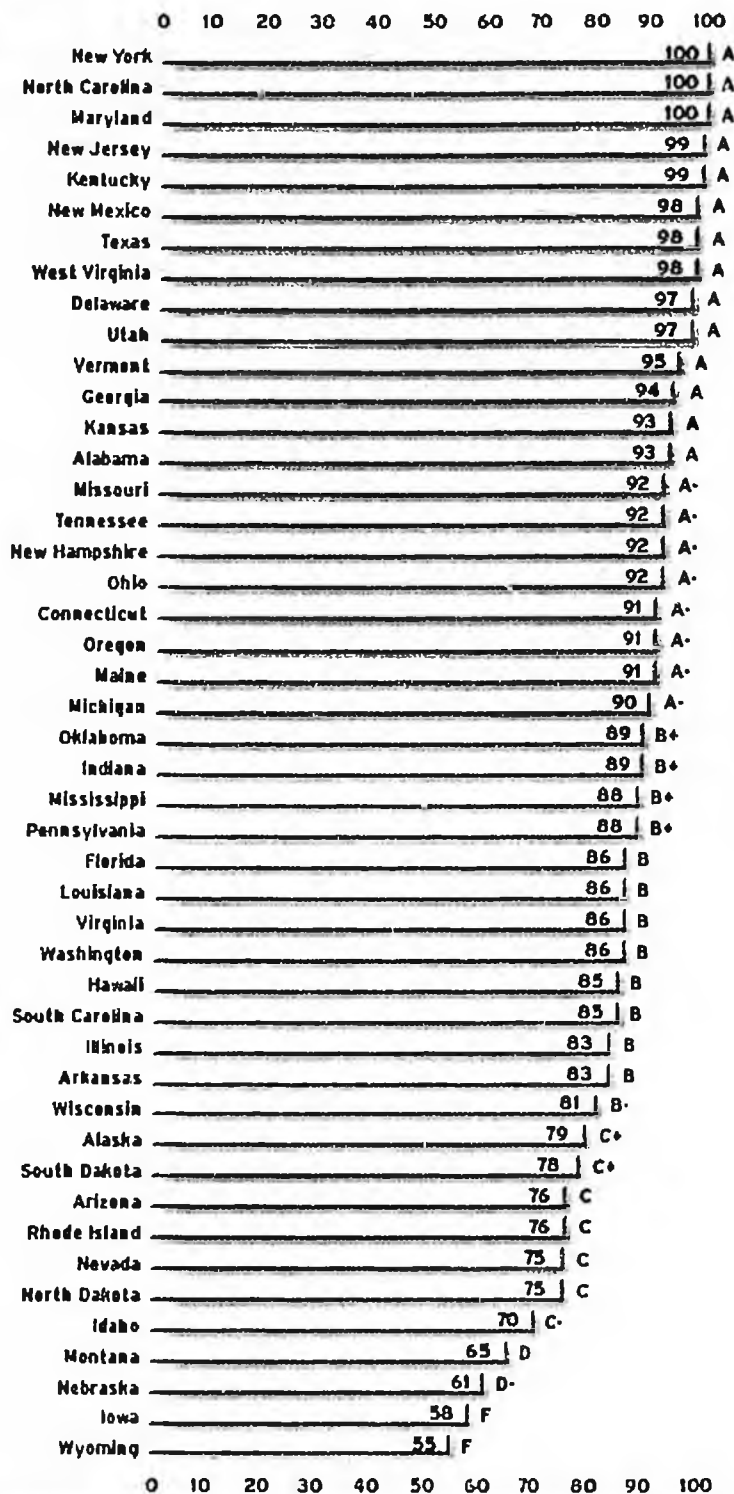
## States at a Glance

(Jump to [8th Grade Math Bar Graph](#))

**4th Grade - Percent at Proficient or Advanced Level in Reading**  
 Results of 1994 National Assessment of Educational Progress testing. Some states chose not to participate and are not listed. Figures are in percents.

*(Alaska 1)*





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# Resources

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## Data Tables

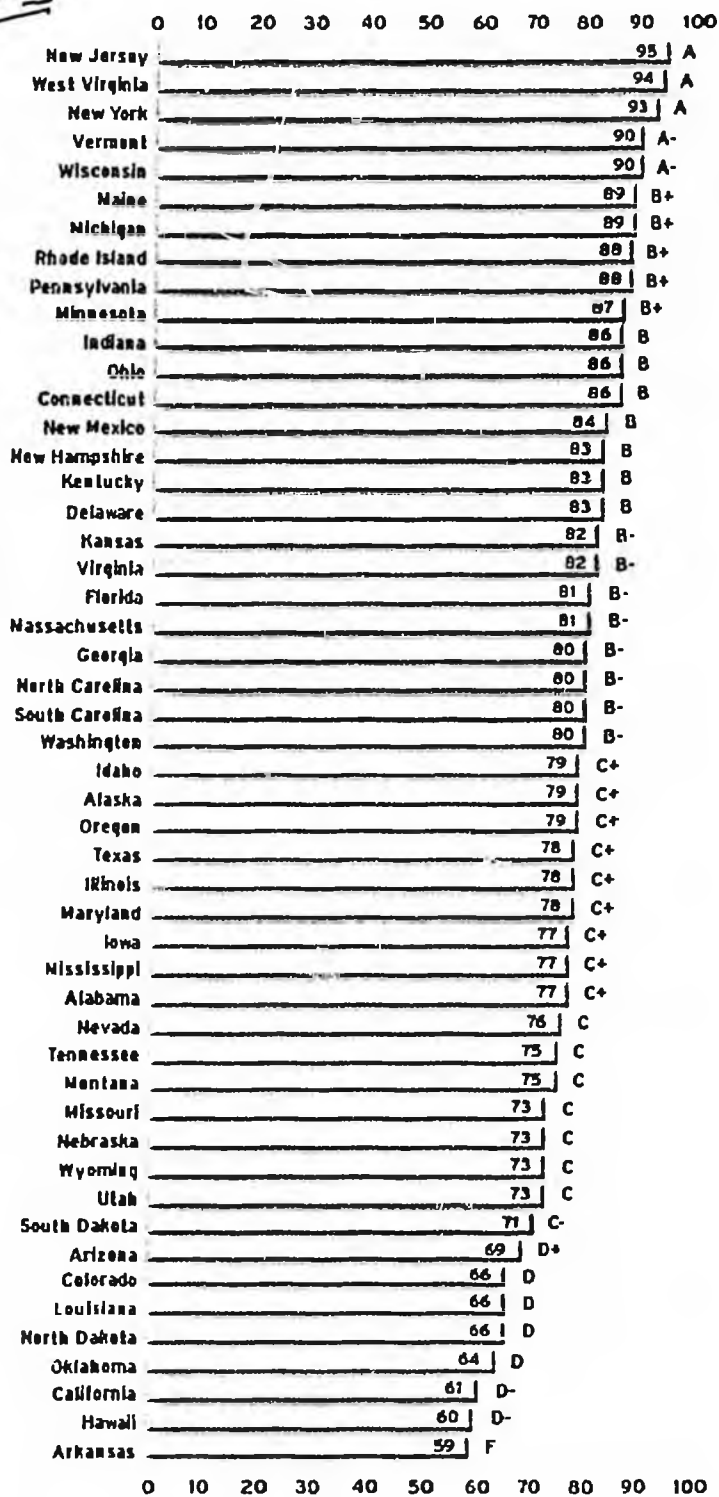
- [Table 1: Adequacy](#)
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## States at a Glance

### Adequacy Grades

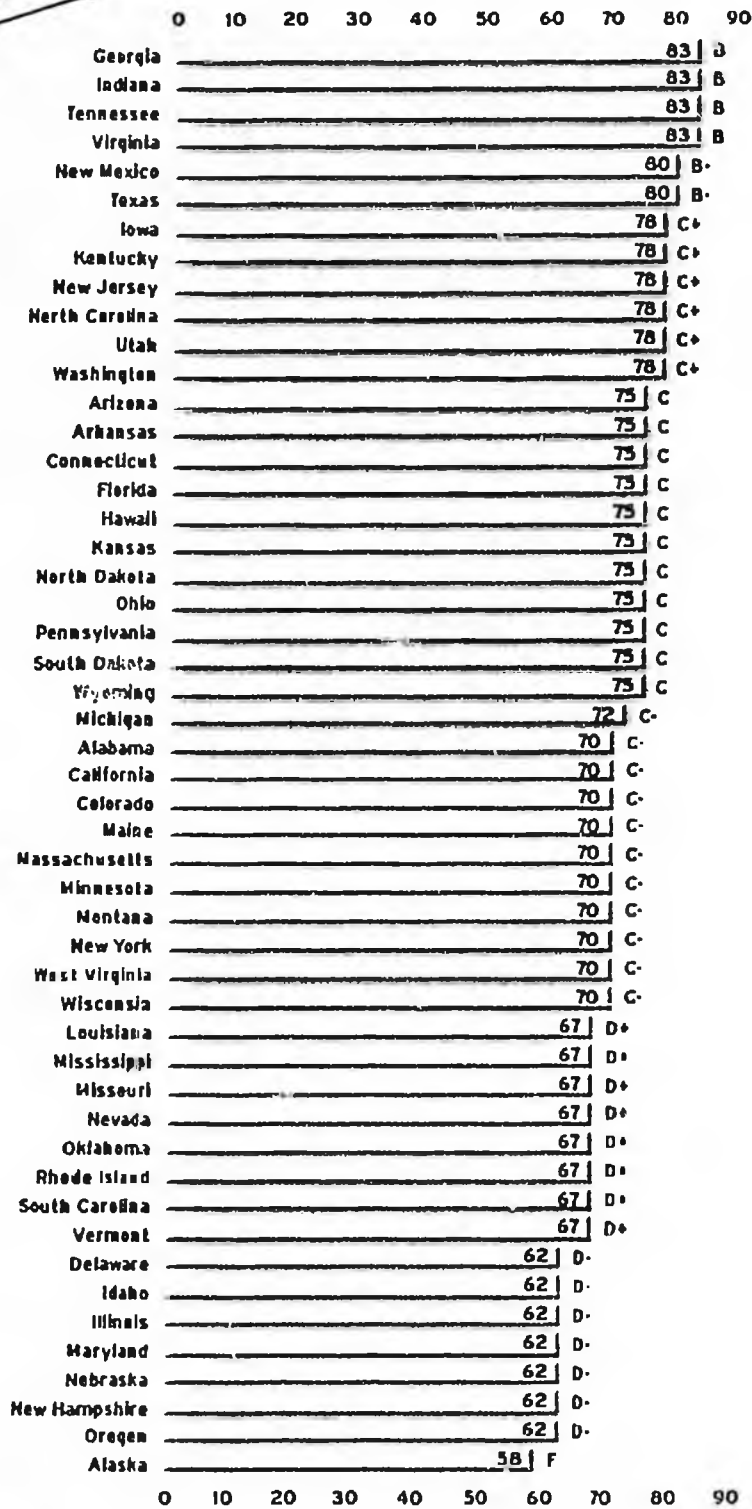
Jump to [Allocation Grades](#) bar chart or [Equity Grades](#) bar chart.

Adequacy



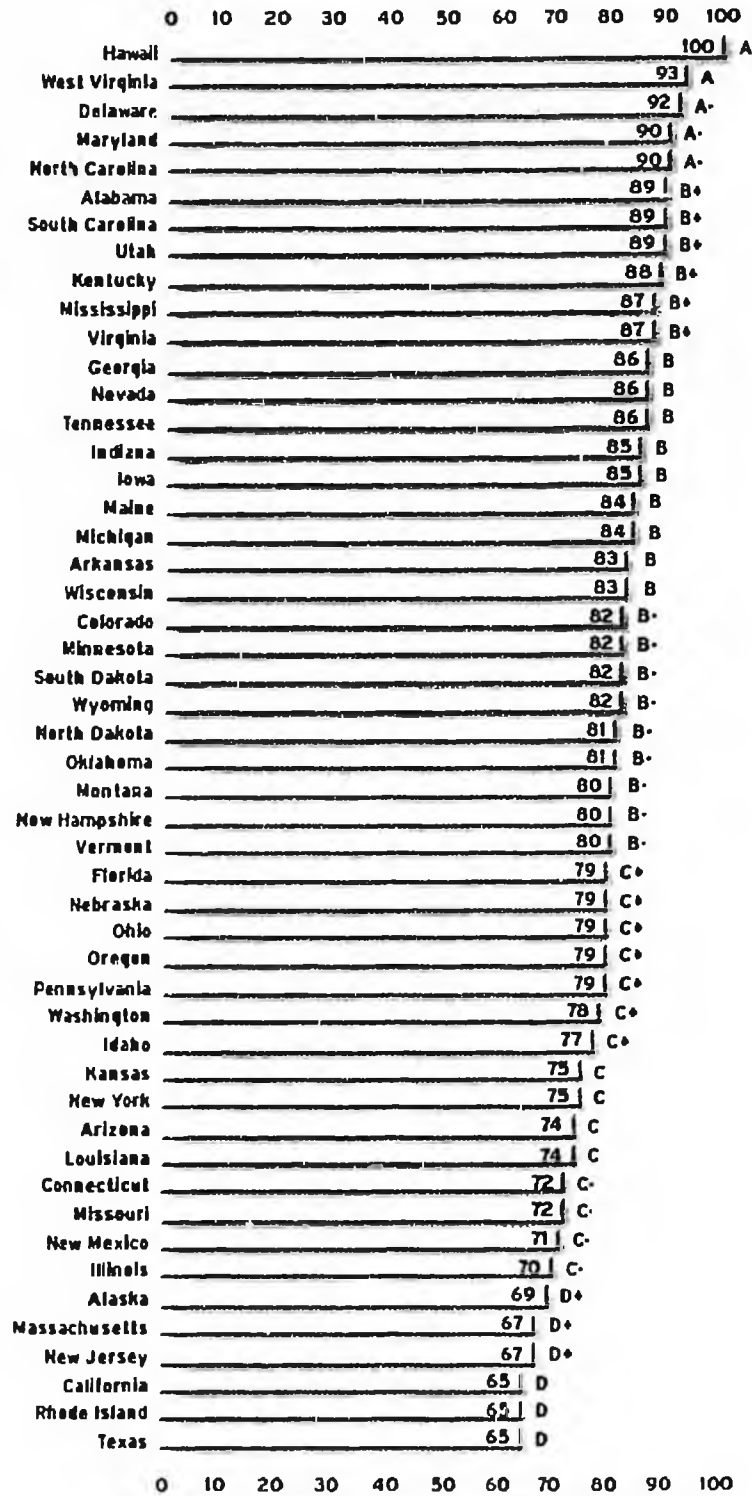
Allocation Grades

Allocation



Equity Grades

Equity



**EDUCATION WEEK**  
 Indicator Summary  
 'Money Matters'

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# Student Achievement

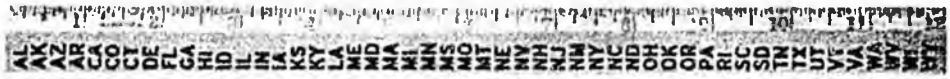
**Table 3 of 3: Additional Information.**

States are ranked by their 4th grade reading proficiency scores. Ties are settled by using 8th grade math proficiency scores and then alphabetical order.

All figures are in percents. "N/A" indicates that the state did not participate in the NAEP exam. "?" indicates that information was not available. NAEP places all students in one of four achievement levels: advanced, proficient, basic, or below basic.



**Navigation:** Click on a state's initials on the ruler to go directly to that state's data. Click on the state name in the table to see the state's data in comparison to some of its neighbors.



State	State-funded preschool for disadvantaged, 1995	Public high schools with AP courses, 1996	8th graders taking algebra, 1992	Students taking upper-level math, 1994	Students taking upper-level science, 1994	16-19 year-olds not in school & not grads, 1993	1994 grads enrolling in college
<b>U.S.</b>	28	58	19	39	26	9	62
<b>1. Maine</b>	yes	72	18	45	28	5	50
<b>2. North Dakota</b>	no	7	12	56	37	5	68
<b>3. Connecticut</b>	no	95	20	45	34	4	59
<b>4. New Hampshire</b>	no	73	18	?	?	9	56
<b>5. Massachusetts</b>	yes	89	26	45	31	6	65
<b>6. Iowa</b>	yes	29	14	47	27	5	64
<b>7. Wisconsin</b>	no	67	14	49	32	5	60
<b>8. Montana</b>	no	34	?	48	28	7	54
	State-funded preschool for disadvantaged, 1995	Public high schools with AP courses, 1996	8th graders taking algebra, 1992	Students taking upper-level math, 1994	Students taking upper-level science, 1994	16-19 year-olds not in school & not grads, 1993	1994 grads enrolling in college
<b>9. Nebraska</b>	no	17	17	52	30	6	60
<b>10. Minnesota</b>	yes	45	23	48	30	6	53
<b>11. New Jersey</b>	yes	97	19	43	27	6	64
<b>12. Indiana</b>	no	79	16	39	27	10	55
<b>13. Wyoming</b>	no	34	18	39	18	8	53
<b>14. Rhode Island</b>	32	82	21	?	?	8	65
<b>15. Missouri</b>	no	23	13	43	30	10	53
<b>16. Pennsylvania</b>	no	71	27	48	31	8	57
<b>17. Utah</b>	no	75	32	59	33	7	56

	State- funded preschool for disad- vantaged, 1995	Public high schools with AP courses, 1996	8th graders taking algebra, 1992	Students takingupper-level math, 1994	Students takingupper-level science, 1994	16-19 year-olds not in school & not grads, 1993	1994 grads enrolling in college
18. <u>North Carolina</u>	no	88	22	45	24	11	51
19. <u>Colorado</u>	yes	55	21	?	?	10	52
20. <u>New York</u>	yes	83	13	36	26	8	70
21. <u>Tennessee</u>	no	54	11	36	22	11	54
22. <u>Washington</u>	yes	62	?	35	20	6	57
23. <u>Maryland</u>	yes	92	32	?	?	8	55
24. <u>Virginia</u>	yes	89	19	?	?	7	53
25. <u>Texas</u>	yes	54	17	41	20	12	50
26. <u>Kentucky</u>	yes	67	16	40	29	11	49
	State- funded preschool for disad- vantaged, 1995	Public high schools with AP courses, 1996	8th graders taking algebra, 1992	Students takingupper-level math, 1994	Students takingupper-level science, 1994	16-19 year-olds not in school & not grads, 1993	1994 grads enrolling in college
27. <u>Georgia</u>	yes	82	18	?	?	10	59
28. <u>West Virginia</u>	yes	78	21	36	26	13	50
29. <u>Arizona</u>	yes	63	20	?	?	11	50
30. <u>Arkansas</u>	yes	28	15	38	18	8	48
31. <u>Delaware</u>	no	88	23	27	17	7	65
32. <u>Florida</u>	yes	82	23	?	?	12	49
33. <u>Alabama</u>	no	54	15	32	22	12	64
34. <u>New Mexico</u>	yes	47	13	36	18	10	54
35. <u>South Carolina</u>	yes	96	17	?	?	11	58
	State- funded preschool for disad- vantaged, 1995	Public high schools with AP courses, 1996	8th graders taking algebra, 1992	Students takingupper-level math, 1994	Students takingupper-level science, 1994	16-19 year-olds not in school & not grads, 1993	1994 grads enrolling in college
36. <u>Hawaii</u>	no	84	12	26	19	5	62
37. <u>California</u>	yes	85	21	32	18	11	61
38. <u>Mississippi</u>	no	39	13	43	41	9	69
39. <u>Louisiana</u>	yes	21	12	44	21	13	53
40. <u>Idaho</u>	no	42	18	39	17	12	48
41. <u>Michigan</u>	yes	59	19	32	15	9	60
42. <u>Ohio</u>	yes	60	13	41	23	6	51
43. <u>Oklahoma</u>	yes	16	16	38	24	10	49
44. <u>Alaska</u>	no	13	?	32	15	7	37
	State- funded preschool for disad- vantaged, 1995	Public high schools with AP courses, 1996	8th graders taking algebra, 1992	Students takingupper-level math, 1994	Students takingupper-level science, 1994	16-19 year-olds not in school & not grads, 1993	1994 grads enrolling in college
45. <u>Illinois</u>	yes	51	?	?	?	9	64
46. <u>Kansas</u>	no	23	?	?	?	6	57
47. <u>Nevada</u>	no	58	?	32	22	12	38

48. <u>Oregon</u>	yes	50	?	36	21	10	57
49. <u>South Dakota</u>	no	13	?	?	?	7	50
50. <u>Vermont</u>	yes	82	?	39	31	6	51
U.S.	28	58	19	39	26	9	62

For a complete list of sources of data, see "[Data Sources and Notes.](#)"

Go to [Main Student Achievement Data Page.](#)

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# Standards & Assessment

What do we expect students to know and be able to do--and how do we judge their performance? High standards for student performance lay the foundation for the significant changes that must follow. And the work in this area appears to be paying off. This is where the states earned their highest overall grade--a solid B.

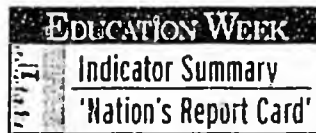
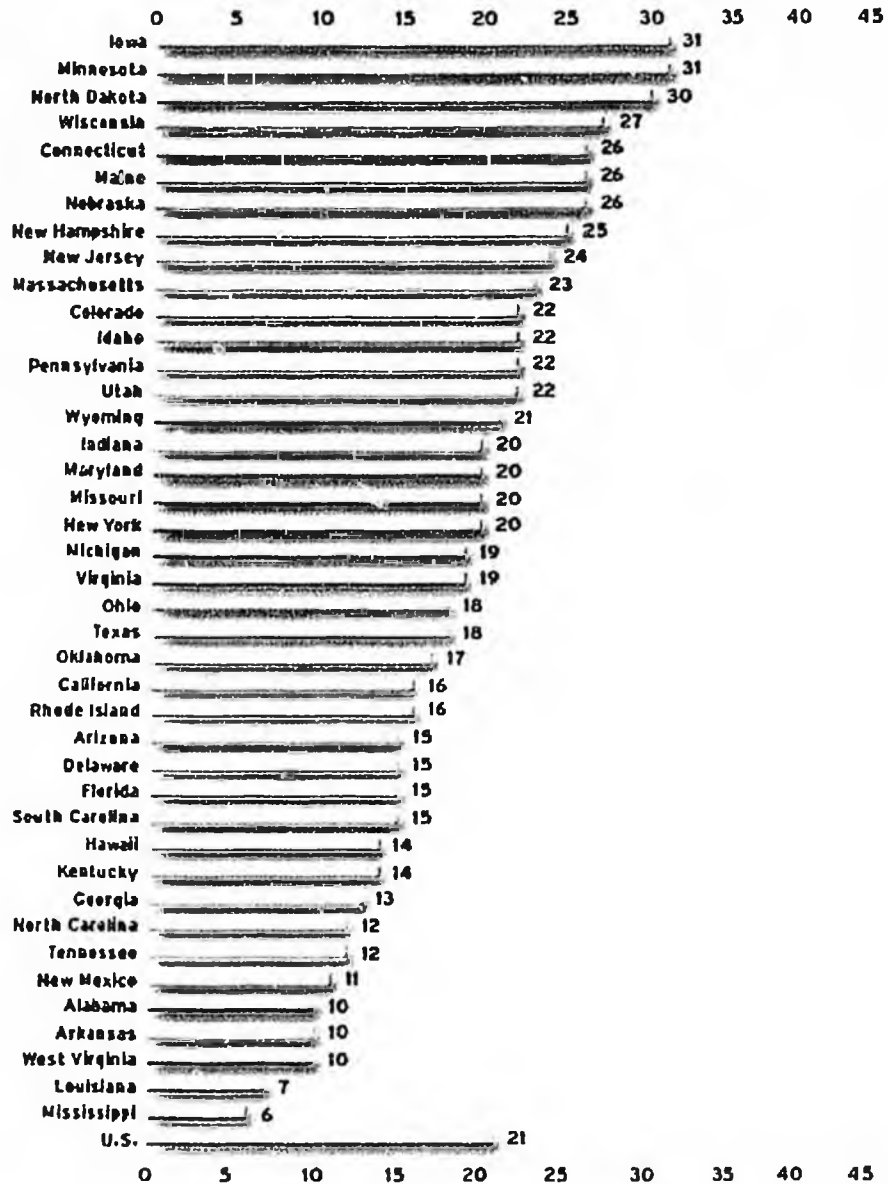
- Summary
- 'Compact for Change'
- Methodology
- Data Tables

## State by State: Standards & Assessment Grades

California, Colorado, Massachusetts and Minnesota got "Incompletes" and are not listed.



**8th Grade - Percent at Proficient or Advanced Level in Math**  
 Results of 1994 National Assessment of Educational Progress testing. Some states (Alaska 1)  
 chose not to participate and are not listed. Figures are in percents.



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EDUCATION WEEK on the WEB

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# Quality of Teaching

The education system can only be as good as its teachers. But on average, four out of 10 secondary teachers do not have a degree in the subject they teach. Too many teachers are unlicensed. Not enough prospective teachers receive the education they need. And on-the-job education for teachers is still more a goal than a reality.

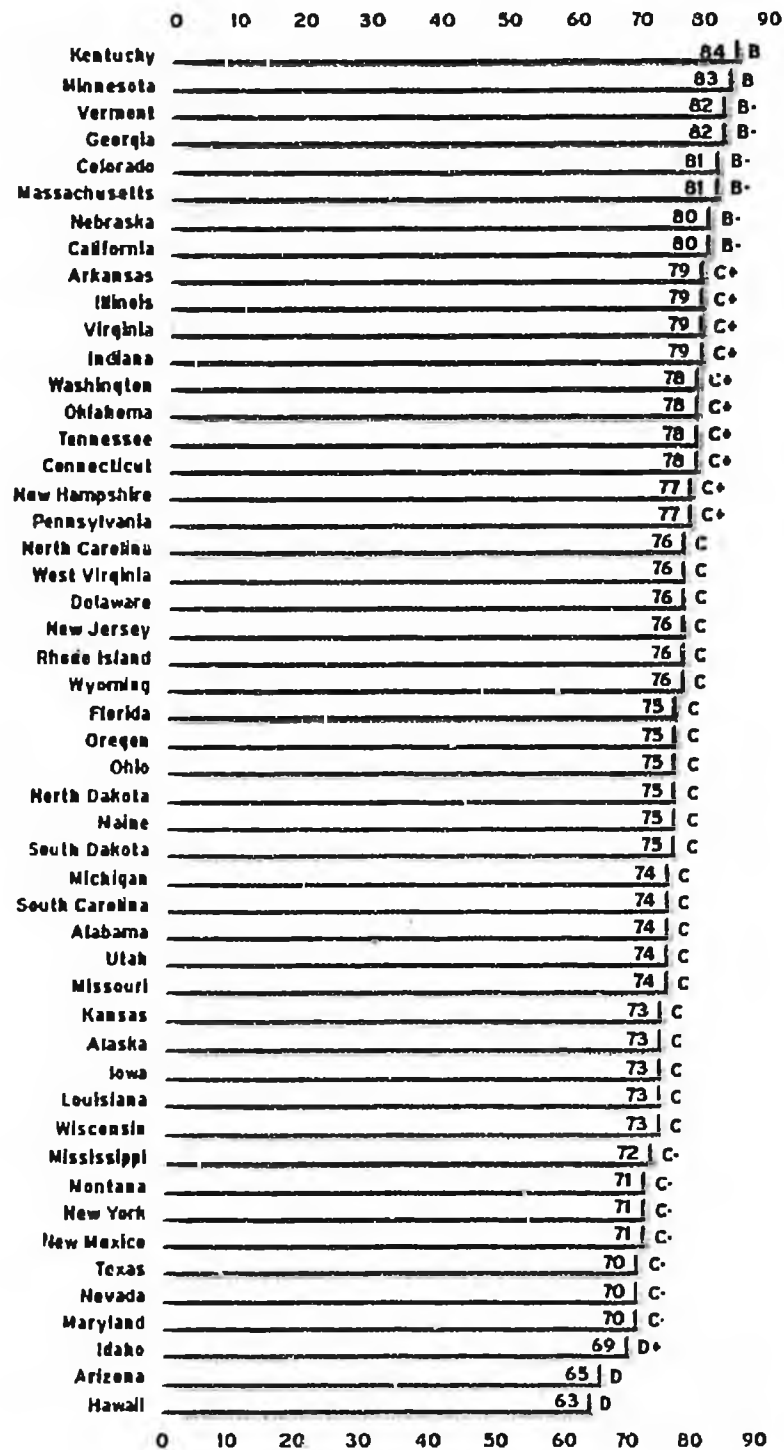
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Overall, the states get a C for quality of teaching.

- ▶ Summary
- ▶ 'To Teach Is To Learn'
- ▶ Methodology
- ▶ Data Tables



State by State: Quality of Teaching Grades



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EDUCATION WEEK



Overview

U.S. Report Card

The Indicators

How To Order

Index

# School Climate

We know a lot about what makes good schools. But putting theory into practice has proven more difficult. To measure success in this area, we looked primarily at class size, the ratio of pupils to teachers in secondary schools, school organization, and school safety.

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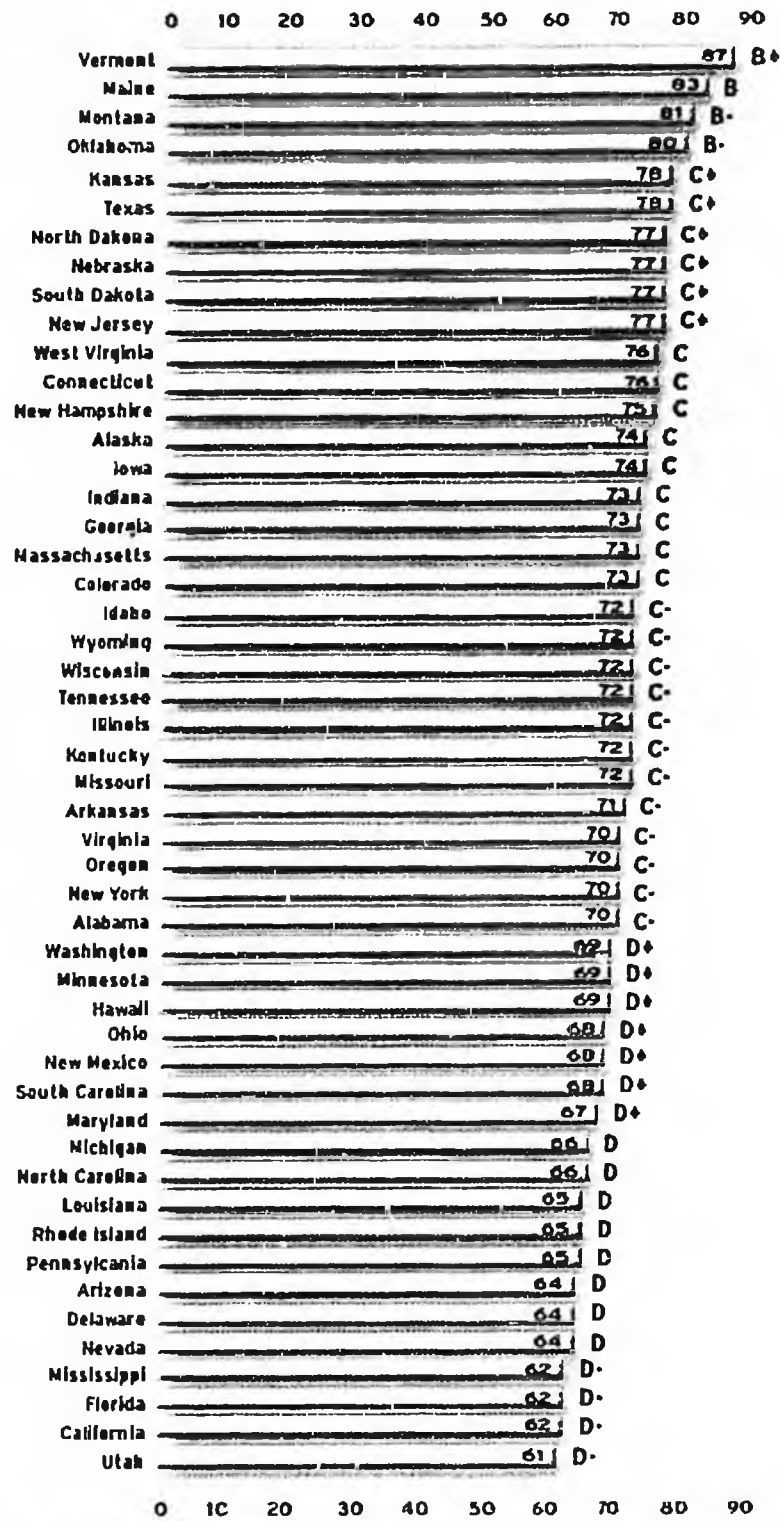
In school climate, states get their lowest scores: a C- overall.

- Summary
- 'One School That Can'
- Methodology
- Data Tables



State by State: School Climate Grades

**AUTO INSURANCE**



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# KIPNUK TRADITIONAL COUNCIL

BOX 57 • KIPNUK, ALASKA 99614  
(907) 896-5515 • FAX (907) 896-5240

March 9, 1998

Honorable Bert Sharp  
Senator  
Alaska State Legislature  
State Capitol (MS3100)  
Juneau, Alaska 99801-1182

via fax & mail: 907-465-2070

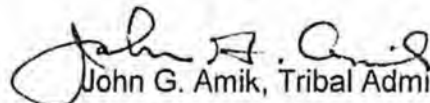
Dear Senator Sharp:

Enclosed is Resolution 98-08 of the Kipnuk Traditional Council opposing Senate Bill 36 related to the public school funding program. We are located in the Lower Kuskokwim School District (LKSD) service area. We stand to lose our bilingual program that has proven to be a very successful program within the school curriculum under this bill. In order for our children to continue to hold on to their identity, they must understand and be able to read our language, which is Yupik.

There are numerous reasons why we have so much hopelessness and unemployment within our area, and that is, our people are not allowed to take pride in their culture and heritage. Programs like this that affect our people compound the problems we have in Rural Alaska, especially in the Yukon-Kuskokwim Delta region. Reduction of funds that come to our area help to take away employment from our people, and the quality educational programs that have been made available to us.

We hope that you will reconsider not passing this bill that will not only hurt us in Rural Alaska, but will create long term negative affects on our people. Thank-you in advance for not supporting Senate bill 36.

Sincerely,  
Kipnuk Traditional Council  
Luke Amik, Sr., Traditional Chief  
Johnnie Paul, President

  
John G. Amik, Tribal Administrator

CC: Senator Dave Donley  
Senator Sean Parnell  
Senator Druë Pearce  
Senator Randy Phillips  
Senator Al Adams  
Senator John Torgerson  
Senator Lyman Hoffman  
Representative Ivan Ivan  
Governor Tony Knowles

# KIPNUK TRADITIONAL COUNCIL

Box 57 • KIPNUK, ALASKA 99614  
(907) 896-5515 • FAX (907) 896-5240

## RESOLUTION 98-08

A resolution opposing Senate Bill No. 36 entitled "An Act relating to the public school funding program; relating to the definition of a school district, to the transportation of students, to school district layoff plans, to the specific education services agency, and to the child care grant program; and providing for an effective date."

**WHEREAS:** The Kipnuk Traditional Council is the federally recognized governing body for the Native Village of Kipnuk and the sole governing body recognized by the people of the village, and;

**WHEREAS:** the Native Village of Kipnuk's most important resource is its' children and will do everything to protect their interests from adverse actions and activities generated from within and without the exterior boundaries of the Native Village of Kipnuk, and;

**WHEREAS:** Our Yupik children are receiving their Elementary and High School education from the Lower Kuskokwim School District, one of the State of Alaska's Regional Education Attendance Areas in one of the States most impoverished area, and;

**WHEREAS:** The Alaska State Legislature is proposing legislation from the Senate Chambers through Senate Bill 36 which seeks to redistribute education funding dollars from rural school districts to the urban school districts, redefining school district boundaries, proposes an employment tax of 4% for districts without an economic tax base, and generally redefines most education processes as we know them, and;

**WHEREAS:** The passage of this particular bill will be devastating to our local school and cursory analysis of the impacts of the bill reveals that due to the drastic cuts to the Lower Kuskokwim School District, our children may not receive free or reduced school lunch, no local support for the children that need it most, bilingual and Yupik instruction would be completely eliminated, the already deteriorating overcrowded educational facility would not see any repairs or improvements, our already impoverished and unemployed people will bear the burden of a new tax, and;

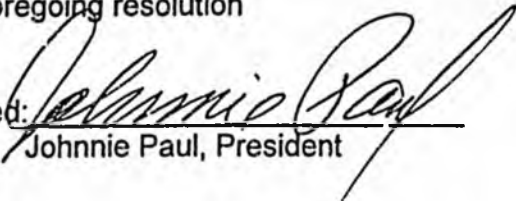
**WHEREAS:** the enormous progress our Yupik children have made in terms of their abilities to read, write and calculate mathematics in a language that is, in the most basic sense, foreign to them, and this language being English should prove that the efforts of the educational system is working diligently to advance the knowledge, skills and abilities of our Yupik children, and;

**NOW THEREFORE BE IT RESOLVED THAT,** the Native Village of Kipnuk, through its tribal governing body, the Kipnuk Traditional Council, respectfully request and implore our State Legislature, both the House of Representatives and Senate not consider Senate Bill No. 36 unless and until a complete and full analysis of the impacts of this bill to all school districts within the State of Alaska is done, and;

**BE IT FURTHER RESOLVED THAT,** the Kipnuk Traditional Council, the tribal governing body for the Native Village of Kipnuk is in complete and unqualified opposition to this proposed bill on behalf of its' Yupik children.

**CERTIFICATION**

We, the undersigned, do hereby certify that a duly called meeting of the Kipnuk Traditional Council, with a membership of seven (7) of the Native Village of Kipnuk held on March 9, 1998 by an affirmative vote of 6 a negative vote of 0 adopted the foregoing resolution

Signed: 

Johnnie Paul, President

Attest: 

Paul Kuyua, Sr., Vice-President

**TO: Senator Bert Sharp  
Senate Finance Committee  
Fax# 465-2070  
Senator\_Bert\_Sharp@legis.state.ak.us**

**FROM: Jackie Nelson-Lizardi, President DGESPA**

In attempting to delve through the intricacies and complexities of this bill, many questions presented themselves. The first incongruity appeared in the explanation of the purpose of this bill, where it is stated that *it would allow for an equitable level of educational opportunities for those students attending the public schools of the state*. There is nothing more important than the children of Alaska, **ALL** Alaska, **NOT** just the large urban areas which already reap the benefits of city and state programs that enrich, enable and enhance the city residents. **CSSB 36 DOES NOT** represent a responsible approach to educating Alaskan children! A broader and more equitable commitment is called for. The argument is oft given that we of the rural and bush areas of the state have chosen our places of residence, lifestyles and hardships. On one hand that is correct, but financial circumstances have also dictated some of those choices. For those of us who chose to remain in the communities of our heritage, or who sought the quieter, "self-made" existences in rural Alaska as pioneers, we also voluntarily accepted the hardships and reduction of services that throughout this state's history have led the way to eventual urban development, oil, natural gas, mining and the development of other natural resources that have increased the wealth and prosperity of the urban areas and the state as a whole. Isn't it funny that this prosperity failed to enrich many of those who were most responsible. I just happen to have resided in the Delta-Greely REAA since 1977 and mused out to work daily from a home I built on a farm with **NO** road access. You all seem to be assuming us "ruralites" that this bill does not provide for urban on the backs of rural. **CSSB 36** does just that! When was the last time an urban resident **CHOSE** to have **INADEQUATE** or **UNSAFE** housing, sanitation, or schooling, even for a weekend or back-to-nature adventure. Rural Alaskan children, families and educational employees live with those "handicaps" on a daily basis.

**Page 15, line 10** - Allows REAA school boards to request that the legislature incorporate their region as a municipality. Year after year I hear you, the legislators espousing from a platform of **less** government and more local involvement and control, particularly when it relates to our schools and our communities, so where is that belief supported by **CSSB 36**? This community has revisited the issue of taxes year after year and the residents have **unanimously voted it down!** That should remain our choice, **NOT** a mandate from the state! We have build **our** community to represent **our** social, economic, and religious norms and mores. The imminent realignment of Ft. Greely, our largest local employer, has begun to, and will continue to have devastating effects on our community. We have been struggling to raise ourselves from the mire of economic chaos and personal repercussions to our jobs, families, businesses, and institutions. We have only received a shadow of the

promises of state help, yet we struggle on. Our community's second largest employer has been the local school district and your inability to adequately fund education has diminished those hours, benefits and jobs already. Now through this **BAD BILL**, you intend to eradicate our district, melding it, under the auspices of **CONSOLIDATION** and **EQUITY** with Alaska Gateway. When I attended school, we were taught that the benefits of our fight for democracy ended the dictates and mandates of a totalitarian government!

I have given my best efforts to the children of the Delta-Greely School District in the past 19 years as an educational support employee. You agree that, "it takes a village (community) to raise a child, you emphasize the importance of, "building bridges between communities and schools". We are the bridges! As the educational support staff, we live in our communities for the duration, we are the parents, grandparents, employees, and school board members! We are the backbone of education, communication, and politics in our communities. Even with **3 below** cost-of-living increases in the past eight years, my dedication and expertise in my field have rewarded me with a gross annual wage flat decrease of \$3,500.00, (16%)!! My scenario is the same across rural Alaska, yet you tell us, "that we don't pay our share"? If we're talking "**FAIR SHARE**", why not compare the school-to-school, urban-to-rural, curriculum, extra and co-curricular activities, and those benefits we sweated to provide through ingenious, and creative grant writing.

The legislature's inability to fully fund education has diminished our education programs year-after-year. On one hand you inundate us with the need for teacher, school and student standards and accountability, while on the other hand, you diminish our ability to achieve those standards. It seems rather sadistic to me! The instructional program cannot continue to be cut while expecting to accomplish its education mission! One would think that the adoption of student standards would go hand-in-hand with an **INCREASE** in funding for the state's **gifted and talented programs and bilingual education**, silly me. The 4.5% allocated for gifted and talented is based on an outdated "guess", and again does not take into account the increases necessary due to the "improvements" in education derived from your improved student and teacher standards. Once again the legislative "**left hand**" fails to keep time with its "**right hand**"!

The Alaska Constitution requires that the Legislature establish and maintain a system of **PUBLIC SCHOOLS**. It doesn't reference just urban schools, or those with the larger **VOTING** population. I have already explained Delta's current and future economic state of disaster. What happens when we are not able to fund education with the \$1, 607,389.00 less that **YOU** intend to graciously bestow upon Tok and us to **SHARE**? Where have you calculated the costs of subsequent long-term litigation?

**CSSB 36 is RURAL GENOCIDE!!** Please **DO NOT** sacrifice our children and their education for the **VOTES** of the masses!

Jackie Nelson-Lizardi  
President, DGEPA  
HC 60 Box 4180  
Delta Jct., AK 99737  
(907) 895-4217 fax (907) 895-4278

**THE FOLLOWING PAGES MAY  
NOT FILM LEGIBLY BECAUSE OF  
THE POOR QUALITY OF THE ORIGINAL**

# Sewage threatens school safety

Problem expected to worsen as breakup approaches

By Oakley Cochran

The Tundra Drums

PILOT STATION — At Pilot Station Elementary School last week, 7- and 8-year-old boys showed off their acrobatics on a jungle gym just feet away from an open sewer manhole containing raw sewage.

Meanwhile, a man wearing a gas mask knelt over the cordoned-off manhole, holding a halogen lamp to light the way for his co-worker, who was down in the ooze trying to fix the school's sewage pump. The pump, which failed on Jan. 20, normally moves sewage from the nearly 40-year-old school up to a sewage lagoon less than a quarter of a mile away.

Because of the pump failure, the students, staff and faculty at the elementary school have been using honey buckets for the last six weeks.

These are little kids who don't know much about hygiene, said Pamela VanWechel, superintendent of the Lower Yukon School District.

In one classroom which smelled of sewage, the students looked happy enough as they made green and purple Play-doh models of Eskimo dancers in anticipation of a weekend potlatch. But Pilot Station health aides warn about a hepatitis A outbreak, and point out the high incidence of strep throat, bronchitis, diarrhea and other illnesses at the elementary school.

In a normal February, the elementary school doesn't have a major problem with raw sewage — it's generally frozen. True, electrical problems in the past have caused pipes to freeze, and the sewage pump sometimes fails. Honey buckets are never far from being pressed into service. And this most recent pump failure has prompted teachers to shorten or move classes, parents to remove children from the school, and the school to shorten its daily operating hours — all in an effort to prevent more illnesses.

At any other school, these would be drastic measures.

But come spring breakup, the sanitation problem will get worse as raw sewage, carried by floodwaters, surrounds Pilot Station's "old town," which includes the elementary school and the homes of approximately 10 families. No amount of

George Brackm points down the manhole where men have been working to repair a broken sewage pump.

# Illness rampant at sewage-plagued school

By Oakley Cochran

The Tundra Drums

PILOT STATION — The colder the better, said two Pilot Station health aides last week.

According to Molly Francis and Sheila Minock, when it's cold, the raw sewage around Pilot Station's "old town" is generally frozen — which is why there are typically fewer illnesses during the dead of winter than in spring and fall, when the sewage is fresh. The village elementary school and the homes of about 10 families are located in the old town, below the town's sewage lagoon.

Diseases resulting from the presence of raw sewage can include diarrhea, cramps, nausea, headaches, fatigue and possibly jaundice, according to Northern Testing Laboratories, an environmental consulting and testing firm with labs in Fairbanks and Anchorage. Viruses, including hepatitis, and bacteria causing cholera and other diseases can be transmitted through raw sewage.

According to Francis and Minock, the 127 students at the elementary school contract many more illnesses than students at the high school, which has 48 students and is located above the sewage lagoon. While a formal, investigative study has yet to be initiated, the Pilot Station health aides have compared the number of clinic visits from elementary students to those of high school students for four months last fall. The number of visits by elementary students appears disproportionately high.

For example, last fall elementary students visited the health clinic 38 times due to bronchitis — 23 visits occurred in October alone. Just two bronchitis-related visits were made during the four months by high school students. Elementary students went to the clinic 58 times due to diarrhea; two visits were made by high school students. And sore throats prompted 108 visits from elementary students, and 13 from high school students. Other illnesses suffered by the elementary school children have included pinkeye, viral common cold, skin problems and influenza. Faculty and staff have also been ill.

"I hope the governor learns about this. There's a chance of a hepatitis A outbreak," Minock said. She went on to say that the village had an outbreak of hepatitis in the 1960s, and several hepatitis A cases in the mid-1990s. There are at least 24 carriers of hepatitis B in the village right now, she said.

"I hate to see my grandkids going to school down there with the toilets not working good," Francis said.

TUNDRA  
DRUMS  
NEWS

# Sewage ...

From Page 1

pumping or of going home early will eradicate this problem.

According to Linda Minock, a mother of three toddlers, she can see toilet paper floating during breakup.

The sewage problem is due, quite simply, to gravity. If the geography of the village of Pilot Station is like a salad bowl, as school principal George Brackin explained, then the old town is the pool of salad dressing left at the bottom of the bowl. On the rims of the bowl is the rest of town, including the landfill, the sewage lagoon and a stream that swells in the spring, carrying a burden of sewage from the lagoon down to the old town and into the Yukon River.

One year during breakup, the schoolyard's rocking horses floated

uptown with fecal matter, Brackin said. On a beautiful spring day, he said, the single outdoor basketball court in Pilot Station will go unused, submerged under 1 1/2 feet of floodwater. And the outdoor wooden walkways between classrooms will hover just over the flood level.

"During the springtime we have to relocate the entire school — physically move it to the high school gym," said assistant superintendent Roger Adams. This is, however, a short-term solution that jeopardizes the education of both the elementary and high school students, he said.

The most obvious long-term solution to this problem is to close the school and relocate the classes.

Yet principal Brackin, who with his wife moved to Pilot Station last August, lives in fear of this solution — in such fear that workers at the Alaska Department of Environmental Conservation were

unaware of the magnitude of the problem until recently, because no one had reported it.

Because there are few public spaces in this village of 547 residents, the concern is that the DEQ will condemn the school and students won't have anywhere to go.

"Right now we're in a tough situation. We don't have any other buildings for the students," said Advisory School Board member Evan Nick. According to Nick, the city buildings don't have running water, so they can't be used as alternate classrooms. "And churches aren't for school," he said, echoing a widely-held village belief.

A new Pilot Station elementary school is the top priority for the Lower-Yukon School District, and has been for a number of years, superintendent VanWechel said. The new school is third on the statewide legislative priority list for school replacement, VanWechel said. But according to Brackin, at present the earliest that the funding will come through is 2001.

"2001—that's too long," said ASB member Laurie Edwards.

"What is it going to take to get a new school faster? Who else can we call?" asked ASB member Susie Makaili, concerned about village children being in an unsafe environment.

VanWechel is currently in Juneau trying to acquire money from the Legislature to fund the new school for Pilot Station, as well as to lobby for other Lower Yukon problems.

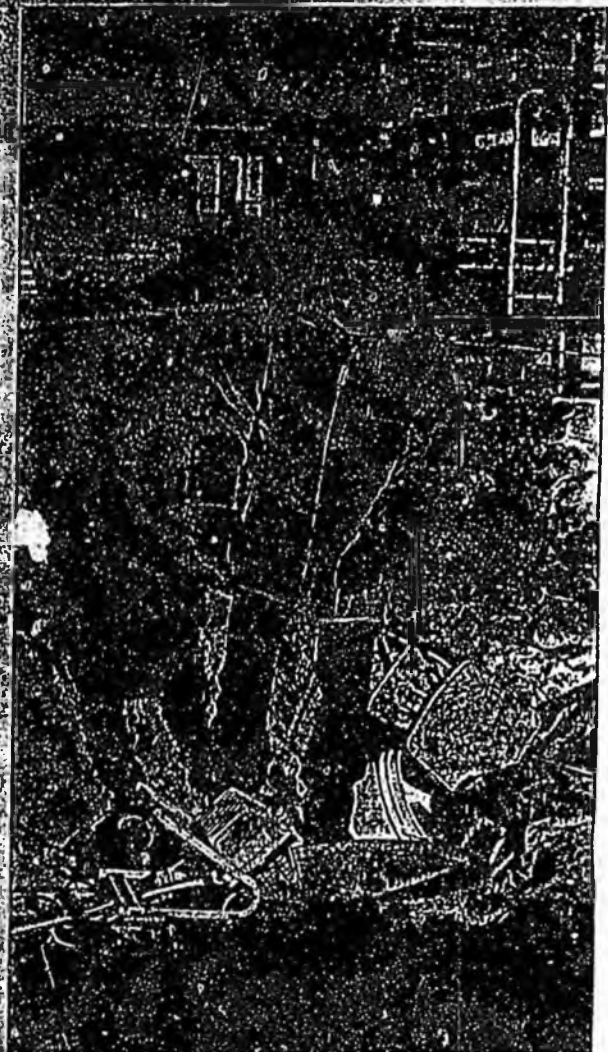
"Some of the legislators who haven't been in rural Alaska just don't understand the severity of the situation," she said.

"If we have a hepatitis A outbreak here, then the state officials will notice us," said journalism teacher Gail Hill. "And then it will be too late."



Oakley Cochran/Tundra Drums

Pilot Station "old town" resident Linda Minock, mother of three, stands outside her home last Friday. In the background is frozen sewage, in some places 13 feet deep, carried by a stream that flows by the elementary school. "In the spring, I can see toilet paper and stuff floating," Minock said.



Oakley Cochran/Tundra Drums

Pilot Station school principal George Brackin points down the area where workers may have been working to repair a broken pump.

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## Illness rampant at sewage-plagued school

By Oakley Cochran

**PILOT STATION**—The colder the better, said two Pilot Station health aides last week. According to Molly Francis and Sheila Minock, when it's cold, the raw sewage around Pilot Station's "old town" is generally frozen — which is why there are typically fewer illnesses during the dead of winter than in spring and fall, when the sewage is fresh. The village elementary school is the top priority for the Lower-Yukon School District, and has been for a number of years, superintendent VanWechel said. The new school is third on the statewide legislative priority list for school replacement, VanWechel said. But according to Brackin, at present the earliest that the funding will come through is 2001.

# METRO

ANCHORAGE DAILY NEWS

SUNDAY, March 1, 1998 ☆

## Readin', writin' and raw sewage

### Sanitation problems at Bush school create health concerns

The Associated Press

PILOT STATION — Honey buckets are back at Pilot Station elementary after a pump failed at the 40-year-old school and raw sewage collected in a manhole within view of the playground.

Problems in this southwest Alaska village began about six weeks ago, and health aides are starting to fear an outbreak of disease, the Tundra Drums newspaper reported Thursday.

"I hope the governor hears

about this," said Linda Minock, a Pilot Station mother of three toddlers.

Minock, whose house is in the village's "old town," said a stream flowing past the elementary school carries sewage near her home. "In the spring, I can see toilet paper floating," she said.

A panel appointed by Gov. Tony Knowles when he first took office in 1994 has proposed an eight-year, \$1 billion plan to bring modern sanitation to rural Alaska. Knowles

has said he wants to end the use of honey buckets in Alaska.

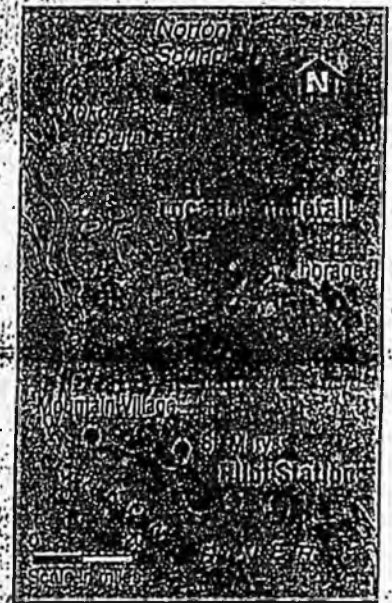
Sewage pumps have failed before at the school and honey buckets are kept ready. The current failure led Pilot Station to shorten the school day, and some parents have temporarily withdrawn their children in an effort to cut down on transmitted sickness.

Health aides say winter cold that keeps sewage frozen will help curb disease linked to human waste, such as he-

patitis and cholera. When the pump is working, sewage from the elementary school is transferred to the lagoon less than one-quarter mile away.

The newspaper adds that while sewage odors were detected on its recent classroom visit to the school, children seemed not to notice as they worked at green and purple clay figures in advance of a ball game.

A normal disease study has been conducted in the village. See Page B-9. SCHOOL



RYAN HOBSON/Anchorage Daily News

## SCHOOL: Sewage problems present health concerns

Continued from Page B-1

yet to be done. But village health aides who compared clinic visits by elementary school children to those of high schoolers over a four-month period last fall say the younger children's incidence was disproportionately high.

Authorities say the risk of illness is greater in spring, when sewage begins to thaw.

"We have to relocate the entire school," said Roger Adams, the elementary

school's assistant principal. Children are sent to the high school gym, a solution Adams says isn't good for either set of students.

A new Pilot Station elementary school building has been a top priority of the Lower Yukon Kuskokwim school district for several years, and it ranks third on a statewide legislative list. Experts say the soonest funding could arrive is three years from now.

"If we have a hepatitis A outbreak here, then the state

officials will notice us," said teacher Gail Hill. "Then it will be too late."

At least one school board member said the village is in a tough position because complaints to state officials could see the building condemned — leaving elementary school

children nowhere to go. City buildings lack running water and may not be used as alternate classrooms.

"We don't have any other buildings for the students," said Evan Nick, a member of the village's advisory school board.



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**IN BRIEF**

**ALASKA** *FDNM*  
*5/10/98*

*Wire reports*

**School sewer backs up;  
Villagers plead to Knowles**

**PILOT STATION**—Honey buckets are back at Pilot Station elementary after a pump failed at the 40-year-old school and raw sewage collected in a manhole within view of the playground.

Problems in this southwest Alaska village began about six weeks ago and health aides are starting to fear an outbreak of disease, the Tundra Drums newspaper reported Thursday.

"I hope the governor hears about this," said Linda Minock, a Pilot Station resident and the mother of three toddlers.

Minock, whose house is in the village's "old town," said a stream flowing past the elementary school carries sewage near her home. "In the spring, I can see toilet paper floating," she said.

A panel appointed by Gov. Tony Knowles when he first took office in 1994 has proposed an eight-year, \$1 billion plan to bring modern sanitation to rural Alaska. Knowles has said he wants to end the use of honey buckets in Alaska.

Sewage pumps have failed before at the school and honey buckets are kept ready. The current failure led Pilot Station to shorten the school day and some parents have temporarily withdrawn their children, in an effort to cut down on transmitted sickness.

Health aides say winter cold that keeps sewage frozen will help curb disease linked to human waste, such as hepatitis and cholera. When the pump is working, sewage from the elementary school is transferred to the lagoon less than one-quarter mile away.

# A bad mix

## Sewage and students

As the Legislature grapples with the foundation formula for funding schools in Alaska, lawmakers should keep something in mind: There are schools in the Bush that don't belong in any state that considers itself civilized.

For six weeks, ever since a pump in the school failed, students and teachers at Pilot Station Elementary School have had to rely on honey buckets.

Though students are getting used to the smell of raw sewage, some still refuse to use the honey buckets and just "hold it" until they get home, which is one reason the district decided on shorter school days until the plumbing problem is fixed.

Think of keeping 120 or so elementary-school-age children clean and hygienic after using a honey bucket. Not a task for the fainthearted. But as Pamela Vanwechel, superintendent of schools for the Lower Yukon School District says, "The only inherent difficulty with honey buckets is the increased possibility of spreading disease."

As winter gives way to spring, the odor wafting from the manhole that filled with sewage when the pump failed will get harder to ignore (the manhole is 25 feet from the school). So will the fear of diseases such as hepatitis A, which is carried in fecal matter.

The longer the plumbing isn't working, the greater the risk of an outbreak of infectious disease.

For the past four years a new elementary school for Pilot Station has been among the top five capital improvement projects of the state Department of Education.

The elementary school, an old Bureau of Indian Affairs building, was built on the flood plain of the river. It's been flooded many times in the past 30 years or so.

School personnel keep a close watch on the river each spring, and prepare to evacuate the school if necessary. They haul everything of value to higher ground and then go in and clean the river muck out of the building afterward. During a flood, parts of the school, the manhole, pump, playground and basketball courts are all under water.

With luck, the plumbing soon will be fixed at Pilot Station Elementary School. But as Superintendent Vanwechel says, "Sewer problems are getting attention at the moment, but the broader problem for Pilot Station school and rural districts is the inability under the current system for us to replace schools."

It's about time some legislators make the long trip from Juneau, comfortable though it is with toilets and running water, and see for themselves what conditions the school children and teachers of Pilot Station must endure.

Though it may be years before every little village in the Bush will have the tax base to support bonds for its schools, it should not be years before the residents of Pilot Station have a safe elementary school for their children.



ANCHORAGE

# As a prop, Paxon?

PROVIDENCE — The truth of the matter is that raising children is a colossal job but also a monumental drag. Thus, skeptics may make crooked smiles at Rep. Bill Paxon's announcement that he is sacrificing a successful political career to spend more time with his 21-month-old daughter, Susan Ruby.

Her mother is Susan Molinari, a former GOP representative from New York City. Only last week, the Republican from Buffalo was feverishly working the phones to replace Texas' Dick Army as House majority leader. Becoming House majority leader is not necessarily the best way to retire one's workday.

Paxon, understandably avoided mentioning that Newt Gingrich was still sore at him last summer. Paxon participated in a plot to decapitate Gingrich as House speaker and place the crown on his own head. Since then, Gingrich has not been in much of a mood to do favors for Paxon, who was once one of the Republicans' most ambitious rising stars.

No, Paxon's message was that "my decision is to put family first." This is a nice message. It may play well with some old-fashioned members of the family-values crowd. On the other hand, the ranks of the Shirley Temple fan club have thinned in recent years. Whereas most Americans would like parents to carefully raise their children, they would prefer that it be done out of oversight

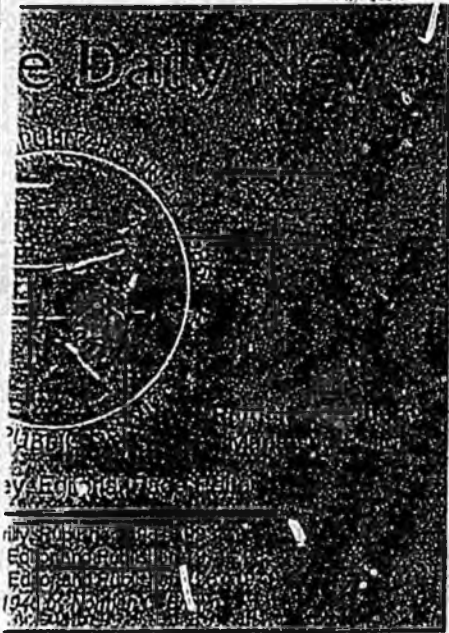


FROM HARROP

into a photo opportunity, bouncing the 3-month-old for the birth camera as his wife gave the speech at the 1991 can convention. And were many dry eye Wednesday when the girl was dragged to lion's news conference which her father said giving up Washington home life. (She attend press conferences, one in Buffalo, the other in Rochester.)

Children seem in the national mind. An article in the conservative American Spectator out the producers of "phy Brown" for making famous baby disappear the television sit-com fictional baby had her stage in a national over the wisdom of motherhood.

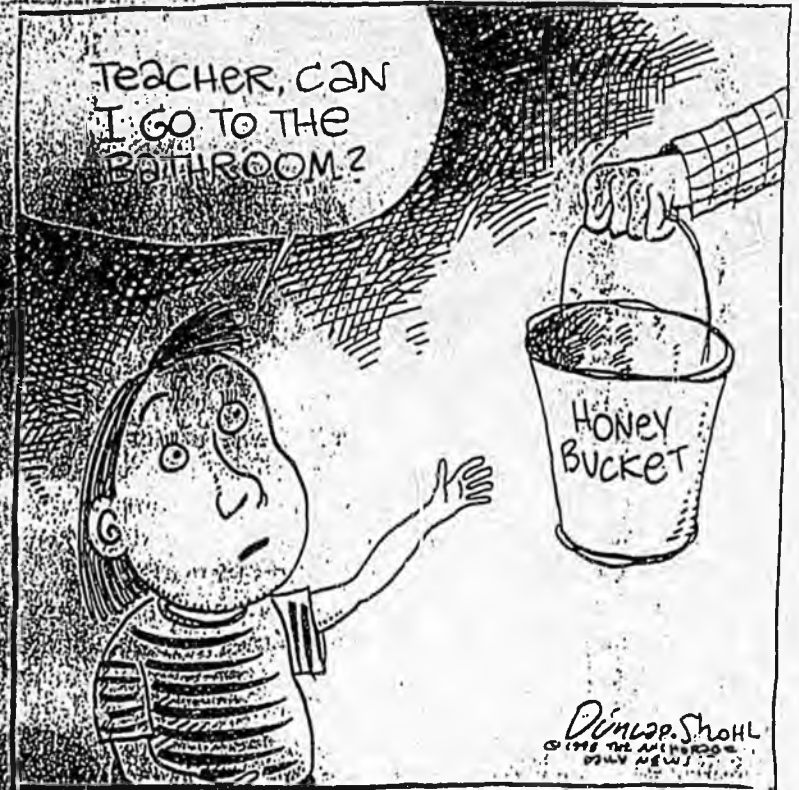
Writer Mark Steyn Murphy's producers responsible for present wholly unrealistic po



# School Sanitation Snapshots:



ANCHORAGE



PILOT STATION

*Dennis Shoel*  
© 1998 THE ANCHORAGE DAILY NEWS

## As a prop, Paxon's daughter may not play

PROVIDENCE — The truth of the matter is that raising children is a colossal job but also a monumental drag. Thus, skeptics may make crooked smiles at Rep. Bill Paxon's announcement that he is sacrificing a successful political career to spend more time



All right. Let us drop our cynicism and imagine Bill Paxon and Susan Molinari sitting in the family room with complete contentment and watching Winnie the Pooh videos alongside Susan Ruby. But

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Alaska, lawmakers should keep  
ere are schools in the Bush that  
that considers itself civilized.  
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Pilot Station Elementary School  
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d. But as Pamela Vanwechel, su-  
for the Lower Yukon School Dis-  
herent difficulty with honey buck-



# Nuniwarmiut School

*Home of the Herd.*

Mekoryuk, Alaska 99630

Margaret Menting, Principal

(907) 827-8415

## FAX COVER SHEET

Number of pages in document being sent ( )

DATE : 3/17/98

TO : Alaska Legislative Information Office

FROM : M. Menting

NUNIWARMIUT SCHOOL - MEKORYUK

MESSAGE: Please send to all urban

representatives

Teachers

Nunlwarmlut School  
General Delivery  
Mekoryuk, AK 99830  
March 17, 1988

Dear Member of the State House:

I am Margaret Menting. I am the principal of a small school on Nunivak Island. I have been teaching in the "Bush" for the past ten years. Most of us came to the bush thinking we would teach the Native people. However, I have learned more than probably all my students and the students in all the schools put together. The Native culture, like all cultures, has so much to offer and to teach all of us. The United States has always been called the melting pot of the world because it has taken many cultures to make it. The one culture we often forget makes up part of that melting pot is the Native culture. I think it is important for the welfare of Alaska that we do all we can to maintain that culture. Yet in this world today, the children will not be able to remain isolated in their villages. They must also learn the rest of the Alaskan culture. That is why we need to maintain and continue supporting our rural schools.

I realize that the urban schools also need money. With the oil price going down and the other prices going up, it is very difficult for you in Juneau to maintain a budget. However, there is the possibility of using the cigarette tax to help support the schools instead of taking money from the rural schools to support the urban. This seems to be a reciprocal of the Robin Hood theory.

Someone has said that the urban people get taxed and therefore pay for part of their schools. Whereas, the rural people get their schools all free. You, as a member of the house, know that the Native and federal land can not be taxed. Therefore, the federal government gives the state federal impact aid to supplement the tax money. Thus, as far as the state is concerned, the state receives as much per rural student as it does for an Anchorage student.

I own a building in Kenai. Therefore, I pay taxes to support the Kenai Borough Schools. I have been in many of the schools. During the summer, I pay to swim in the Kenai High School swimming pool. There is no school in the Lower Kuskokwim District with a swimming pool. My friends' children played football and tennis on the football field and tennis courts. The auditorium in Kenai is very modern and up to date. Their gym is a full size gym. These are all things that most of our schools do not have. Most schools in our district have an all purpose room that serves as a gym. In many cases, that room is much smaller than an official gym. If you are thinking that rural schools have all the latest, you are wrong.

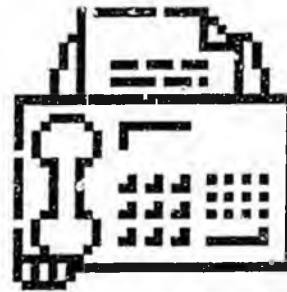
Many teachers who come from lower 48 have to use honey buckets for the first time in their lives. Many do not even know what we are talking about when we tell them they have to empty their own honey bucket. Most of our teachers do not have running water in their homes. They have to go to school to take showers and do their laundry. Some of them have housing that no one in an urban school would ever think of consider.

We in the rural area do need money to run our schools. These schools are training the future of Alaska. If these children are not educated, will they all be on welfare or food stamps? In most of our district the school is the biggest employer in the village. What happens when we have to lay off our aides? Do they turn to welfare? What can happen now that they can not hunt and fish the way they ancestors did?

I hope this helps you to see some of our concerns and why we hope you can find other ways to support all the schools.

*Margaret Menting*

# Fax



**From**

*Wilkinson William E.  
P. O. Box 27  
Kwigillingok, Ak, 99622  
  
( P.S. Call anytime)*

**To**

*Sharp Bert*

**Fax Number**

**Subject**

*No Subject*

**Voice Number**

*1 907 588 8529*

**Date**

*3/13/98 11:30 PM*

**Number of Pages**

*3*

**Note**

*150 people picketed SB36. Am outraged! Gut us to help yourself! Thought you were a state legislator. Will fight this! Will send boycott plan to Anch, bus., villeges, sch. sites, various school boards. Are names right. Call me -Bill-588-5829.*

### Fax Cover Sheet

Kwigillingok School  
Kwigillingok, Alaska 99622  
Phone: (907) 588-8629  
Fax: (907) 588-8613

Send to: Mr. Bert Sharp  
Attention: \_\_\_\_\_  
Fax: (907) 465-2070

From: 4th Grade  
Date: March 4, 1998

Comments: Please review these letters  
regarding Senate Bill 36.

Urgent

Reply ASAP

Please Comment

Please Review

For Your Information

Total number of pages including fax cover sheet.  
Please call originator if you do not receive all pages.

Kwigillingok School  
Kwigillingok, AK 99622  
(907) 588-8629

March 3, 1988

Mr. Bert Sharp  
Alaska State Legislature  
State Capitol (MS 3100)  
Juneau, AK 99801-1182

In re: Senate Bill 86

Dear Mr. Sharp:

I am a fourth grade teacher in the Lower Kuskokwim School District, I teach in Kwigillingok, AK. I was born and raised in Alaska, and as such am a rarity in our rural education system. Most people who teach in the bush are from the Lower 48. I believe this is so because most people who are from Alaska hear the "horror stories" of life in the bush. When they return from college, armed with a degree and a teaching certificate, they seek shelter in the urban areas of Anchorage, Fairbanks, Juneau and Ketchikan. I was born in Wrangell and raised in Petersburg. I truly believe that I would never have seen the true beauty, integrity and diversity of my state had I not chosen to teach in this rural setting.

Our school district serves as a role model for others in the state. After years of efforts to assimilate Native Alaskans into Western culture, our district has taken a new role in the relationship between whites and natives. We have a bilingual education program that honors and supports the culture of the Yup'ik people we serve. From preschool through third grade, students are taught in Yup'ik, the language they speak at home, the language of their elders. Beginning in fourth grade, students receive instruction in English, with one period per day in Yup'ik. As a fourth grade teacher, my job is both difficult and wonderful. I help the students make the transition from Yup'ik instruction to English. I am charged with the duty of "teaching" them English, but I get to see them learn English on their own, at a rate that boggles the mind. They are like sponges, absorbing the language quickly. Yet, this bilingual approach allows them to hold on to their native language and culture, as well.

In the proposed Senate Bill 86, our district stands to lose a significant amount of funding. In fact, it is quite probable that, if this bill passes, our entire bilingual program would be cut. It would be a tragedy if this were allowed to happen. The money we receive is important and necessary to maintain the high educational standards we have set for our students. If the money is cut, or ability to maintain these standards will plummet.

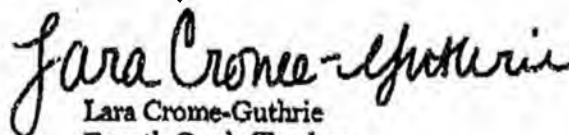
Everyday in the news, teachers hear that we "must be held accountable" for the failures of our students. We are very rarely recognized for their successes. We do not ask for recognition, but we do ask that we be allowed to keep striving for these successes. Our job in rural Alaska is a difficult one, we are able to provide a quality education for our students with the money we are allotted. We would like to improve our program even more, but that will take more long hours in and out of the classroom, more dedication and more support from government agencies: not less. It is time for these agencies to also be held accountable for the failures and successes of our students as well. Teachers are not the only link in the educational chain, and the other links must

be as strong as we are to insure the educational progress of our children.

As the Yup'ik culture, and indeed other indigenous Alaskan cultures face the assault on the loss of their subsistence lifestyle from government agencies and environmental change, they will need to depend more on their educational background to keep their culture strong and self-sufficient. That takes teachers and the government working together to provide the necessary educational support. Senate Bill 96 would remove a vital part of that support.

As an Alaskan, as a teacher and as a voter, I urge you to do everything you can to see that our children do not lose your support.

Sincerely,

A handwritten signature in cursive script that reads "Lara Crome-Guthrie".

Lara Crome-Guthrie  
Fourth Grade Teacher  
Kwigillingok, AK

March 5, 1988

Dear Sir

I'm writing to you about SB 36 and I'm against it.

If this thing passes the Lower Kuskokwim will have problems and I like in this area so as my kid goes to school.

First of all it will affect my payroll 4% going to tax to pay for what ever, this 4%

Myself is my payroll is very helpful to my house cause them bills, to pay

Also the people who live in villages <sup>These payrolls are</sup> ~~payroll~~ <sup>can't even pay for all the bills.</sup>

low and some ~~get some money from~~

Second of all my child's I don't want to see her going to a poor school or low equipment school or learning devices. Why? don't they send some students from Anchorage, Fairbanks, Ketchikan, K. Bar, Juneau, and other P.S. them how we have school here.

This bill sucks.

I hope it don't pass.

March 5, 1998

Senators;

I have one child who is in school now and I'm glad that there's teachers here who are teaching him the things I cannot teach him. If the Senate Bill 36 passes it will be like ~~that~~ there'll be NO MORE education for him and the other students! The education I had is very important to me for my son!

Thank you,  
Agnes Amik  
Kwigillingok, Ak.

3-5-98

This is in regarding to the senate bill 36 — which I am totally against! And with many more concerned parents — you have NO right to do this to us!

First of all, I'm not an outspoken person in this small community of Kwigillingok, Alaska. I just recently moved here (our 2nd school year here) from Bethel, and I have 2 girls in school. Because I'm very concerned about this bill 36 — I have to write out my thoughts. My girls still have more years yet, to complete their school. It would hurt us 'all' bad, if our schools were to be closed. The SB36 would totally take our kids education and THAT IS NOT GOOD! We totally depend on education out here in the bush. Watching our children do wonderful things in school is a blessing to us all! To take that away from them, will be a total nightmare. Please, don't take that away from them!!

Thank you!

Christine S. John

of Kwigillingok, AK 99622

3-5-98

Senators,

I'm writing in regarding Senate Bill 36 (SB36) urging you to reject this bill.

I have 6 kids, 5 of them are going to Elementary School and I'd like to see them all graduate from Elementary to High School.

Rural schools have less students, yeah; but our schools need the money for supplies, food & traveling. And for our bilingual education ~~is~~ very important for our kids to keep this education.

Senator - Randy Phillips should come down and visit rural schools and see what's going on in our schools. Instead of proposing this bill.

~~Thank you for~~

I'd like you to support us parents rejecting this bill.

Thank you,

Esie Snyder

March 5, 1998

Dear Sir,

I am writing this letter regarding the senate bill #36, I oppose this bill because it's not fair. It's like taking away something important to these kids, like their dreams, their chances of becoming what they're capable of becoming, their activities, their teachers etc.... Just think that these kids were yours and you take away something that they like and what they like to do. What if this kid was planning to go to college and he is sent somewhere instead of finishing his/her school year at home, that's what you guys are trying to do to these kids.

Sincerely  
Pete P

3/5/98

Senators,

As a parent & on behalf of Kwigilingak School, I am writing this letter to oppose this senate bill 36.

Cutting our budgets so that urban cities can have more money. Mr. Phillips: Even if we live in rural Alaska, we need the money so that our children can have future. Sounds more like just because we're natives and the majority of the people in urban areas are white. ~~He~~ He wants the money for whites.

I am begging you to veto ~~that bill~~ <sup>Senate bill 36</sup>. It will hurt & affect us, especially our children.

Thank you for your time and, please in asking to oppose that bill.

Sincerely,

~~Sharm~~

Sharm & Willie Atti  
(Parents)

3/5/98

Sir,

I have a grandchild in school, from beginner to high school just learn there is concern on our cutting ~~but~~ budget in our ~~area~~ school. if the SB36 bill passes

We don't want to lose our teachers or teacher aids in our school, and we hate ~~to~~ lose bilingual teaching etc.

We strongly need your help.

Thank you

Nellie Eves

March 5, 1998

Senators,

I am a mother of 5 children,  
which of 4 are in school and one more  
will be in school in ~~year~~ couple years.

I am writing this letter and asking  
the Senators to oppose - SB 36. I am  
in support of ~~Parsons~~ who is  
one, writing to our Senators to oppose  
Senate Bill-36.

Thank you

Janet L. Andrew (Parent)  
Kwigs School  
LKSD

Hello; I'm Marie White from  
Kwigillingok, My husband and I  
have five kids and their starting  
to go to school. The oldest one is 7 years old,  
and in no time our 1 year old will start  
her school year too. I need to see my kids  
start of a good school with  
everything - Everything - that can  
help them learn. Both by Yupik  
and English. I urge knowles  
to reject bill - Please, Thank you!

Marie S. White - Parent -  
BWW

3.5.98

SIR,

HELLO! LET ME INTRODUCE MYSELF AND MY ~~WIFE~~ WIFE ETHEL PHILLIP, MY NAME IS TONY PHILLIP, AND BEEN RESIDENT OF KWIGILLINGOK FOR 47 YEARS AND SO IS MY WIFE SINCE HER BIRTHDAY. ~~■~~

WE HAVE THREE (3) OF OUR FOUR (4) CHILDRENS ATTENDING BOTH ELEMENTARY AND HIGH SCHOOL HERE IN KWIGILLINGOK SCHOOLS. AND WE WANT THEM TO SUCCEED THE EDUCATIONS HERE, ALL THE WAY TO GRADUATION FROM HIGH SCHOOL, THEN TO FURTHER EDUCATION IF THEY WANT TO.

WE ~~AS~~ AS PARENTS ARE OPPOSING SENATE BILL 36 (SB36) THAT WAS RECENTLY INTRODUCED, TO TAKE EDUCATION MONEY FROM LOWER KUSILOKUMIA SCHOOL DISTRICT, ALSO FROM OTHER DISTRICTS SURROUNDING STATE OF ALASKA, TO RAISE MONEY FOR ~~THE~~ CITY SCHOOLS.

SENATOR RANDY PHILLIPS, SPONSOR  
FOR THE BILL SHOULD VISIT SOME  
OF THE SCHOOLS FIRST BEFORE  
INTRODUCING SUCH BILL TO HURT  
BOTH MY CHILDREN'S EDUCATION  
AND BILINGUALS.

WE ARE URGING OUR GOVERNOR  
TONY KNOWLES TO REJECT THIS  
BILL, AND ALSO WE ARE  
ASKING SENATOR HOFFMAN, AND  
REPRESENTATIVE IVAN M. IVAN TO  
OPPOSE THIS BILL ~~AS~~

THANK YOU.

Imy Phillip (PARENT)

Ethel Phillip (PARENT)

To: Senator Randy Phillips

From: Owen Lewis   
Bo 43  
Kwigillingok, Alaska 99622

Re: Senate Bill 36

As a parent and employee of LKSD I am in total opposition to Senate Bill 26. This bill is purely politics as urban cities would stand to gain from this and rural areas stand to lose. We have heard that the formula for funding districts for this bill was borrowed from other country other than the USA. We also have heard (VIA Anchorage Times) that Anchorage School District is in better financial position than any other schools in the State.

So why should you and other committee members of Senate Finance Committee try to milk in additional 16 to 18 million dollars to Anchorage area.

This is not right and you know it what it boils down to is greed not legislative process.

P.O. Box 77  
Kwigillingok, AK 99622  
March 5, 1998

Bert Sharp  
Alaska State Legislature  
State Capitol (MS 3100)  
Juneau, AK 99801-1182

Dear Mr. Sharp:

I would like to tell you that I am opposition to Senate Bill 36. This Bill would cut valuable money from our school district budget. To me, these cuts would erase opportunities which I do not otherwise have. I am a student at Kwigillingok High School and have appreciated the chance to go to other places, like summer camps. One of these summer camps was the Basketball camp I attended in Palmer. With the budget we have now, we are well-educated and we learn by going to other places rather than staying in the village.

Sincerely,

*Clifton J. Beaver*

Clifton J. Beaver

P.O. Box 54  
Kwigillingok, AK 99622  
March 5, 1998

Bert Sharp  
Alaska State Legislature  
State Capital  
Juneau, AK 99801-1182


Dear Mr. Sharp:

I would like to tell you that I am in opposition to Senate Bill 80.

This Bill would rip us off of valuable money. If this bill was passed then the schools around here might have to quit basketball, volleyball, and many other sports. They also might have to quit travel for Academic Decathlon, Speech Contest, and Career Field Trip. Without basketball more kids will have nothing to do so they will turn to alcohol and drugs. Basketball gives kids something to do and is a good alcohol and drugs awareness activity.

I am a student at Kwigillingok High School and a basketball player.

Sincerely,

  
James Beaver

**P.O. BOX 55  
KWIGLINGOK, AK 99622  
MARCH 8, 1998**

**BERT SHARP  
ALASKA STATE LEGISLATURE  
STATE CAPITOL  
JUNEAU, AK 99801-1182**

Dear Mr. Sharp :

I would like to tell you that I oppose this Senate Bill # 36.

If this bill is passed, I wouldn't be able to travel on all of the school trips I've done. like cross-country, basketball, volleyball, Academic Decathlon, speech contest, and the NBC Basketball Camp at Palmer.

I hope that in the future other students at Kwiglingok School would get to travel on these school trips.

Sincerely,



Roderick Atti

Box 14  
Kwigillingok, AK 99622  
March 5, 1998

Bert Sharp  
Alaska State Legislature  
State Capitol  
Juneau, AK 99801-1182

Dear Mr. Sharp,

Hello! I would like to tell you that I am in opposition to Senate Bill 36. This bill would cut valuable money from our school district budget if it passes.

I am a student at Kwigillingok and have appreciated the chance to travel to places for activities and other competitions such as speech contest, Academic Decathlon and so on.

I am a Yup'ik Eskimo and I love my culture very much. During cultural heritage, we (the girls), sew, make fur hats, parkas, gaspeqs, mittens, mukluks, and beadwork. The school buys materials for the cultural heritage. The school also buys other materials like books, paper, pencils, pens, crayons, markers, folders, and finally food. This bill would make us lose everything like school trips, even our culture. It is important for us to keep our culture alive so we could pass it on to the next generation. If you, as a Senator, could help us, please do because it will hurt us.

Thank you for your time.

Sincerely,

*Victoria Amik*  
Victoria Amik

P.O. Box 3  
Kwigillingok, AK 99622  
March 5, 1998

Mr. Bert Sharp  
Alaska State Legislature  
State Capitol  
Juneau, AK 99801-1182

Dear Mr. Bert Sharp,

I would like to tell you that I am in opposition to Senate Bill 36.

This bill would cut valuable money from our school district budget. To me, these cuts would erase opportunities which I do not otherwise have.

I am a student at Kwigillingok High School and have appreciated the chance to go NBC Basketball Camp in Wasilla. It was fun. Our league basketball trip and Career Days held at Bethel were really fun.

I wish you could let us keep our money and let students learn and travel a lot. I think all this was fun and I think young students will not learn a lot when our school teachers are gone.

Thank you,

*Sydnia Phillip*

Sydnia Phillip

P.O. Box 55  
Kwigillingok, Ak 99622  
March 3, 1998

Bert Sharp  
Alaska State Legislature  
State Capitol  
Juneau, AK 99801-1182

Dear Mr. Sharp:

I would like to tell you that I am opposition to Senate Bill 36. This bill would cut valuable money from our school district budget. To me, these cuts would erase opportunites which I do not otherwise have.

I am a student at Kwigillingok High School and have appreciated the chance to go to bigger places, go touring around or even go to summer camps. One of these summer camps was the OMSI summer camp I attended in Oregon. With the budget we have now, we are well-educated and we learn from going to other places rather than staying in the village.

Sincerely,

*Sherry Atti*  
Sherry Atti

c/o Kwigillingok School  
Kwigillingok, AK 99622  
March 3, 1998

Mr. Bert Sharp  
Alaska State Legislature  
State Capitol  
Juneau, AK 99801-1182

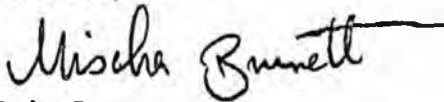
Mr. Sharp:

I am writing to voice my opposition of SB 36. The devastation to the Lower Kuskokwim School District brought on by a multi-million dollar budget reduction would be enormous. To understand the full ramifications of this bill, you need to understand how it would effect those areas of the state which are laden with tradition but not necessary opportunity.

I am a teacher in the Lower Kuskokwim School District. My students hunt for seals, weave grass baskets and build traditional knives. Most of their grandparents lived in mudhouses. Even now, as Yup'ik families are learning to live with technologies like snowmachines and computers, my students do not have access to "everyday" activities many other Alaskan students take for granted; they cannot cross the street to see a play, go to a museum, or even watch a movie on a big screen. These things are an expensive plane ride away.

In this changing time, remember the young people. Remember that they deserve opportunities to grow and to learn. Remember that if they are expected to be the leaders of tomorrow, they must be given opportunities to experience firsthand the realities of today.

Thank You,



Mischa Burnett  
Kwigillingok School

Seralce Kairaiuak  
P.O. Box 7  
Kwigillingok, AK 99622  
March 4, 1998

Mr. Bert Sharp  
Alaska State Legislature  
State Capitol  
Juneau, AK 99801-1182

Dear Mr. Sharp:

I would like to tell you that I am in opposition to Senate Bill 36. This bill would cut valuable money from our school district budget. To me, these cuts would erase opportunities which I do not otherwise have.

I am a student at Kwigillingok High School and have appreciated the chance to travel to other places to compete in sports activities, such as basketball, volleyball, cross-country, and Native Youth Olympics. Also I appreciate the chance to travel during the summer for summer programs or any summer activities that involve the students all over the U.S. Some of these programs are the OMSI program which is held at Oregon, Leadership conferences which is usually held out of state, and basketball camps.

Traveling to other places gives us the chance to see other things that we hardly get to see. I've enjoyed traveling and I hope we continue to travel and learn more about what's out there.

If this bill passes our chance of traveling and learning new things in different places will go down. In a small village like where I live, we can't go to a movie or go see a play, or do any of the things the students in Anchorage do for an everyday activity.

Sincerely,

*Seralce Kairaiuak*

Seralce Kairaiuak

Jamie Andrew  
P.O. Box 78  
Kwigillingok, AK 99622  
March 5, 1998

Bert Sharp  
Alaska State Legislature  
State Capitol  
Juneau, AK 99801-1182

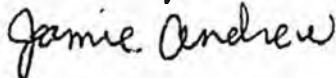
Dear Mr. Sharp:

I would like to tell you that I am in opposition to Senate Bill 36.

This bill would cut valuable money from our school district budget. To me these cuts would erase opportunities which I do not otherwise have.

I am a student at Kwigillingok High School and have appreciated the chance to go play basket-ball, volleyball and cross-country in other villages and go to the Speech Contest, Academic Decathlon in Bethel.

Sincerely,



Jamie Andrew

P.O. Box 28  
Kwigillingok, AK 99622  
March 5, 1998

Bert Sharp  
Alaska State Legislature  
State Capitol  
Juneau, AK 99801-1182

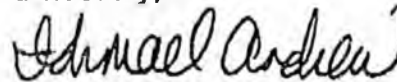
Dear Mr. Sharp:

I would like to tell you that I am in opposition to Senate Bill 36. This bill would cut valuable money from our school district budget. This bill would change everything in our school district. It would end the opportunities I've had here in school.

I am a student at Kwigillingok High School. I have appreciated the chances I've had to travel. I have traveled to places I thought I'd never get to travel to. Students in the rural schools have also got to participate in academic activities such as Academic Decathlon, Speech Contest, Science Camp, and many other summer programs which help students learn many things they thought they'd never learn with the money the government provides for the district. This bill would hurt many people in rural areas. It has helped students reach their goals and it has expanded their horizons. I would not like to see it end.

In conclusion, I would like to urge you to vote against this bill. Quyan.  
(Thank You)

Sincerely,



Ishmael Andrew

P.O. Box 56  
Kwigillingok, AK 99622-0056  
March 5, 1998

Bert Sharp  
Alaska State Legislature  
State Capitol  
Juneau, AK 99801-1182

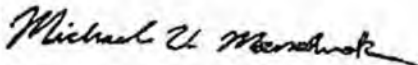
Dear Mr. Sharp:

I would like to tell you that I am in opposition to Senate Bill 36. I am a student of LKSD. I am a Junior and I am 17 years old.

This bill would cut money from our school district budget. The rural students would have less opportunities to do things in school. The urban school districts have more opportunities than the rural school districts now. Why do you want the urban school districts to have higher budgets than rural school districts? I am from a rural school. We have less opportunities than the urban schools. The urban schools have more classes than rural and have bigger schools. The urban students have more activities like basketball, baseball, soccer, band, cheerleading, yearbook, choir, and field trips.

In conclusion, I urge you to not pass this bill.

Sincerely,



Michael Manchuk

Senator Bert Sharp  
Alaska State Legislature  
State Capitol (MS 3100)  
Juneau, AK 99801-1182

March 4, 1998

Dear Senator Sharp:

I am writing in regards to your proposed Senate Bill 36. I strongly disagree with this bill because if it passes my culture and language could be broken or lost forever.

It is very important that we have funding for our school. The funding supports our bi-lingual teaching staff as well as travel opportunities and if our money is cut, we would not have opportunities that all other students would have. We don't think this is fair to have our education money cut so that big city schools can have more money for things other than education.

Please consider what passing this bill could do to my language, culture, and education. Please do not support or pass Senate Bill 36!

Sincerely,

*Marlin Anaver*  
Marlin Anaver  
Kwigillingok School

*8<sup>th</sup> grader*

**Native Village of Kwigillingok**  
**Kwigillingok I.R.A. Council**  
**P.O. Box 49**  
**Kwigillingok, Alaska 99622-0049**  
**(907) 588-8114/8212**  
**FAX: 588-8429**

**FAX COVER SHEET**

.....

**TO:** *BERT SHARP*

**TELEFAX NO:** *465-2070*

**DATE:** *MARCH 6, 1998*

**FROM:** *NATIVE VILLAGE OF KWIGILLINGOK*

**TELEFAX NO:** (907) 588-8429

**TOTAL NUMBER OF PAGES, INCLUDING THIS SHEET:** (3)

**IF THERE ARE ANY PROBLEMS WITH THIS TELEFAX, CALL (907) 588-8114/8212 AND ASK FOR:** *Jimmy*

.....

**MESSAGE:**

## Native Village of Kwigillingok

Kwigillingok I.R.A. Council  
P.O. Box 49  
Kwigillingok, Alaska 99622  
(907) 588-8114/8212

### RESOLUTION NO. 98-03-01

A resolution opposing Senate Bill No. 36 entitled "An Act relating to the public school funding program; relating to the definition of a school district, to the transportation of students, to school district layoff plans, to the special education services agency, and to the child care grant program; and providing for an effective date."

**WHEREAS:** The Kwigillingok I.R.A. Council is the federally recognized governing body for the Native Village of Kwigillingok and the only governing system recognized by the people of the village, and;

**WHEREAS:** The Native Village of Kwigillingok's most important resource is its children and will do everything to protect their interests from adverse actions and activities generated from within and without the exterior boundaries of the Native Village of Kwigillingok, and;

**WHEREAS:** Our Yupik children are receiving their Elementary and High School education from the Lower Kuskokwim School District, one of the State of Alaska's Regional Education Attendance Areas in one of the States most impoverished area, and;

**WHEREAS:** The Alaska State Legislature is proposing legislation from the Senate Chambers through Senate Bill 36 which seeks to redistribute education funding dollars from rural school districts to the urban school districts, redefining school district boundaries, proposes an employment tax of 4% for districts without an economic base, and generally redefines most education processes as we know them, and;

**WHEREAS:** The passage of this particular bill will be devastating to our local school and a cursory analysis of the impacts of the bill reveals that due to the drastic cuts to the Lower Kuskokwim School District, our children may not receive free or reduced school lunch, no local support for the children that need it most, bi-lingual and Yupik instruction would be completely eliminated, the already deteriorating educational facility would not see any repairs or improvements, our already impoverished and unemployed people will bear the burden of a new tax, and;

**WHEREAS:** the enormous progress our Yupik children have made in terms of their abilities to read, write and calculate mathematics in a language that is, in the most basic sense, foreign to them, and this language being English should prove that the efforts of the educational system is working diligently to advance the knowledge, skills and abilities of our Yupik children, and;

**NOW THEREFORE BE IT RESOLVED THAT:** The Native Village of Kwigillingok, through its tribal governing body, respectfully request and implore our State Legislature, both the House of Representative and the Senate not consider Senate Bill No. 36 unless and until a complete and full analysis of the impacts of this bill to all school districts within the State of Alaska is done, and;

**NOW THEREFORE BE IT FINALLY RESOLVED THAT:** The Kwigillingok I.R.A. Council, the tribal governing body of the Native Village of Kwigillingok is in complete and unqualified opposition to this proposed bill on behalf of its Yupik children.

**CERTIFICATION**

We, the undersigned, do hereby certify that a duly called meeting of Kwigillingok I.R.A. Council, with a membership of five (5), of the Native Village of Kwigillingok held on March 5, 1998 by an affirmative vote of five (5) a negative vote of zero (0) adopted the foregoing resolution.

  
Tommy J. Andrew, President

  
Andrew Kiunya, Sec/Treasurer

MARIE HOOVER

KASIGLUK- AKULA SCHOOL STAFF MEMBER

MARCH 13, 1998

To the 1998 Legislative Body,

This letter is in regards to the SB 36. Since I heard about this bill I feel like we, the people of the Yukon-Kuskokwim Delta, are waiting for an atom bomb to hit and wipe us off the face of earth.

I implore everyone who is involved in this bill to think a millionfold about the children. A massive number of children will be affected immensely. We love our children as much as you love your children and, we want them to get the best education they can get.

Please, don't hurt the education of our "rural children" anymore. They are already hurting with the huge amount of budget cuts. Let us know you all care about the education of all the children in the whole world, and not just the ones who live in urban cities. And what happened to the word "equality"? Or, did you decide to drop that word from your language.

KWIGILLINGOK SCHOOL

3/4/98

Dear Legislators,

We like to learn in  
Nupik. If Senate Bill 310  
passes we won't be able  
to learn in our language.  
I don't think it's fair  
to use my education  
money so other kids in  
big cities can have extra  
money for fun things  
like skiing and theater.  
Please help me learn! Don't  
let Senate Bill pass!

Sincerely,

John Carl Anauer

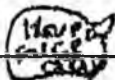
4<sup>th</sup> grader

Kwig School

Kwig Alaska

Lower Kuskokwim

School District



March 4, 1998

Dear Legislators,

We like to learn in Yupik of Senet Bill 36 passed, we want be able to learn in our language I don't think it's fair to use my education money so other kids in big cities can have extra money for fun things like skiing and theater. Please help me learn. Don't let Senate Bill 36 pass!

Sincerely,

Johnny Andrew Jr

4th grader

Kwigillingok School, Kwigillingok

Lower Kuskoquim School District <sup>AK</sup>

Darren,

4<sup>th</sup>

1-4-98

Dear Legislators,

We like to learn in Yupik.  
if senate Bill 36 passes, we want be able to learn in our  
language. I dont think its fair to use my education money  
so other kids in big cities can have extra money for fun things  
like skiing and theater. Please help me learn.  
Dont let Senate Bill 36 Pass.

Sincerely,

Darren John

4<sup>th</sup> grader

Kwigillingok school Kwigillingok AK  
LKSD

Lower Kuskoquim school District

Dear Legislators,

March 4, 98

We like to learn in Inupiat  
If senate Bill 36 passes, we won't  
be able to learn in our language. I don't think  
it's fair to use my education money  
for fun things like asking and taking. please help  
me learn. Don't let Senate Bill 36  
pass.

Sincerely  
Craig Andrew

Fourth Grader,

Kwigillingok School

Kwigillingok, AK.

Lower Kookkwim school District

March 4, 1998

Dear Legislators

We like to learn ~~English~~  
If Senate Bill 36 passes, we won't  
be able to learn in our language.  
I don't think it's fair to use  
my education money so other kids  
in big cities can have extra money  
for fun things like skiing and theater.  
Please help me learn. Don't let Senate  
Bill 36 pass.

Sincerely,  
Excellia John

Fourth Grader

Kwigillingok School  
Kwigillingok, AK.

Lower Kuskokwim School  
District

March 4, 1999

Dear Legislators,

We like to learn in Yupik.  
IF Senate Bill 36 passes, we won't  
be able to learn in our language.

I don't think it's fair to use  
my education money so other kids  
in big cities even have extra money  
for fun things like skiing and  
theater.

Please help me learn. Don't let  
Senate Bill 36 pass.

Sincerely,

4<sup>th</sup> grade Christina  
Sanet Pavik

Kwigillingok (School),  
Kwigillingok Alaska,

Lower Kuskowim School District

March 4, 1998

Dear Legislators,

We like to learn in YUPIK  
if Senate Bill 36 passes, we wont  
be able to learn in our language.  
I don't think its fair to use my  
education money so other kids in big  
cities can have extra money for fun  
things like skiing and theater. please  
help me learn dont let senate bill 36 pass.

Sincerely,

Cameron Lake

fourth grader

Kwigillingok School Kwigillingok

Alaska Lower Kusko Kwigik

School District

March 4, 98

Dear Legislators,

We like to learn in yupik.  
If Senate Bill 36 passes, we  
won't be able to learn in our  
language. I don't think it's fair  
to use my education money so  
other kids in big cities can  
have extra money for fun  
things like skiing and  
theater. Please help me learn!  
Don't let Senate Bill 36 pass!

Sincerely,  
Darline Kunya

Fourth Grade  
Kwigillingok School  
Kwigillingok AK  
Lower Kuskokwim

3/4/98

Dear Legislators,

We like to learn in Yupik.

If Senate Bill 36 passes we won't be able to learn in our language. I don't think it's fair to use my education money so other kids in big cities can have extra money for fun things like skis.

Please help me learn! Don't let Senate Bill 36 pass.

Sincerely

Myra Atti

Fourth Grader

Kwigillingok School Kwigillingok

A.K.

Lower Kuskokwim School

District

March 4, 1988

Dear Legislators

We like to learn in Inuktitut.  
If senate Bill 36 passes, we won't  
be able to learn in our language.  
I don't think it fair to use my school's  
money for other kids in my area.  
Can have extra money for fun things  
like skiing and theater. Please help me learn!  
Don't let senate Bill 36 pass!

Sincerely  
Ken Beaver

Go the way.

Kwigillingok school, Kwigillingok Ak

Lower Kuskokwim school District

March 4, 1998

Dear Legislator,

We like to learn in Yupik. If Senate Bill 36 passes we won't be able to learn in our language.

I don't think it's fair to use my education money so other kids in big cities can have extra money for fun things like skiing and theater. Please help me learn. Don't let Senate Bill 36 pass.

Sincerely

Waldo Snyder

fourth graders

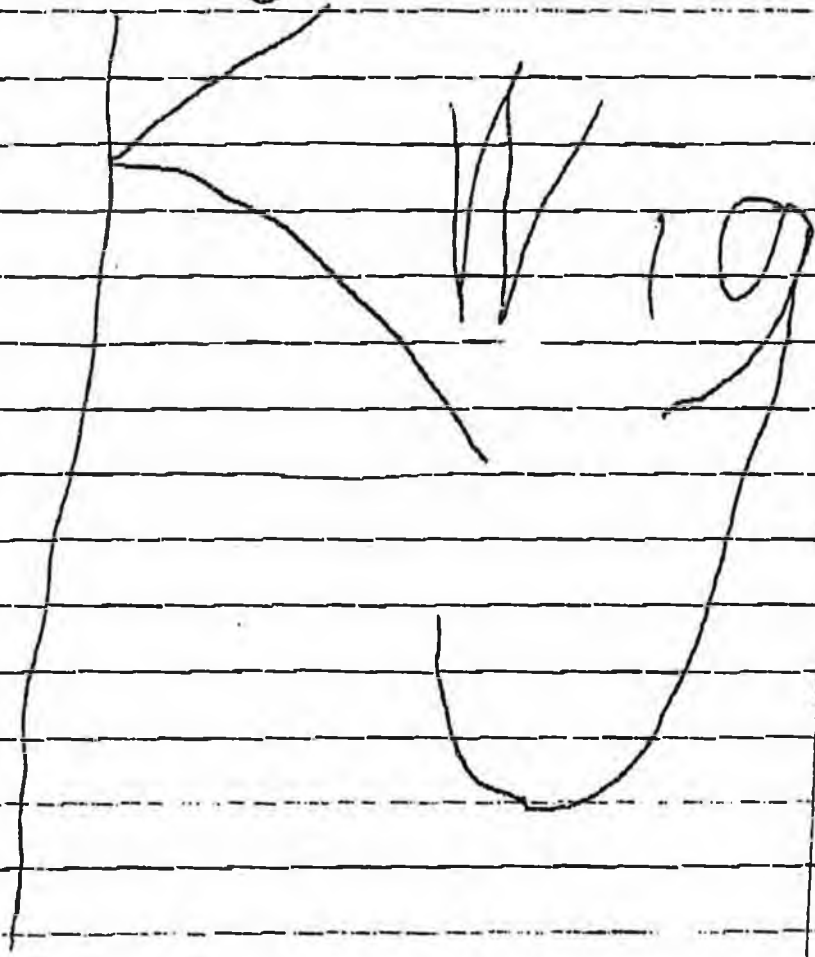
Kwigillingok School Kwigillingok

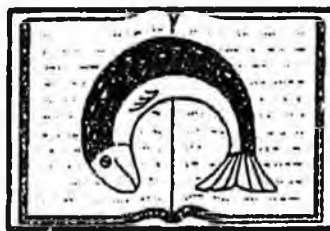
AK Lower Kuskowim school District

I O P P O S E T O ~~FRANK~~

DILL 36.

CHARLES D HILL  
1st grade





# Lower Kuskokwim School District

**Bill Ferguson**  
*Superintendent*

P.O. Box 305 • Bethel, Alaska 99559-0305  
907 543-4800 Ext. 810, 811, FAX 907 543-4904

**3-4-98**

**Senator Al Adams**  
**Alaska State Legislature**  
**State Capitol (MS 3100)**  
**Juneau, Alaska**

**Senator Al Adams,**

I'm Bill Ferguson the superintendent for the Lower Kuskokwim School District and I was appalled at the disrespect shown to you by the other members of the Senate Finance Committee. As they continue to rape the educational programs, children, in rural Alaska they didn't have the dignity and or the professionalism, that their office commands, to show you the respect any individual deserves. I've been told that it's pay back time for rural Alaska doesn't anyone care what happens to the "kids"! If the goal of the State of Alaska, State Senate and House of Representative, is to divide the State, urban against rural, they should continue to broadcast these committee meetings on Gavel to Gavel. I have some comments and concerns in regards to the amendments that the Senate Finance Committee adopted last night.

**Amendments:**

**#7. If the Lower Kuskokwim School District educational funding is reduced by \$11m how else would we reduce spending if we're not allowed to reduce teaching staff ? If we hope to retain some integrity to the**

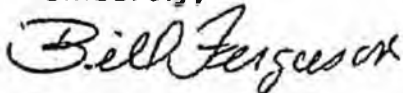
educational program, districts must be able to select the very best teachers whether tenure or non tenure. With this amendment, Senator Torgenson, is assuring educational failure in rural Alaska, is that its (his) goal.

#12. In amendment 12 .....allows for a credit for taxes paid in other jurisdictions,....I'm not clear on this, if I own a house in Anchorage and pay \$1500.00 in taxes that goes to education then my employment tax in the REAA that I live and work is reduced by that amount. Does this mean that the REAA has to raise additional taxes to cover the amount I'm credited or does this mean that the \$1500 I paid in Anchorage would be sent to the REAA to cover my employment tax? If its a credit for my employment tax I feel it should come to the REAA, if it doesn't, then the REAA is hit harder again.

The other part the employment tax I'm not clear on is, if our District hires a consultant, contractor and/or an audit firm to perform a service for us the money we pay them is it taxable for our REAA? If not this could create a problem for urban Alaska in the fact that rural areas may not use contractors, consultants and /or other services out of the urban areas and in fact it may be cheaper to go to Seattle.

We greatly appreciate your willingness to stand up for the children in rural Alaska even if at time it must seem as if you're the only one in the Senate that really cares.

Sincerely,



Bill Ferguson  
Superintendent  
Lower Kuskokwim School District  
Bethel, Alaska



# Alaska State Legislature

Please enter into the record my testimony to the SFIN  
committee name

committee on SB 36, dated 3-3-98  
bill # / subject

3 PGS ATTACHED

Signed: CONNIE SCHOENHEIT

Testifier

BRIDGES COMMUNITY CENTER

Representing (Optional)

Box 1385 SOLDOTNA AK 99669

Address

\_\_\_\_\_  
Phone number

CONNIE SCHOENHEIT  
P.O. Box 1385  
Soldotna, AK 99669

Senator *Donna Pearce* 3/3/98  
Alaska State Legislature  
State Capitol  
Juneau, AK 99801

Dear Senator *Pearce, Don*

I am writing you to ask for your attention to the funding for Alyeska Central School, Alaska's state correspondence program. I know that you have a background in education and a strong interest in the welfare of all students in the state. It would be wonderful if you would act as an advocate for the students from across the state who are enrolled in this program.

At present, I understand that the foundation formula is undergoing scrutiny and faces changes in the current session. I would like to request that you consider the following when these changes are being considered:

at present, Alyeska Central School (ACS) counts their students as elementary, regardless of whether they are elementary or secondary. As more than half the students currently enrolled are secondary, this means a substantial reduction in funding for the school. Secondary students require additional support and services.

at present, ACS is not allowed a second count of students during the school year as all other schools are. They must turn in their final count the last of October. As the school now has open enrollment, and by its very nature draws a significant number of students later in the school year, this puts the school at a distinct disadvantage. Many of these students have not had their needs met in a formal classroom setting and come to ACS late.

at present, ACS is struggling to support its students in their need for current technological educations. The school does offer renovated surplus state computers to its students as they are able to. Parents and students have identified technological training and support as a top priority in their educational needs. The school needs additional funds to supply technical support and courses to its students.

ACS needs additional funding. These adjustments would only bring ACS closer to a fair and equitable treatment by the state. At present it is being funded at 65% of the foundation formula, plus suffering the injustices of the disparities listed above. I hope that you can help the students and parents who value this educational experience find fair and equal treatment from the state.

Thank you.

*Connie Schoenheit*  
*P.S. I really enjoyed Donna Emerson's letter, and urge you to listen. I have a student in ACS also.*

Senator J. Torgerson  
Alaska State Legislature  
State Capitol  
Juneau, AK 99801

3/3/98

Connie Schoenheit  
P.O. Box 1385  
Soldotna, AK 99669

Dear Senator J. Torgerson

I am writing you to ask for your attention to the funding for Alyeska Central School, Alaska's state correspondence program. I know that you have a background in education and a strong interest in the welfare of all students in the state. It would be wonderful if you would act as an advocate for the students from across the state who are enrolled in this program.

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Thank you.

Connie Schoenheit

... Waiting to hear your thoughts on this. I have a student in A.C.S.

... resident since 195

Senator Bert Sharp  
Alaska State Legislature  
State Capitol  
Juneau, AK 99801

Connie Schoenheit  
P.O. Box 1385  
Soldotna, AK 99669  
Bridges Community Center

Dear Senator *Sharp, Bert*

I am writing you to ask for your attention to the funding for Alyeska Central School, Alaska's state correspondence program. I know that you have a background in education and a strong interest in the welfare of all students in the state. It would be wonderful if you would act as an advocate for the students from across the state who are enrolled in this program.

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Thank you.

*Connie Schoenheit*

*Please except this letter as my  
personal feelings and another parent  
of A.C.S.*

Jeffrey W. Lipscomb  
9921 Main Tree Drive  
Anchorage, Alaska 99516  
(907) 346-5500 (P)  
(907) 346-5505 (F)

Distributed at Senator Parnell  
Request.

February 3, 1998

VIA Fax (907) 465-4714

Senator Gary Wilken  
State Capital, Room 510  
Juneau, Alaska 99801-1182

Subject: School Funding Formula, SB 36

Dear Senator Wilken,

For two years now I have been actively following the expenditure practices of the Anchorage School District. As you and other Legislators have heard the Anchorage School District Superintendent and School Board members state on many occasions, the Anchorage School District has almost 40% of the students in the state but only receives about 30% of the state education aid. It isn't fair!

I concur! Not only is the distribution of state education aid unfair but the distribution of instructional money within the Anchorage School District is unfair and discriminatory! For example, currently the Anchorage School District provides each high school with \$20,000 a year for activities. That money sure goes a lot further at West High School among its 1490 students as compared to the 2244 students at Service High School. It isn't fair! The larger high school has almost 800 more students but receives the same amount of money for activities as the smallest school. Similarly, principals, librarians and security staff are all allocated by school regardless of enrollment. Activity money and support staff i.e. principals, nurses, librarians, teaching assistants etc. should all be distributed equally on a per student basis just like teachers and supplies. The Anchorage School District is practicing "instructional unit" methodology, with all of the inherent faults, in its budgeting of individual schools

I continue to solicit support from State Legislators to include in any Foundation Formula rewrite, a requirement for local school districts to expend instructional dollars equally on a per student basis. This change in State Law is necessary because of the inequities in the Anchorage School District expenditures and resistance to change. With Anchorage School District school board members elected at large, it is impossible for a minority community such as the Service High School attendance area to affect change. We have no elected representative charged with looking out after our interest and we have no checks and balances in the system since the school administration (Executive Branch) reports to the school board (Legislative Branch). This same situation may be occurring in other school districts around the state.

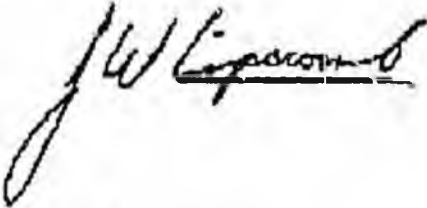
This is not strictly a local issue as the Alaska Constitution charges the Legislature to "by general law establish and maintain a system of public schools open to all children of the State."

Jeffrey W. Lipscomb  
9921 Main Tree Drive  
Anchorage, Alaska 99516  
(907) 346-5500 (P)  
(907) 346-5505 (F)

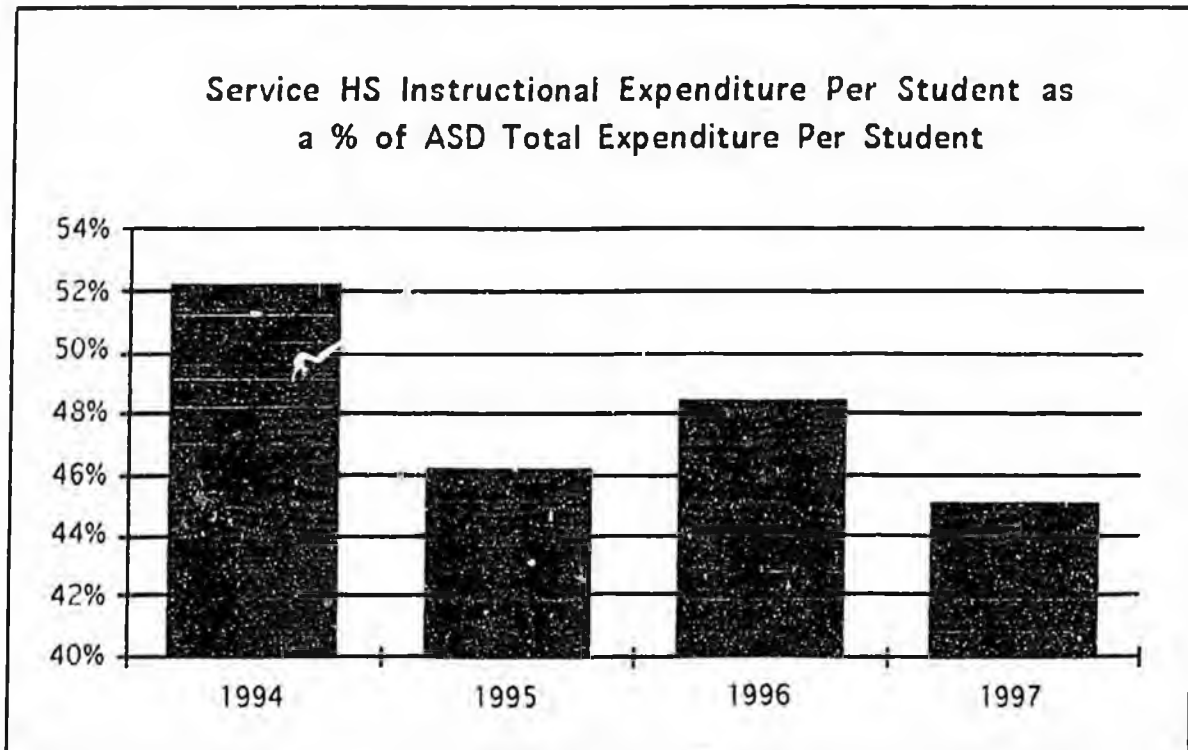
"Equal level of educational opportunities" is already on the books in AS 14.17.220. It needs more definition. We agree for need to rewrite the Foundation Formula to make it more fair by equalizing the money available to Alaska school districts. The Legislature must go one step further and make sure local school districts expend the money the same way, ... equally on a per student basis.

Thank you for the opportunity to testify and I hope we can count on your support!

Sincerely,



cc: Con Bunde  
Sean Parnell  
Joe Green  
Dave Donley  
John Cowclery  
Jerry Ward  
Randy Phillips  
Loren Leman  
Mark Hanley





# STATE of ALASKA

*Bethel Legislative Information Office*

PO Box 886  
Bethel, Alaska 99559  
(907) 543-3541  
Fax- 543-3542

## Written Testimony for the Record:

TCN: 80363

Committee: See Finance

Date: 2/22/98

Bill Number(s): SB 36

Subject(s): Public School Funding <sup>F.A.#</sup> 465-2070

### **Please enter my testimony into the record.**

I do not understand how the governor and the state legislature can express concern about child abuse and still be considering SB36 with its devastating cuts to rural education. Abolishment of bilingual programs will cause mental duress and loss of self esteem similar to the worst emotional abuse inflicted by abusive caregivers. The children in south western Alaska are fluent in Yupik, and need to be taught in the language they know and understand. Rather than "rob Peter to pay Paul," please consider supplementing programs with the tobacco tax revenues. Thank you.

Felecia Griffith  
Testifier's name (s):

The children of the P-K delta  
Representing (opt.)

P.O. Box 177 Kasigluk AK 99609  
Address

907/477-6615  
Phone



# STATE of ALASKA

*Bethel Legislative Information Office*

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(907) 543-3541  
Fax- 543-3542

## Written Testimony for the Record:

TCN: 80363

Committee: Sen Francis

Date: 2/22/98

Bill Number(s): SB 36

Subject(s): Public School Funding

<sup>Fap #</sup>  
465-2070

**Please enter my testimony into the record.**

*I strongly oppose SB 36. It seems to me that an equitable solution for financing education in Alaska can be achieved. Maybe it's time to amend the Alaska constitution, so that our Permanent Fund may create an educational fund.*

Mike Ripke  
Testifier's name (s):

Representing (opt.)

P.O. Box 65 Chefornek, AK 99561  
Address

(907) 867 8227  
Phone



# STATE of ALASKA

*Bethel Legislative Information Office*

PO Box 886  
Bethel, Alaska 99559  
(907) 543-3541  
Fax: 543-3542

## Written Testimony for the Record:

TCN: 80363

Committee: Open Finance

Date: 2/27/98

Bill Number(s): SB 36

Subject(s): Public School Funding <sup>Fap #</sup> 465-2070

**Please enter my testimony into the record.**

When considering this bill, please take into account the increased cost of doing business in the bush as opposed to an urban area. Schools with a large student population can more easily support, maintain and periodically upgrade their facility. If funding is reduced for schools with smaller populations in the rural areas, the inadequate funding will have tragic results as far as the inability to maintain facilities in a manner equal to schools in urban areas.

Shea Rice  
Testifier's name (s):

Representing (opt.)

P.O. Box 116 Kasigluk, AK  
Address

477-6450  
Phone



# STATE of ALASKA

Bethel Legislative Information Office

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Bethel, Alaska 99559  
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Fax: 543-3542

## Written Testimony for the Record:

TCN: 80.763

COMMITTEE: Public Finance

Date: 2/22/98

Bill Number(s): SB 36

Subject(s): Public School Funding

Fax #  
465-2070

Please enter my testimony into the record.

Taking away funding from Alaska rural schools is an incredibly shortsighted thing to do. At a time when more funding should be allocated Good Education requires an investment.

Robin Winkley

Testifier's name (s):

Lower Kuskokwim Schools  
Representing (opt.)

General Delivery

Address

Fairbanks AK 99708

Phone

907-477-6615



# STATE of ALASKA

Bethel Legislative Information Office

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Bethel, Alaska 99559  
(907) 543-3541  
Fax- 543-3542

## Written Testimony for the Record:

TCN: 80363

Committee: Public Finance

Date: 2/27/98

Bill Number(s): SB 36

Subject(s): Public School Funding

Fap #  
465-2070

Please enter my testimony into the record.

It is too obvious that to take funding away from rural schools will kill the quality of education that too many have worked for and will leave future generations of Alaskan rural students with educational and a spiritual deficit far greater than the financial shortage you feel you now face. At a time when cultural support should be at its peak. At a time when the birth of understanding how native Alaskan children learn best in a bilingual world. At a time when culturally relevant materials

Robert Jamy  
Testifier's name (s):

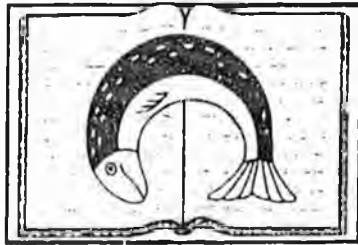
Lower Kuskoquim School District  
Representing (opt.)

General Delivery  
Address

907-4776615  
Phone

Fairbanks Alaska

are beginning to grow. At this time you want to take it away — Why?



# Lower Kuskokwim School District

February 27, 1998

**Bill Ferguson**

*Superintendent*

P.O. Box 305 • Bethel, Alaska 99559-0305  
907 543-4800 Ext. 810, 811, FAX 907 543-4904

The Honorable Senator Sharp  
Co-Chair  
Senate Finance  
State Capitol  
Juneau, Alaska 99801-1182.

Dear Senator Sharp;

The Lower Kuskokwim School District has reviewed the Alaska School Operating cost Study prepared for Senator Phillips, Chair of the Legislative Budget and Audit Committee and has the following comments and questions:

1. The report introduction indicates that because of the short time frame provided to complete the project, the study relied on existing data available from school districts and state departments. The report also indicates that several things impact cost and consumption other than unit price. If so, isn't the proposal an expenditure index rather than a cost index and aren't expenditures a function of revenue available under the current formula?
2. The methodology indicates that the study team recommended a major concept change to utilize school data as the basic unit of analysis; yet, the only school level data referenced in the report is the quantity of school building level certified staff. Is this a measure of consumption and local programming choice or of cost? What other school building level data was analyzed during this study?
3. The current funding formula includes a school size adjustment utilizing the funding community as the unit of measurement. The basis for the size adjustment was the resource cost model study which collected extensive data from school building level experts representing all districts in the state. The measurement focus was resource inputs, based upon various class sizes; yet, the McDowell Group report states that for the first time size factors have an empirical, statistically defensible basis. Does this statement intend to mean that the resource cost model study had no empirical, statistically defensible basis? Were the resource cost model results reviewed?
4. The method developed by the study team places the "true cost of the differential of smaller, remote districts where it belongs--in the non personal services and administrative components of the education funding formula." How does the unique profile of a given student population in a specific school affect cost or consumption? The report indicates that the primary weakness of the existing approach is its failure to consider the many factors other than shelf price that affect non-personnel costs; yet this report appears to ignore the single most important factor, which is individual student need.

5. Study results indicate that school size has enormous influence on operating cost per student. With the efficiency curve rising rapidly from the smallest schools to a school size of 500 to 600 students. Yet, the school size table applies to all schools, and provides the same multipliers for the smaller number of students otherwise referred to as "floor" or "front loading". What is the basis for providing the same "front loading or "floor" to very small schools and large schools alike?

6. "The study team considers dispersion of schools to be an important determinant to administrative and nonpersonal services costs, but concluded that dispersion has negligible effect on instruction costs." How can this be true? Does it cost the same to provide sophomore chemistry to 90 high school students in one building as it does to provide the same course to 90 sophomores dispersed over 56,000 square miles in ten different schools with a district?

7. Is the application of the size formula to isolated, dispersed, individual schools disadvantageous since they can not take advantage of the economies of scale that exist for schools located close to each other where they can take advantage of shared resources, facilities, and staff? The change to identify schools as individuals and not as funding communities negatively impacts a disproportionate number of rural schools while helping many urban schools?

8. The McDowell study does not take into account the large number of top end of the salary scale teachers who have retired from the larger urban school districts in the past two years. (Kenai-90, Fairbanks-150, Anchorage-250). These mostly top end of the salary scale teachers have been replaced by teachers who are much less costly. This is not reflected in the study.

9. Why can't rural districts find experienced Alaskan teachers to hire? While the average teacher salaries between urban and rural districts may be similar, rural district salary schedules are and need to be higher in order to recruit and retain quality staff. The study contends that this is by choice and does not reflect cost of living or competition. We disagree! The cost of living for our teachers living in Bethel and the surrounding villages is substantially higher than in Anchorage. We must pay higher salaries to retain experienced staff. Continuity of staff is a critical need for rural schools if we are to continue to improve and raise the standards we apply to our students. We can not recruit or retain our staff if we can offer no financial incentives beyond what the urban districts do. The urban districts currently benefit from the experience level of their teachers, many of whom have spent their formative years as educators in rural districts. With only a \$1000 unit value increase since 1986 we are losing the ability to compete for quality educators. It is not a choice we have made. We want the best for our students but we need to compensate our staff in relation to the actual cost of living.

10. The McDowell study does not recognize the significant level of indirect funding for children in urban areas which is not available to rural students. Examples:

- State funding of Council on the Arts--students attend performances and enrichment activities on a much more regular basis.
- Museum and municipal and state libraries are available as resources. They often host activities/programs for school age children as well.
- Access to college classes, performances, classroom speakers, library.
- Field trips to fire departments, police departments, crime labs, etc.

11. By relying on only one year of data, (FY96) the study may be skewed and not be reflective of the average costs of providing education over the long term.

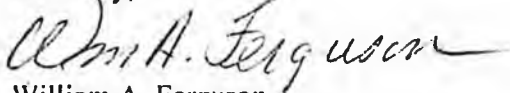
12. Because the ACD was determined by an analysis of actual spending it put REAA districts at a disadvantage when compared with borough and city school districts who may have provided funding beyond the state cap. The REAAs have no way to provide for additional funding the way borough and city districts do. The McDowell ACD locks this inequity into any future formula.

13. The study analyzes expenses and not the actual cost of providing education. Those less than frugal districts are rewarded for their past expenditures. Those who were prudent are penalized.

14. The McDowell report states "study results indicate that school size has enormous influence on operating cost per student, with the efficiency curve rising rapidly from the smallest schools to a school of 500 to 600 students. Beyond that size, instructional efficiencies increased slowly, with less perceptible gains beyond 1500 students." This appears to indicate that even the most efficient schools benefit from the additional weighting provided in the school size table. Further, the report states "extra funding for small schools may encourage districts to build and operate schools that are smaller than considerations of efficiency would dictate. Also, if adjustment factors are accurate reflections of the increased costs of operating small schools, there is little incentive to operate smaller-than-necessary schools because additional aid allocations would merely offset increased costs." It appears that the cost of building efficiency would be borne by the state through the generation of additional weighted students. Districts which are large enough to build efficient schools, may decide to build or operate smaller, less efficient schools due to local program decisions and the increased revenue generated per student by each school receiving the "front end loading". What will the long term cost of this incentive be?

Thank you for your consideration of our concerns and questions.

Sincerely,



William A. Ferguson

Superintendent

Lower Kuskokwim School District



# STATE of ALASKA

Bethel Legislative Information Office

PO Box 886  
Bethel, Alaska 99559  
(907) 643-3541  
Fax- 543-3542

## Written Testimony for the Record:

TCN: 80363 Committee: Sen Francis  
Date: 2/22/98 Bill Number(s): SB 36  
Subject(s): Public School Funding <sup>Fap #</sup> 465-2070

Please enter my testimony into the record.

I believe Federal Impact Aide is money the State/School Districts receive in lieu of property tax.....because the land is "federally controlled and/or owned land" and isn't taxable. In SB 36.....section 14.17.410...item #3.....the REAA's will be required to have a local contribution equivalent to a 4% employment tax. If the people who live and / or work on Federal lands in the REAA's are required to come up with a 4% equivalent employment tax in lieu of of a property tax does this also mean that people who live and/or work Federal Lands such as military bases, FAA sites, and/or other Federal Lands in other parts of the State, such as Fairbanks, Juneau, Anchorage and Kenai will also have to pay a "tax"? Using this information we've done some research and the local contribution per student ADM in Anchorage is \$1,112.00 and the same Federal Impact Aide money per student ADM in the Lower Kuskokwim School District is \$1,224.00. If you look further into this you'll find that the North Slope local contribution, which is the highest in the State, student ADM is \$2,964 and the Federal Impact Aide per student ADM for Southwest region is \$3,099. Rural Alaska does pay its fair share. This information is based on Fy 97.

Don A. Ferguson  
Testifier's name (s)

Lower Kuskokwim School Dist.  
Representing (opt.)

Bethel, Alaska  
Address

(907) 543-4811  
Phone



# STATE of ALASKA

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Written Testimony  
for the  
Record:

TCN: 80363

Committee: Education

Date: 2/22/98

Bill Number(s): SB 36

Subject(s): Public School Funding <sup>F20#</sup> 465-2070

Please enter my testimony into the record.

About a month or six weeks ago Sen Wilkens held a hearing concerning SB 146. At that time I listened to the people from across the State, Urban and Rural, call in and as I listened yesterday, 99% of them were saying the same thing, we need to increase the \$\$\$\$\$\$ for education. "We" don't want to divide the State .....Urban against Rural. The Education Funding Formula is a major concern to all the people of Alaska.....would it be possible for the Legislature to conduct a State wide poll, Urban and Rural, and see if the people of the State would support maintaining the exist formula but just increase the unit value. This information could be a win, win, situation ..... for all legislators. I'm sure there are impartial polling agencies that could conduct a State wide poll in pretty of time for the legislature to make a final decision before adjournment.

Wm A. Ferguson  
Testifier's name (s):

Representing (opt.)

P.O. Box 576  
Address  
Bethel, Alaska

(907) 543-4811  
Phone

# Public Opinion Message

Tok Legislative Information Office (LIO)

UAF, Rm 1 • PO Box 845 Tok, AK 99780 • Phone: 883-5020 Fax 883-5021

**This form MUST be completely filled out. You may phone, fax, or deliver your POM to any LIO.**

**From:** Please PRINT the information below.

Mr., Mrs., Miss...	First name	MI.	Last name	P., Sr., III...
Mr	Bill		Ferguson	
Mailing address			Zip code	
P.O. Box 576 Bethel Alaska			99559	
Residence (street) address if different from mailing address			Zip code	
Daytime telephone number	Group affiliation (if applicable)		Signature	Date
(907) 543-4811	Lower Kuskoquim School Dist		Wm A. Ferguson	3-1-98

**To:** Put a ✓ in the appropriate box(es).

Committees		House members		Senate members	
<input type="checkbox"/>	H or S	<input type="checkbox"/>	Austerman (aus)	<input type="checkbox"/>	Kelly, P. (kl)
<input type="checkbox"/>	Community & Regional Affairs (cra)	<input type="checkbox"/>	Barnes (bar)	<input type="checkbox"/>	Kempfen (kam)
<input checked="" type="checkbox"/>	Finance (fin)	<input type="checkbox"/>	Berkowitz (ber)	<input type="checkbox"/>	Kohring (kor)
<input type="checkbox"/>	Health, Ed., & Social Services (hes)	<input type="checkbox"/>	Brice (bri)	<input type="checkbox"/>	Kookesh (kos)
<input type="checkbox"/>	Judiciary (j-d)	<input type="checkbox"/>	Bunde (bun)	<input type="checkbox"/>	Kott (kot)
<input type="checkbox"/>	Labor & Commerce (l&c)	<input type="checkbox"/>	Cowdery (cwd)	<input type="checkbox"/>	Kubina (kub)
<input type="checkbox"/>	Resources (res)	<input type="checkbox"/>	Croft (cro)	<input type="checkbox"/>	Martin (mar)
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<input type="checkbox"/>		<input type="checkbox"/>	Hanley (han)	<input type="checkbox"/>	Rokeberg (rok)
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<input type="checkbox"/>		<input type="checkbox"/>	Joule (je)	<input type="checkbox"/>	Williams (wil)

Caucuses	
<input type="checkbox"/>	Anchorage (age)
<input type="checkbox"/>	Bush (bus)
<input type="checkbox"/>	Fairbanks/Interior (fnt)
<input type="checkbox"/>	Matai (mat)
<input type="checkbox"/>	Majority (mjr)
<input type="checkbox"/>	Minority (mnr)

**Subject:** Fill out the boxes below OR enter a Subject.

HB or SB	Bill number	and check one:	<input type="checkbox"/> Support	<input checked="" type="checkbox"/> Oppose	<input type="checkbox"/> Amend	OR enter a general Subject (LIO staff may modify):
SB	36					

**Message:** Your PRINTED message cannot exceed 50 words or contain any vulgar language.

In	listening	to	the	hearings
on	SB 146	and	SB 36	a
22% of	large	percentage	of	the
people	in	Alaska	are	saying
increase	Education	Funding	would	if
bc	possible	for	the	legislature
to	conduct	a	state	wide
poll	Urban	and	rural	to
see	what	the	people	really
want -				



FROM: A. M. (AL) JOHNSON  
1527 Pond Reef Road  
Ketchikan, Alaska 99901  
Ph: (907) 247-8287 Fax: (907) 225-8287

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02/27/98

Testimony to Legislature committee on education formula funding

Thank you Senators for the opportunity to testify. I will do this in a stiletto pace to meet the time frame.

1993 we had 2690 students. 1997 we have 2713 students. during this time we have reduced staff by 30 positions. due to budget demands and funding shortfall. As an example, our district administration currently has one wonderful lady assigned as Asst. Supt. Special Ed Director, Curriculum Director, and a Leaping over tall buildings, stopping speeding trains, and catching bullets in her teeth, grant writer.

Currently we have experienced a 7.15% drop in enrollment from Oct 1996. There is every indication this drop will continue, We aren't able to see a light at the end of the tunnel.

during this period specifically 1997- we have dealt with a \$872,889.00 shortfall. That equates to a bunch of teachers not replaced or retired early. Our initial 1998/99 budget reflects an anticipated additional 500,000.00 plus, shortfall. One doesn't have to be a rocket scientist to know what is going to happen.

Our local Borough Assembly has funded at the cap as permitted by law. The Assembly has taken the lead in assuming what ever maintenance and Capital projects. You can ask no more from them for their efforts, yet we will and they will, to the extent of their legal ability.

Based on 1996/97 data, our student/teacher ratio exceeds state averages for all regions. It's fair to anticipate that this will continue. Yet we know by confirmed research that for the goal of early reading success,, in our case, the 2nd grade, requires a pupil teacher ratio that allows individual contact with the reading activities. Our Board has made a community decision on this goal, without it we

February 27, 1998

To: Senate Finance Committee  
From: Jeff J. Nelson  
Re: SB 36

Dear Committee Members:

As the current vice mayor for the City of Aniak I would like to offer my comments on the proposed SB 36. First of all I find it very unfortunate and shameful to see an increasing rift between urban and rural Alaska. I have lived in both areas for about an equal amount of time and I think both are unique and special in their own way. The fact of the matter is that it does cost more to live out here and with even more self governance and subsistence rights being heavily scrutinized or even taken away, things are starting to feel pretty bleak for rural Alaska. One factor that many people in urban areas tend to forget is that a lot of the jobs there depend on the rural areas. Some that come to mind are the various government agencies that serve rural Alaska, Mining-fishing-timber companies, Airline services - the list goes on.

I think a child living in Sleetmute should have access to the same quality education as one in the Anchorage School District. If there are even more cutbacks on funding in rural Alaska I'm pretty sure it is going to be even more difficult to get quality teachers out here. Some villages have an extremely high turnover rate, which cannot be good for a child's education. (I'm speaking facetiously here but) Perhaps we could do a turnaround like prior to the 1980's when students were shipped to urban areas to attend schools, only this time urban children and teachers would be sent to rural Alaska to alleviate the overcrowding in urban schools.

Ultimately, the main priority should be a child's education, rather than what district gets more dollars. The educational system out here seems to be finally improving and I would hate to see it going backward rather than forward. I myself feel fortunate to have gone to Mt. Edgecumbe boarding school when it was run by the federal government, but I think all children should have the same opportunity for a quality education no matter where they live, Lime Village or Anchorage. In my view many bills introduced by our legislators seemed to be driven by trying to save a few dollars for the short term, without looking at the long term consequences which could end up costing the state twice as much as what was saved. An example of this is the lack of trust (by the urban majority) in rural citizens to administer their own affairs. One major result is the vast amounts of money being spent to fight the increase in rural social problems. An irony in this is that a majority of the higher paying social service positions are being filled by folks from the urban job pool, who usually stay out here a short while and move back to urban areas.

The main point is that any bills regarding revisions to education funding need to be looked at more closely so that all children will have the same chance to get a good education to lead happy productive lives. Thank you for your consideration.

Sincerely,

Jeff J. Nelson



Andy Durny  
 Box 90  
 Nulato AK 99765

Senate Finance Committee  
 State Capital  
 Juneau AK 99801

February 27, 1998

Co. Post-It™ brand fax transmittal memo 7671		Co.	# of pages = 2
To Senate Finance Committee		From	Andy Durny
Co.		Co.	
Dept.		Phone # 1-907-888-2237	
Fax # 1-907-478-7612		Fax # 1-907-888-2207	

Dear Senators,

I am writing regarding the proposed committee substitute for SB 36 on revisions to education funding. As I see it, the committee substitute is an unfair redistribution of funds which benefits all the urban areas at the expense of many rural schools.


I have been a resident of Nulato for 27 years; I've been on the local school board for many years. I have three daughters who attend the local school. I have always worked for a living, and I've been actively involved for a long time in local government. I see myself as a person who contributes to the community and to the state, and there are many thousands of other Rural Alaskans who contribute more than I have. Yet, there seems to be a growing mood of hostility in the legislature toward Rural Alaskans, and that mood is evident in the committee substitute for SB 36. The attitude seems to be that Rural Alaskans do not contribute to the state, and as such, don't deserve to receive the same services and the same education that people in Anchorage and the other urban areas should get.

As you all should know, Alaska's abundant wealth comes primarily from it's Rural areas. The natural resources from Rural Alaska fuel our state economy, and among other things enable the State to provide every man, woman and child who has lived here at least 6 months with an annual check exceeding \$1,000.00 each. Furthermore, many urban Alaskans have benefited through high paying jobs in Rural Alaska; many seasonal construction jobs in the villages are taken by urban Alaskans, and most of our materials and supplies are purchased from Anchorage and Fairbanks, benefiting urban businesses. Yet, the cost of living, and the cost of education in rural Alaska remain very high.

The State of Alaska has not increased funding for education in 10 years, not even allowing for inflation. At the same time, costs have increased, buildings get older and require more maintenance, and student populations have increased. What is your solution to improving the quality of education? For some of you, it's to criticize our educators, to blame rural schools for costing too much, and to move money from rural schools to Anchorage. How does that improve the quality of education - it doesn't.

A more realistic long term solution would be to start looking at the actual education needs of our students and to try to meet those needs. You can't keep putting off a long-term solution to education needs just to meet short-term goals for budget cuts; all you are doing now is putting off the needs of today's students while creating an even greater burden on future students, future educators and future legislators. I simply don't understand how you can ignore those needs; at the same time no one seems even willing to consider placing a cap on the permanent fund dividends in order to redistribute the state's wealth to adequately fund a truly good education program. It just doesn't make any sense to me to keep paying out more and more on the permanent fund checks and less and less for education. The State of Alaska isn't poor—we have a lot of wealth! We just don't know how to set our priorities straight!

Thank you for your consideration.

  
Andy Durny

cc. Senator Georgianna Lincoln  
Representative Irene Nicholia

Thank you for your

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



February 4, 1998

Senator Bert Sharp, Chairperson  
Senate Finance Committee  
Alaska State Legislature  
State Capitol (MS 3100)  
Juneau, AK 99801-1182

Senator Sharp and members of the Finance Committee:

Attached is a copy of a letter to Senator Wilken along with a copy of the document and article I was referring to during testimony on SB 36, SB 142, SB 146, SB 193 last evening.

As with Senator Wilken, I urge you to advocate for additional funding for education in this Great Rich State.

I also wish to restate my position regarding the McDowell report. The report suggests that no ACD should be attached to the instructional (personnel) costs associated with district spending. Due to the fact that most average teacher salaries in the state are within 5% of what Anchorage pay's and the Anchorage ACD is at 1.00. I vehemently disagree. As I stated during my testimony, Northwest Arctic Borough School District has to pay an additional 15% to a teacher with the exact same qualifications (experience and educational credits) as the Anchorage School District. A scatter gram of the certified personnel in each district indicates the following:

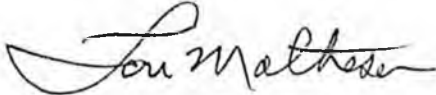
Salary Schedule			
	Lower 1/3	Middle 1/3	Upper 1/3
Northwest Arctic	33%	32%	34%
Anchorage	15%	28%	57%

Using Anchorage's average teacher salary as a base skews the figure to the upper limits due to the fact that 57% of their teachers are in the upper 1/3 of the pay scale. This means that for Northwest Arctic Borough School District's average teacher salary to be equal to Anchorage's average teacher salary ( $\pm 5\%$ ) our lower teacher salaries have to be much higher than Anchorage's. Indeed they are (at least 15%), incidentally, NWABSD ranks third in teacher salaries when compared to the other three largest Bush districts (North Slope, Lower Kuskokwim and Bering Straits).

**FAXED**  
02/04/98

In conclusion, to state that we are not having to pay a higher wage than Anchorage due to the fact that our average is equal ( $\pm 5\%$ ) of Anchorage's is absolutely not accurate. Therefore, an ACD must be applied to instructional allocations (personnel costs) as with non-personnel services and administration.

Sincerely,

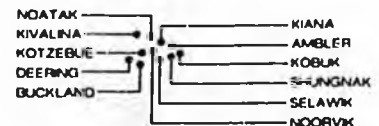
A handwritten signature in cursive script that reads "Lou Matheson".

Lou Matheson  
Superintendent

cc: Senator Al Adams  
Representative Reggie Joule



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



February 4, 1998

Senator Gary Wilken  
Alaska State Legislature  
State Capitol (MS 3100)  
Juneau, AK 99801-1182

Dear Senator:

Attached to this letter is a copy of the article I was referring to last night.

As I stated in my testimony, Alaska's per student expenditure for education has increased by 12% between 1991-92 and 1996-97. While the average increase in education funding for the eight neighboring states of the northwest is 15.5%.

You have stated in your biography for the legislative directory, that "Alaska is one of America's richest states," and yet we are continuing to fund education inadequately. I urge you to advocate for additional funding for the educational programs of this state.

Sincerely,

Lou Matheson  
Superintendent

cc: Senate Finance Committee  
Senator Al Adams  
Representative Reggie Joule

FAXED  
02/04/98 J.S.

# State of the States

The nation struggles to turn reform into results

**H**ow much progress have the nation's schools made? That question is posed in a report released this year by the National Education Goals Panel, but the answer offers no cause for applause. The report, "Building a Nation of Learners," found that national performance has improved significantly since 1990 in only five of 25 areas, while it has grown worse in eight, and remained the same in the rest.

Here's the good news: The proportion of infants born with one or more health problems has declined, more parents are reading to their kids regularly, math

clining, the percentage of secondary school teachers who hold a degree in their main teaching area has decreased, the gap in college completion rates between white and Hispanic students has widened, student drug use and attempted drug sales at school are up, threats and injuries to public school teachers have increased, and more teachers complain of disruptive behavior in their classrooms that they say is hurting the quality of their teaching.

Furthermore, according to the goals panel report, no progress has been made in improving the high school completion rate (a new statistic we have added to the statistical charts that follow this story); reading achievement has remained stagnant in grades four and eight; math achievement for 12th-graders has not made much progress; and the nation has failed to increase measurably the percentage of parents involved in activities at their child's school.

To address areas that are stagnant or declining—and to make sure the improving indicators continue to show progress—many states have drafted tougher academic standards and assessments to match those standards. In fact, every state except Iowa is making efforts to set common academic standards, according to "Making Standards Matter: An Annual Fifty-State Report on Efforts to Raise Academic Standards," a report released this year by the American Federation of Teachers (AFT).

But the AFT report concludes that most states are far

where they need to be. For instance, AFT researchers say states are having particular difficulty setting standards in English and social studies. And even though most states are developing assessments to match the standards, the report says, the standards are too weak or vague in most states to provide a solid foundation for the assessments.

Other findings of the AFT report include the following:

- Only seven states are making efforts to end social promotion by having students meet state standards before being promoted to the next grade. That's an increase from only four states a year ago.

- Only 13 states require students to pass high school graduation exams that are based on 10th-grade academic standards or higher.

- And, only 13 states require and pay for intervention programs to help underachieving students meet state standards. The good news is that this is an increase—up from 10 states a year ago.

How does your state fare on standards and other indicators of student and school success? Walter Haney, an education researcher at Boston College, says the natural tendency of most people—even educators and board members—is to focus on just one or a few statistics and then draw conclusions. But, he cautions, "when a lot of emphasis is placed on any one indicator, you can get distorted conclusions."

For instance, SAT scores are significantly higher in Missis-

**Many states  
have drafted tougher  
academic standards  
and assessments  
to match those standards**

achievement has improved among students in grades four and eight, more students are earning college degrees in mathematics or science, and the incidence of threats and injuries to students at public schools has declined, according to the goals panel report.

The bad news, researchers say, is that reading achievement among high school seniors is de-

issippi than they are in Connecticut. Does this mean Mississippi has a better education system than Connecticut?

Look at other indicators, and you'll get a different perspective on the two states. For example, only 4 percent of high school graduates in Mississippi take the SAT, while in Connecticut, 79 percent of high school graduates take the college entrance exam. Also, Connecticut's high school completion rate—the percentage of 18 to 24-year-olds who have completed high school—is 95 percent, compared to Mississippi's 84 percent.

The state-by-state charts that follow provide you with a snapshot of several important factors you need to examine when evaluating the overall condition of education in your state and others.

Here are a few of the highlights:

- **High school completion rates.** New to *Education Vital Signs* this year, this statistic gives you a better sense of what percentage of young people eventually complete a high school education—whether it be when they're 18 or when they're 24 years old. The path to a high school diploma, researchers at the National Center for Education Statistics (NCES) point out, is not direct for thousands of young adults.

NCES officials say each year for the past 10 years, from 300,000 to 500,000 10th to 12th-graders left school without a high school diploma. Many return and earn a regular high school diploma, and others take and pass a high school equivalency exam. Both groups are included in the high school completion rate.

Nationwide, an average of 85.3 percent of people between 18 and 24 years old have completed high school. The percentage is highest in North Dakota (96.6 percent), Connecticut (94.7), and Nebraska (94.5). The lowest performing states are California (78.9), Texas (79.5), and Georgia (80.3).

- **Special education.** Debates about special education have led to some charges around the country. Instead of focusing only on making sure special education students have equal access to education, many districts are now putting policies in place to raise the standards of what teachers should expect from kids with disabilities.

If such changes sweep the nation, more than 10 percent of the U.S. school population could be affected. The percentage of special education students continues to increase—rising this year from 10.3 to 10.5 percent of the school population nationwide. Massachusetts (15 percent) and New Jersey (14.3 percent) have the highest percentages of special education students.

- **Teacher salaries.** The average teacher salary in the United States is \$38,509, according to the National Education Association. That represents a 2 percent increase over last year's \$37,846. Average teacher salaries fluctuate widely from state to state, however, ranging from a low of \$26,764 in South Dakota to a high of \$50,647 in Alaska.

Many factors affect average teacher salaries, such as the average age and educational levels of members of the teaching force and wide differences in the cost of living between states.

- **Per-pupil expenditures.** These numbers are also related to a host of other factors, such as per-capita income, enrollment, and state budget allocations for education, all of which are reported in the charts on the following pages.

The U.S. average per-pupil expenditure is \$6,327—a modest increase from last year's \$6,098. Alaska has the highest per-pupil expenditure (\$10,393), followed closely by New Jersey (\$10,133). The two lowest are Utah (\$4,086) and Arizona (\$4,387).

- **Funding percentages.** Who shoulders the burden for spending \$6,327 per child? On average, 6.9 percent comes from the federal government, 48.9 percent from state coffers, and 44.2 percent from local revenues.

But the distribution differs widely in individual states. In New Hampshire, for instance, local governments shoulder 90.3 percent of the burden, while the state picks up 6.6 percent and the federal government, 3.0 percent.

Alabama schools, on the other hand, rely heavily on financial help from the state, which contributes 69 percent of the cost of education there. Local governments pick up 21.5 percent of the cost, and the federal government pays for 9.4 percent.

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### CHART 24: NORTHEAST

Finances	Conn.	Del.	Ill.	Mass.	N.H.	N.J.	N.Y.	Pa.	R.I.	Vt.
<b>Per-pupil expenditures</b>										
1991-92	\$8,299	\$6,178	\$5,760	\$6,323	\$5,565	\$9,754	\$8,658	\$7,511	\$6,842	\$6,992
1996-97	\$8,855	\$7,690	\$6,712	\$7,628	\$6,557	\$10,133	\$9,702	\$7,565	\$7,876	\$7,561
<b>Average teacher salaries</b>										
1991-92	\$46,971	\$34,548	\$30,097	\$37,256	\$33,170	\$41,027	\$43,335	\$38,715	\$36,417	\$33,646
1996-97	\$50,426	\$41,436	\$33,800	\$43,806	\$36,867	\$49,349	\$49,560	\$47,429	\$43,019	\$37,200
<b>Funding percentages</b>										
1996-97										
Federal	4.4	7.1	6.8	5.4	3.0	3.7	6.0	5.6	3.6	5.0
State	38.6	67.3	46.8	36.0	6.6	39.3	39.2	41.4	41.7	28.9
Local	57.0	25.6	46.4	58.7	90.3	57.0	54.8	53.0	54.7	66.1
<b>Capital outlay</b>										
1996-97 (in thousands)	\$265,848	\$63,983	\$57,600	\$196,037	\$43,663	\$356,127	\$1,273,271	\$172,807	\$10,374	\$57,741
<b>State budget allocations for education</b>										
(percent of total state budget)	14.9	23.1	13.5	13.4	6.9	22.1	18.7	20.3	15.3	17.4
<b>Per-capita income 1996</b>										
	\$33,189	\$27,522	\$20,826	\$29,439	\$26,520	\$31,053	\$28,782	\$24,668	\$24,765	\$22,124
<b>Classroom characteristics</b>										
<b>High school completion rates * *</b>										
	94.7	93.3	92.9	92.5	86.9	91.8	87.1	89.5	89.4	88.1
<b>Students per multimedia computer</b>										
	35.7	47.3	24.3	45.2	10.2	10.1	25.4	35.2	20.8	6.7
<b>Pupil/teacher ratios</b>										
1990-91	13.5	16.7	13.9	15.4	16.2	13.6	14.7	16.6	14.6	13.2
1995-96	14.4	16.8	13.9	14.6	15.7	13.8	15.5	17.0	14.3	13.8
<b>Enrollment</b>										
<b>Fall, 1991-92</b>										
Elementary	350,643	58,877	156,120	613,533	119,729	785,402	1,486,086	946,338	84,880	58,487
Secondary	131,697	44,319	55,469	232,622	57,409	324,394	1,157,877	746,459	56,035	38,650
Total	482,340	102,196	211,589	846,155	177,138	1,109,796	2,643,963	1,692,797	140,915	97,137
<b>Fall, 1996-97</b>										
Elementary	385,675	60,219	155,745	687,003	132,985	857,960	1,613,700	990,780	90,240	60,403
Secondary	142,245	50,330	58,646	242,770	65,104	356,837	1,251,000	816,470	61,669	47,519
Total	527,920	110,549	214,391	929,773	198,089	1,214,797	2,864,700	1,807,250	151,909	107,922
<b>% Minority enrollment</b>										
<b>Fall, 1995</b>										
Black	13.5	29.4	0.8	8.2	0.9	18.5	20.2	14.0	7.0	0.7
Hispanic	11.8	4.0	0.4	9.3	1.2	13.5	17.4	3.5	10.3	0.4
Asian or Pacific Islander	2.4	1.7	0.9	3.8	1.1	5.4	5.0	1.8	3.3	1.0
American Indian/Alaskan Native	0.3	0.2	0.6	0.2	0.2	0.2	0.4	0.1	0.5	0.6
Total % Minority	28.0	35.3	2.7	21.5	3.4	37.6	43.0	19.4	21.1	2.7
<b>% Special education enrollment</b>										
1994-95	12.6	12.0	12.1	15.0	11.1	14.3	11.1	10.0	13.9	8.4
<b>Mean SAT Scores</b>										
<b>1987 Verbal</b>										
	515	517	510	511	527	502	501	505	509	518
<b>1987 Math</b>										
	499	496	493	500	512	493	495	491	492	500
<b>1997 Verbal</b>										
	509	505	507	508	521	497	495	498	499	508
<b>1997 Math</b>										
	507	498	504	508	518	508	502	495	493	502
<b>% of graduates taking SAT—1997</b>										
	79	65	67	80	70	69	74	72	70	69

\*\* High school completion rate: Percentage of 18 to 24-year-olds who have completed high school.

Per-pupil expenditures, average teacher salaries, funding percentages, and enrollment: National Education Association, *Estimates of School Statistics, 1995-96*; revised 1991-92 figures from 1992-93 edition.  
 Per-capita income: U.S. Department of Commerce, Bureau of Economic Analysis  
 Capital outlay: National Education Association, *Estimates of School Statistics, 1996-97*  
 Pupil/teacher ratios, minority enrollment: U.S. Department of Education, National Center for Education Statistics  
 State Budget Allocations: National Association of State Budget Officers  
 Special Education Enrollment: U.S. Department of Education  
 SAT Scores and percentage of graduates taking test: The College Board



## CHART 25: SOUTHEAST

Finances	D.C.	Fla.	Ga.	Md.	N.C.	S.C.	Va.	W.Va.
<b>Per-pupil expenditures</b>								
1991-92	\$7,966	\$5,237	\$4,781	\$6,189	\$4,850	\$4,537	\$5,028	\$7,371
1996-97	\$8,167	\$6,049	\$6,030	\$7,052	\$5,247	\$5,347	\$6,370	\$7,036
<b>Average teacher salaries</b>								
1991-92	\$38,798	\$31,070	\$29,509	\$38,728	\$28,791	\$28,068	\$31,657	\$27,366
1996-97	\$45,012	\$33,881	\$36,042	\$41,148	\$31,225	\$32,659	\$35,837	\$33,159
<b>Funding percentages</b>								
1996-97								
Federal	14.2		6.9	5.6	9.0	8.2	5.7	8.4
State	—	48.6	52.1	40.0	66.8	46.0	36.3	62.8
Local	85.8	44.4	41.0	54.4	24.3	45.8	58.0	28.9
<b>Capital outlay</b>								
1996-97 (in thousands)	\$11,999	\$2,375,156	\$1,238,770	\$477,729	\$350,328	\$293,300	\$397,361	\$62,112
<b>State budget allocations for education (percent of total state budget)</b>								
	—	17.9	25.4	16.9	24.4	18.7	17.1	32.3
<b>Per-capita income 1996</b>								
	\$34,932	\$24,104	\$22,709	\$27,221	\$22,010	\$19,755	\$24,925	\$18,444
<b>Classroom characteristics</b>								
<b>High school completion rates**</b>								
	87.7	80.7	80.3	93.6	85.5	89.0	87.7	86.8
<b>Students per multimedia computer</b>								
	16.1	10.5	15.1	11.2	12.5	30.0	9.4	55.2
<b>Pupil/teacher ratios</b>								
1990-91	13.6	17.2	18.3	16.8	16.9	16.8	15.7	15.0
1995-96	15.0	18.9	16.5	16.8	16.2	16.2	14.4	14.6
<b>Enrollment</b>								
<b>Fall, 1991-92</b>								
Elementary	49,758	1,146,765	867,924	438,097	790,394	456,843	657,546	192,504
Secondary	30,860	783,954	309,458	298,141	302,053	171,245	357,024	127,745
Total	80,618	1,930,719	1,177,382	736,238	1,092,447	628,088	1,014,570	320,249
<b>Fall, 1996-97</b>								
Elementary	51,783	1,306,259	654,446	475,442	872,391	458,881	704,530	189,082
Secondary	28,078	934,244	666,793	343,141	316,304	185,126	391,563	114,359
Total	79,861	2,240,503	1,321,239	818,583	1,188,695	644,007	1,096,093	303,441
<b>% Minority enrollment</b>								
<b>Fall, 1995</b>								
Black	87.6	25.3	37.8	35.0	30.7	42.1	26.5	4.0
Hispanic	7.0	15.3	2.2	3.3	1.9	0.7	3.2	0.3
Asian or Pacific Islander	1.4	1.8	1.6	3.8	1.3	0.8	3.5	0.4
American Indian/Alaskan Native	—	0.2	0.1	0.3	1.5	0.2	0.2	0.1
Total % Minority	96.0	42.6	41.7	42.4	35.4	43.8	33.4	4.8
<b>% Special education enrollment</b>								
1994-95	7.2	12.3	8.8	10.6	10.5	10.9	11.1	12.5
<b>Mean SAT Scores</b>								
<b>1987</b>								
Verbal	482	501	478	513	477	474	511	534
Math	462	497	470	502	468	466	499	519
<b>1997</b>								
Verbal	490	499	486	507	490	479	506	524
Math	475	499	481	507	488	474	497	508
<b>% of graduates taking SAT—1997</b>								
	60	50	63	64	59	56	69	18

\*\* High school completion rate: Percentage of 18 to 24-year-olds who have completed high school.

Per-pupil expenditures, average teacher salaries, funding percentages, and enrollment: National Education Association, *Estimates of School Statistics, 1995-96*; revised 1991-92 figures from 1992-93 edition.

Per-capita income: U.S. Department of Commerce, Bureau of Economic Analysis

Capital outlay: National Education Association, *Estimates of School Statistics, 1996-97*

Pupil/teacher ratios, minority enrollment: U.S. Department of Education, National Center for Education Statistics

State Budget Allocations: National Association of State Budget Officers

Special Education Enrollment: U.S. Department of Education

SAT Scores and percentage of graduates taking test: The College Board

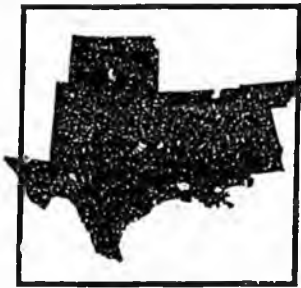


### CHART 26: NORTHCENTRAL

Finances	Ill.	Ind.	Iowa	Ky.	Mich.	Minn.	Mo.	Neb.	Ohio	Wis.
<b>Per-pupil expenditures</b>										
1991-92	\$5,205	\$5,376	\$5,091	\$4,924	\$6,060	\$5,293	\$4,452	\$4,668	\$5,757	\$6,282
1996-97	\$6,048	\$6,433	\$6,063	\$6,229	\$7,318	\$6,401	\$5,370	\$5,651	\$5,909	\$7,369
<b>Average teacher salaries</b>										
1991-92	\$36,461	\$34,809	\$29,202	\$30,870	\$41,149	\$34,451	\$28,895	\$27,231	\$33,243	\$35,227
1996-97	\$42,679	\$38,575	\$33,275	\$33,950	\$44,251	\$37,975	\$34,342	\$31,768	\$38,831	\$38,950
<b>Funding percentages</b>										
1996-97										
Federal	7.5	5.0	5.0	8.9	6.6	4.7	6.2	4.2	5.9	4.4
State	27.0	52.6	53.6	66.6	67.8	56.2	39.1	38.4	41.3	54.5
Local	65.5	42.4	41.5	24.5	25.6	39.1	54.6	57.3	52.8	41.1
<b>Capital outlay</b>										
1996-97 (in thousands)	\$683,055	\$600,687	\$217,015	\$242,488	\$824,102	\$961,910	\$581,640	\$185,835	\$875,929	\$434,976
<b>State budget allocation: for education</b>										
(percent of total state budget)	17.8	25.1	20.5	24.5	32.9	24.6	24.1	16.9	17.3	21.2
<b>Per-capita income 1996</b>										
	\$26,596	\$22,440	\$22,560	\$19,687	\$24,810	\$25,580	\$22,864	\$23,047	\$23,537	\$23,269
<b>Classroom characteristics</b>										
<b>High school completion rates**</b>										
	86.7	88.5	93.2	82.4	88.7	93.3	90.3	94.5	88.4	93.7
<b>Students per multimedia computer</b>										
	30.2	19.7	18.4	26.1	31.7	6.9	32.7	11.5	50.0	22.2
<b>Pupil/teacher ratios</b>										
1990-91	16.7	17.4	15.6	17.3	19.8	17.4	15.6	14.6	17.2	16.2
1995-96	17.1	17.5	15.5	16.9	19.7	17.8	15.4	14.5	17.1	15.8
<b>Enrollment</b>										
<b>Fall, 1991-92</b>										
Elementary	1,325,999	677,140	274,279	439,595	1,155,849	434,690	597,392	169,688	1,143,054	579,469
Secondary	522,167	278,511	217,084	194,503	437,390	331,957	230,012	108,769	628,020	235,202
Total	1,848,166	955,651	491,363	634,098	1,593,239	766,647	827,404	278,457	1,771,074	814,671
<b>Fall, 1996-97</b>										
Elementary	1,411,425	536,559	259,545	430,927	1,192,002	460,892	627,930	172,787	1,198,152	611,518
Secondary	549,812	444,934	244,648	198,199	468,186	393,086	255,397	118,104	645,159	274,951
Total	1,961,237	981,493	504,193	629,126	1,660,188	853,978	883,327	290,891	1,843,311	886,473
<b>% Minority enrollment</b>										
<b>Fall, 1995</b>										
Black	21.1	11.1	3.3	9.8	18.4	4.8	16.1	5.9	15.3	9.4
Hispanic	12.2	2.3	2.1	0.4	2.7	2.0	1.0	4.4	1.4	3.3
Asian or Pacific Islander	3.0	0.8	1.5	0.6	1.5	3.9	1.0	1.3	1.0	2.8
American Indian/Alaskan Native	0.1	0.2	0.4	0.1	1.0	1.9	0.2	1.4	0.1	1.3
Total % Minority	36.4	14.4	7.3	10.9	23.6	12.6	18.3	13.0	17.8	16.8
<b>% Special education enrollment</b>										
1994-95	11.3	11.5	11.1	9.7	9.8	9.7	12.1	11.6	10.6	9.9
<b>Mean SAT Scores</b>										
1987 Verbal	539	492	588	554	534	548	549	563	532	550
Math	540	487	586	538	533	549	538	562	521	551
1997 Verbal	562	494	589	548	557	582	567	562	535	579
Math	578	497	601	546	566	592	568	564	536	590
<b>% of graduates taking SAT—1997</b>										
	14	57	5	12	11	9	9	9	25	7

\*\* High school completion rate: Percentage of 18 to 24-year-olds who have completed high school.

Per-pupil expenditures, average teacher salaries, funding percentages, and enrollment: National Education Association, *Estimates of School Statistics, 1995-96*; revised 1991-92 figures from 1992-93 edition  
 Per-capita income: U.S. Department of Commerce, Bureau of Economic Analysis  
 Capital outlay: National Education Association, *Estimates of School Statistics, 1996-97*  
 Pupil/teacher ratios, minority enrollment: U.S. Department of Education, National Center for Education Statistics  
 State Budget Allocations: National Association of State Budget Officers  
 Special Education Enrollment: U.S. Department of Education  
 SAT Scores and percentage of graduates taking test: The College Board



### CHART 27: SOUTH CENTRAL

Finances	Ala.	Ark.	Kan.	La.	Miss.	Okla.	Tenn.	Texas
<b>Per-pupil expenditures</b>								
1991-92	\$3,675	\$3,753	\$5,154	\$4,241	\$3,284	\$3,918	\$3,732	\$4,651
1996-97	\$4,737	\$4,498	\$6,170	\$4,876	\$4,581	\$4,526	\$5,272	\$5,935
<b>Average teacher salaries</b>								
1991-92	\$26,951	\$27,070	\$30,731	\$25,948	\$24,367	\$25,339	\$28,621	\$29,041
1996-97	\$32,549	\$29,975	\$35,837	\$28,347	\$27,720	\$29,270	\$33,789	\$32,644
<b>Funding percentages</b>								
1996-97								
Federal	9.4	8.3	5.5	12.7	13.5	8.9	8.4	8.1
State	69.0	65.9	57.7	50.5	57.7	62.5	50.8	43.6
Local	21.5	25.7	36.9	36.8	28.8	28.5	40.8	48.3
<b>Capital outlay</b>								
1996-97 (in thousands)	\$438,802	\$242,687	\$191,041	\$263,327	\$254,280	\$340,000	\$98,000	\$2,485,875
<b>State budget allocations for education (percent of total state budget)</b>								
	23.5	20.8	24.5	19.9	23.4	25.9	19.4	30.5
<b>Per-capita income 1996</b>								
	\$20,055	\$18,928	\$23,281	\$19,824	\$17,471	\$19,350	\$21,764	\$22,045
<b>Classroom characteristics</b>								
<b>High school completion rates**</b>								
	84.0	88.4	90.9	80.5	83.9	87.0	84.6	79.5
<b>Students per multimedia computer</b>								
	32.0	33.4	12.7	54.6	17.1	26.4	30.0	23.5
<b>Pupil/teacher ratios</b>								
1990-91	19.9	16.8	15.0	17.3	17.9	15.6	19.2	15.4
1995-96	16.9	17.1	15.1	16.6	17.5	15.7	16.7	15.6
<b>Enrollment</b>								
<b>Fall, 1991-92</b>								
Elementary	407,931	243,470	297,639	573,628	313,933	343,300	604,571	2,053,540
Secondary	318,184	193,776	147,751	200,241	187,644	245,000	229,080	1,406,838
Total	726,115	437,246	445,390	773,869	501,577	588,300	833,651	3,460,378
<b>Fall, 1996-97</b>								
Elementary	411,838	249,114	316,069	552,142	325,724	346,000	645,732	2,200,599
Secondary	329,272	207,354	150,298	234,233	178,243	275,000	245,803	1,606,888
Total	741,110	456,468	466,367	786,375	503,967	621,000	891,535	3,807,487
<b>% Minority enrollment</b>								
<b>Fall, 1995</b>								
Black	36.0	23.6	8.5	46.0	51.0	10.5	23.1	14.3
Hispanic	0.5	1.5	6.0	1.1	0.3	3.9	0.7	36.7
Asian or Pacific Islander	0.6	0.7	1.8	1.3	0.6	1.3	0.8	2.3
American Indian/Alaskan Native	0.7	0.4	1.1	0.5	0.4	15.0	0.1	0.3
Total % Minority	37.8	26.2	17.4	48.9	52.3	30.7	24.7	53.6
<b>% Special education enrollment</b>								
1994-95	11.7	10.1	9.5	9.6	11.2	10.3	12.5	10.0
<b>Mean SAT Scores</b>								
<b>1987 Verbal</b>								
Math	553	556	572	548	561	560	563	493
<b>1987 Math</b>								
Verbal	535	540	562	530	540	539	543	486
<b>1997 Verbal</b>								
Math	561	567	578	560	567	568	564	494
<b>1997 Math</b>								
	555	558	575	553	551	560	556	501
<b>% of graduates taking SAT—1997</b>								
	8	6	9	10	4	8	13	49

\*\* High school completion rate: Percentage of 18 to 24-year-olds who have completed high school.

Per-pupil expenditures, average teacher salaries, funding percentages, and enrollment: National Education Association, *Estimates of School Statistics, 1995-96*; revised 1991-92 figures from 1992-93 edition.

Per-capita income: U.S. Department of Commerce, Bureau of Economic Analysis

Capital outlay: National Education Association, *Estimates of School Statistics, 1996-97*

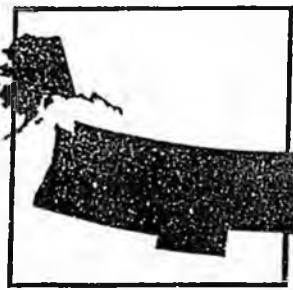
Pupil/teacher ratios, minority enrollment: U.S. Department of Education, National Center for Education Statistics

State Budget Allocations: National Association of State Budget Officers

Special Education Enrollment: U.S. Department of Education

SAT Scores and percentage of graduates taking test: The College Board



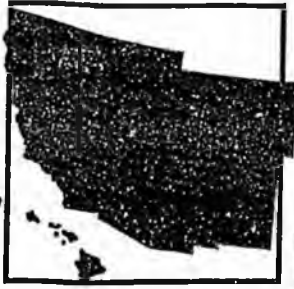


### CHART 28: NORTHWEST

Finances	Alaska	Idaho	Mont.	N.D.	Ore.	S.D.	Wash.	Wyo.
<b>Per-pupil expenditures</b>								
1991-92	\$9,248	\$3,655	\$5,127	\$4,355	\$5,958	\$4,187	\$5,270	\$5,866
1996-97	\$10,393	\$4,735	\$5,973	\$4,844	\$6,590	\$4,957	\$6,223	\$6,293
<b>Average teacher salaries</b>								
1991-92	\$44,718	\$26,334	\$27,590	\$24,495	\$34,100	\$23,291	\$34,823	\$30,425
1996-97	\$50,647	\$31,818	\$29,950	\$27,711	\$40,900	\$26,764	\$37,860	\$31,721
<b>Funding percentages</b>								
1996-97								
Federal	12.6	6.8	9.6	11.8	7.1	9.8	6.3	6.1
State	63.6	63.8	46.9	42.4	55.4	32.0	68.7	49.4
Local	23.9	29.3	43.5	45.8	37.4	59.2	25.1	44.5
<b>Capital outlay</b>								
1996-97 (in thousands)	\$37,203	\$129,606	\$62,147	\$30,299	\$440,000	\$84,865	\$1,091,219	\$55,000
<b>State budget allocations for education</b>								
(percent of total state budget)	not available	28.6	22.9	18.7	17.8	15.3	27.1	21.9
<b>Per capita income 1996</b>								
	\$24,558	\$19,539	\$19,047	\$20,710	\$22,668	\$21,516	\$24,835	\$21,245
<b>Classroom characteristics</b>								
<b>High school completion rates**</b>								
	90.5	86.4	89.8	96.6	82.7	91.5	85.7	90.8
<b>Students per multimedia computer</b>								
	10.6	25.8	17.9	6.7	8.6	7.3	14.9	12.0
<b>Pupil/teacher ratios</b>								
1990-91	17.0	19.6	15.9	15.5	18.0	15.2	20.1	14.5
1995-96	17.3	19.0	16.4	15.9	19.8	15.0	20.4	14.8
<b>Enrollment</b>								
Fall, 1991-92								
Elementary	89,146	124,959	112,743	84,284	329,100	95,886	502,727	56,356
Secondary	29,559	100,721	42,779	33,435	168,500	35,160	368,186	43,378
Total	118,705	225,680	155,522	117,719	497,600	131,046	870,913	99,734
Fall, 1996-97								
Elementary	95,580	129,525	114,561	80,756	367,600	93,768	534,904	50,816
Secondary	35,622	115,727	50,031	37,677	169,400	41,284	441,735	47,961
Total	131,202	245,252	164,592	118,433	537,000	135,052	976,639	98,777
<b>% Minority enrollment</b>								
Fall, 1995								
Black	4.6	0.6	0.5	0.8	2.6	0.5	4.7	1.0
Hispanic	2.7	8.4	1.4	1.1	6.8	0.7	7.8	6.1
Asian or Pacific Islander	4.4	1.2	0.8	0.8	3.4	0.7	6.5	0.8
American Indian/Alaskan Native	24.5	1.3	9.8	6.6	2.0	13.5	2.6	2.7
Total % Minority	36.2	11.5	12.5	9.3	14.8	16.2	21.6	10.6
<b>% Special education enrollment</b>								
1994-95	12.2	8.0	9.3	8.8	11.2	9.0	9.4	10.0
<b>Mean SAT Scores</b>								
1987 Verbal								
	521	548	555	583	521	587	532	557
1987 Math								
	504	524	548	573	509	577	519	551
1997 Verbal								
	520	544	545	588	525	574	523	543
1997 Math								
	517	539	548	595	524	570	523	543
<b>% of graduates taking SAT—1997</b>								
	48	15	22	5	50	4	46	12

\*\* High school completion rate: Percentage of 18 to 24-year-olds who have completed high school.

Per-pupil expenditures, average teacher salaries, funding percentages, and enrollment: National Education Association, *Estimates of School Statistics, 1992-96*; revised 1991-92 figures from 1992-93 edition.  
 Per-capita income: U.S. Department of Commerce, Bureau of Economic Analysis  
 Capital outlay: National Education Association, *Estimates of School Statistics, 1996-97*  
 Pupil/teacher ratios, minority enrollment: U.S. Department of Education, National Center for Education Statistics  
 State Budget Allocations: National Association of State Budget Officers  
 Special Education Enrollment: U.S. Department of Education  
 SAT Scores and percentage of graduates taking test: The College Board



**CHART 29: SOUTHWEST & TOTAL**

Finances	Ariz.	Calif.	Colo.	Hawaii	Nev.	N.M.	Utah	U.S. Total
Per-pupil expenditures								
1991-92	\$4,076	\$4,622	\$5,092	\$5,445	\$4,874	\$4,607	\$3,038	\$5,454
1996-97	\$4,387	\$5,327	\$5,550	\$6,211	\$5,516	\$5,900	\$4,086	\$6,327
Average teacher salaries								
1991-92	\$31,176	\$40,192	\$33,072	\$34,528	\$33,857	\$26,389	\$26,339	\$34,098
1996-97	\$33,350	\$43,474	\$36,175	\$35,842	\$37,340	\$29,715	\$31,750	\$38,509
Funding percentages								
1996-97								
Federal	8.6	8.5	5.6	8.1	4.3	9.8	6.2	6.9
State	41.8	60.6	44.1	90.0	33.5	68.3	62.8	46.9
Local	49.6	30.9	50.3	1.9	62.2	21.9	30.9	44.2
Capital outlay								
1996-97 (in thousands)	\$856,056	\$2,999,036	\$448,525	\$173,578	\$433,227	\$481,786	\$275,000	\$25,223,399
State budget allocations for education (percent of total state budget)	17.5	20.2	21.1	14.2	not available	22.5	33.7	21.3
Per-capita income 1996	\$20,989	\$25,144	\$25,084	\$25,159	\$25,451	\$18,770	\$19,156	\$24,231
Classroom characteristics								
High school completion rates**	84.0	78.9	88.4	92.0	81.9	82.4	93.6	85.3
Students per multimedia computer	18.6	40.5	6.3	40.8	22.5	18.2	16.7	23.2
Pupil/teacher ratios								
1990-91	19.4	22.8	17.8	18.9	19.4	18.1	25.0	17.2
1995-96	19.6	24.0	18.5	17.8	19.1	17.0	23.8	17.3
Enrollment								
Fall, 1991-92								
Elementary	490,419	3,711,519	347,400	102,142	126,175	167,999	324,578	27,560,526
Secondary	165,156	1,395,626	245,630	72,107	85,635	121,482	129,640	14,373,534
Total	655,575	5,107,145	593,030	174,249	211,810	279,481	454,218	41,934,060
Fall, 1996-97								
Elementary	577,794	4,022,881	381,982	107,979	165,039	172,581	323,266	28,915,511
Secondary	211,874	1,512,431	291,456	80,507	117,092	135,974	154,762	16,335,302
Total	789,668	5,535,312	673,438	188,486	282,131	308,555	478,028	45,250,813
% Minority enrollment								
Fall, 1995								
Black	4.3	8.8	5.5	2.6	9.8	2.4	0.7	16.3
Hispanic	30.0	38.7	18.4	4.9	17.2	46.8	5.3	13.5
Asian or Pacific Islander	1.7	11.2	7.5	6.3	4.5	1.0	2.2	3.7
American Indian/Alaskan Native	7.2	0.9	1.1	0.4	1.9	10.4	1.4	1.1
Total % Minority	43.2	59.6	27.5	77.2	33.4	60.6	9.6	35.1
% Special education enrollment								
1994-95	7.9	8.8	9.2	7.3	9.0	12.5	9.5	10.5
Mean SAT Scores								
1987 Verbal	539	500	542	481	516	559	577	507
Math	526	507	535	502	508	544	557	501
1997 Verbal	523	496	536	483	508	554	576	505
Math	522	514	539	512	509	545	570	511
% of graduates taking SAT—1997	29	45	30	54	32	12	4	42

\*\* High school completion rate: Percentage of 18 to 24-year-olds who have completed high school.

Per-pupil expenditures, average teacher salaries, funding percentages, and enrollment: National Education Association, *Estimates of School Statistics, 1995-96*, revised 1991-92 figures from 1992-93 edition.

Per-capita income: U.S. Department of Commerce, Bureau of Economic Analysis

Capital outlay: National Education Association, *Estimates of School Statistics, 1996-97*

Pupil/teacher ratios, minority enrollment: U.S. Department of Education, National Center for Education Statistics

State Budget Allocations: National Association of State Budget Officers

Special Education Enrollment: U.S. Department of Education

SAT Scores and percentage of graduates taking test: The College Board

Some Alaskans think the Rural Alaska benefit from some current status quo and is a burden to Urban Alaska. Rural Alaska does indeed pay a fair and equal share. In fact it is more like colonialism. Alaska's wealth (oil, fish, lumber, mining, tourism) comes largely from the rural areas and made possible by those that choose to deal with a higher cost of living and less conveniences. The only real valuable asset the Urban Alaska has that Rural Alaska does not, is the majority of the state's voting constituents. And it is only valuable to those that count on that to get reelected and therefore feel compelled to ignore the realities of Rural Alaska. Here's some realities about the Yukon Kuskokwim Region. We have the highest poverty rate in Alaska, compounded by the Kuskokwim commercial fishing disaster and Welfare Reform changes, and lead the nation per capita in teen suicides, child sexual abuse, inhalant abuse (gas sniffing) and Fetal Alcohol Syndrome. We have higher incidents of health problems associated with having no plumbing and can easily be compared to third world countries with similar living conditions. Both our youth and adult correctional facilities continue to overflow with people that cannot function outside those four walls. Native people continue to see rapid social, economic and political changes that damage individuals, families and entire communities. And children (too bad they can't vote) seem to be the last considered. This is so sad. The future of this place is clearly dependent on the future of the children. We are approaching the one year anniversary of the tragic High School murders. What did anyone learn from that? If you really listen to the problems out here, than you can choose to learn lots. For one thing the Jr. High and High School students are squeezed into the same building. Considering such a wide age range of adolescent years in crowded conditions, then it was only a matter of time that something this explosive would happen. And as long as such conditions continue, then who can guarantee this won't happen again. The population in this region grew approximately 20 percent since 1990. How many new schools, not counting the ones replacing those destroyed by fire, have we seen built these last few years to accommodate for this population growth? The gaps between the rich and the poor continue to widen as the quality of life and conditions for Rural Alaska do not get considered in Juneau. This is indeed colonialism.

  
Susan E. Taylor

Post-It <sup>®</sup> Fax Note	7671	Date	2/3/98	# of pages	1
To	Sen Fin	From	FHX L10		
Co./Dept.		Co.			
Phone #		Phone #			
Fax #		Fax #			

### Notes for Public Testimony

To: Alaska Senate Finance Committee  
 By: Betsy Turner-Bogren, Alaska PTA Legislative V.P.  
 Date: February 3, 1998  
 Re: Public School Funding

- Members of the Alaska PTA applaud the Legislators and the Governor for their efforts to improve the level and method our state provides funding for public education.
- Improving the way our state funds education is a very important issue. It is not an issues that belongs to Republicans, Democrats, the Governor or the Legislature, this issue belongs to all Alaskans.
- The Alaska PTA has an annual membership of over 16,000. Our association is organized to include representation from six geographic Regions covering the entire state and four active Councils representing Ketchikan, the Mat/Su Borough, Fairbanks and Anchorage.
- Delegates from across the State meet annually to review our Legislative program and adopt five or six legislative priorities. Supporting adequate State funding for public education has always been one of the Alaska PTA Legislative Priorities.
- Delegates to the 1997-98 Issues Conference last November adopted Legislative Priorities for the Alaska PTA that include support of:
  1. Legislation and funding of programs that will hold school districts accountable to high standards for educational programs, staff professionalism and student performance.
  2. The creation of a new funding mechanism that will meet all rising costs of public education including those associated with inflation and increased enrollment, and provide equitable distribution of those funds.
  3. Funding public education at a level sufficient to enable school districts to support a cap on the pupil-teacher ratio for each grade level and provide safe and adequate pupil transportation.
- During the debate, delegates to the November Issues Conference expressed concerns that efforts to find equitable distribution of state funds should not provide funding solutions for any school districts and the expense of other school districts.
- In the past the Alaska PTA has supported education funding reform measures that include:
  1. Legislation that would substantially increase the level of state funding for public education.
  2. Legislation that would protect the level of education funding from the negative impact of inflation.
- On behalf of the Alaska PTA I would like to express appreciation for the work of the Senate Finance Committee and encourage the committee members to support education funding reform that will address all the concerns identified by the Alaska PTA.

Testimony of Jane Haigh 280 E. Birch Hill rd. Fairbanks, AK 99712 457-7834  
re: SB 36

I am here today on my own, and not as an official representative of The Fairbanks North Star School Board, of which I have been a member for 6 years. My testimony today is my own opinion.

Certainly difficult policy decisions must be made, in regard to schools and how we run them. Education throughout the state must be improved. The fundamental question is how to use state funding to effect these positive changes, while maintaining local control.

Right now, though we are one of the wealthiest states in the Union, we spend more on ourselves individually in the form of dividends than we spend on our school and our children. Something is wrong with this picture.

At a time when 44 other states are increasing support of public schools, Alaska leads the nation in de-funding schools. The percentage change in per pupil expenditure since 1986 was minus 25%- lowest of any state.

America as a rising technological economy will know no boundaries. We here in the North will finally have a chance to participate in industries like software and web commerce on an equal footing, not handicapped by distance. It is essential that we have young workers trained in the critical thinking skills demanded by new industries like software development and networking.

We must come up with a new formula that is truly fair to everyone, and puts everyone, rural and urban on the road to positive changes leading to success in school for all children in the state.

The current proposal before us does not pass that test.

If schools with low test scores and high percentages of children from low income and minority families were in our own districts we would not cut their funding and send the money to schools with high test scores and white children from wealthy families. that would be unconscionable.

If we do not come up with a formula that is truly fair to everyone, and that the governor will sign, then I am afraid we will end up with no new formula. Sen. Wilken has stated that if we do not reform the current formula, then there will be no new funds- and that total result is simply unacceptable.

I do agree with our School board position, that all residents of the state- in Urban districts, boroughs and REAAs need to contribute something to public education, for the reasons stated by fellow board member Henry- when we contribute, we feel ownership and responsibility. contributing is an important part of local control.

However, I feel that if the 4% wage tax is good for REAAs it is good for everyone. In fact, I feel that in the last ten year, too much of the burden of school funding in organized boroughs is on the backs of the property owners.

A statewide wage tax of 4% could be collected and rebated to local areas to replace some of the local contribution now made by the property tax.

This would relieve some of the current burden on property taxes and allow boroughs to support some other functions currently being cut in the state budget, thus increasing local control.

## NENANA CITY PUBLIC SCHOOLS

P.O. BOX 00010  
NENANA, ALASKA 99760  
907-832-5464  
FAX 907-832-5625

February 4, 1998

Senate Finance Committee  
State Capital  
Juneau, Alaska 99801

Dear Senators:

I am addressing this letter to the senate finance committee as a whole, because there is a need for taking a step back and listening. I want to thank all of you for the opportunity to address you in the teleconference and this letter.

I have given the four proposed bills considerable thought and the short time last night does not begin to address our problems with funding and education. I am a firm believer that we can fully fund education and in an equitable manner. I have been a teacher, principal and now a new superintendent in the state of Alaska and also, I have a son that is in his first year of teaching in the Lower Kuskokwim School District. I believe in education for Alaska students. I want what is best for all the students of Alaska not what is best for your own area of representation that will get you reelected, I am sorry if this offends you, but my concern is the education of our children.

Having lived in a state that had a recapture clause for funding education, the recapture clause was taken to court and this clause for funding was thrown out. Any time you tax one portion of the state for income or recapture, you have caused an unequal method of collection and these situations will lose in court. There are ways to make assessing rural areas without creating unequal situation, such as sales tax, which everyone pays rural or urban, rich or poor, local or tourist.

I have worked in a district, the past seven years, that had to reduce the number of teachers and administrators even though the student population increased, because the funding stayed the same. Regardless of saying that funding has increased, how can the number 61,000 increase if that basic number stayed 61,000. Senators, has your expenses increased from 1988 to 1997, and has the amount of money you received, for being a senator, increased or stayed the same since that time? One must be fair in all things that we try to accomplish.

I am against all four bills as the presently stand and in favor of the governor's bill as it stands. I am not saying that the governor's bill is best for students, but he has listened to all concerned parties and made an attempt to change his bill to make it better. Sometimes, we can not see the trees for the forest.

I know you have put considerable amount of time on your individual bills and they are like your young children, I have yet to see a (senator) parent change their opinion or listen to ways to improve their bill. Are we (senators) concerned for all children or are we concerned for just those children in our districts?

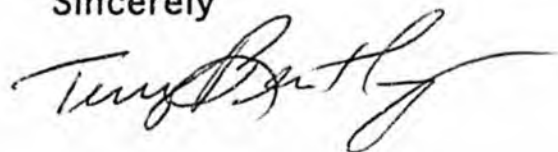
The bill on administrative cost, I am strongly against, these are the position that are figured in my 400 and 500 areas for my district, the superintendent, a board secretary, a bookkeeper, a school secretary, and a principal. The two secretaries and bookkeeper only have a 220 day contract, these three alternate time and jobs to make things work. As superintendent, I am grant writer, special education director, title 1 coordinator, business manager, technology coordinator, Indian education coordinator, and superintendent all rolled into one job. I will have to reduce the superintendent's position for this school district to operate within the administrative guide lines that are proposed. Yes, I do think some districts are a little top heavy, but your bill really hits the smaller districts harder than the larger districts.

The bill concerning reorganization of rural REAA's might work if you had input from those district involved. Forced reorganization does not work, it only creates animosity towards the creator and the district that has taken them over. I have lived through forced reorganization as a student and still have bitter feelings about the reorganization of schools. It looks

good on paper only, but it does nothing for the education of children.

What we must do, in my opinion, is WORK and LISTEN to each other to get this done. I want to thank you again, for your time and patience. We have get this job done, because it is for the children of Alaska, our future.

Sincerely

A handwritten signature in cursive script, appearing to read "Terry Bentley". The signature is fluid and extends to the right.

Terry Bentley  
Superintendent  
Nenana City School District  
Nenana, Alaska 99760

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**cc:Mail for: Senator Bert Sharp**

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**Subject:** SB36

**From:** FGME@dgsdmail.ogsd.k12.ak.us (Mindy D. Eggleston) at CC2MHS1 03/01/98 9:14 PM

**To:** Senator Bert Sharp at LAA\_SSHA

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I am against SB 36. It poses a losing scenario for our school district. We would stand to lose funding and gain the burden of possible taxes in the future. Please consider my position and rethink the proposal.  
Sincerely Melinda D. Eggleston



# Woodriver Elementary School

5000 Palo Verde Drive  
Fairbanks, Alaska 99709

DATE: February 2, 1998  
TO: Senator Wilken  
FROM: Woodriver Elementary School  
RE: Fair and equitable funding for all schools

We the undersigned support the fair and equitable funding of our public schools. The current foundation funding formula does not effectively meet the needs of the Fairbanks community.

*J Gillis*  
Tamara Hambright  
Jan Scott  
Nancy Vialle  
Lisa J. Jones  
Mark L. Kramer  
Maion E. Woods  
Evelyn Fiske  
Mary Wilson  
Lyle C. Hackett  
Kessie Knoll  
Mylene Lane Brown

Margaret Nash  
Alyson Graves  
Robert K. Kennedy  
Diana Krasner  
Torgsten J. Williams  
Kathleen Wright  
John D. Lyle  
Katherine Brown  
Nancy Day  
Patrick Walker  
Gleen Levon  
Marilyn Richardson

Dear Senator Bert Sharp  
and members of the Senate  
Finance Committee

2-3-98

I am writing in concern for the Children of my District, we are an REAA located in the Yukon Flats, we have many cultures and diverse problems that we have to live with each and every day, with the onset of providing an education to each and every child in our District we think we have good kids and they do come first here in the Yukon Flats.

But the proposals for changing the Funding Formula will put unneeded and unjustified restrictions on our children, the state constitution provides that we will provide for all children in the REAA'S.

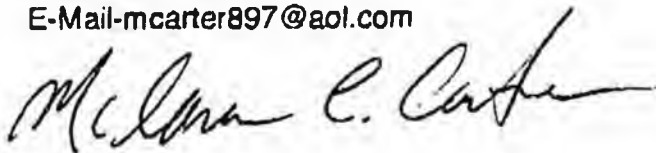
I would there for like to know why the Legislature is pitting District against District and trying to split this State apart, this is what you are proposing, if you change the Funding Formula.

I can think of nothing more that I would like to spend my money on than to see that every child no matter where they live in this state get an education.

I would like to offer my support for the 7 Consensus points by the AML, ACoM, AASA, and AASB on Education Funding reached October '97.

Finally I would like to say that to take education from one child and give it to another just in the interest of saving money is "One Decision I do NOT Want To Make".

McLaren C. Carter  
PO Box 30009  
Central Alaska, 99730  
E-Mail-mcarter897@aol.com





# LOWER YUKON SCHOOL DISTRICT

P.O. Box 32089 • Mt. Village, Alaska 99632 • (907) 591-2411

Pamela VanWechel  
Superintendent

February 27, 1998

Senator Bert Sharp  
Alaska State Legislature  
State Capitol [MS3100]  
Juneau, Alaska 99801-1182

Senator Sharp:

On behalf of the Lower Yukon School District, I'd like to take this opportunity to personally thank you for your time and attention when meeting with our school representatives during the Legislative Fly-In; LYSD Liaison, Michael Prince, Board Member, Art Heckman, Superintendent Pamela S. VanWechel and Business Manager, Dr. Carla Sheive.

We continue to stress how crucial it is to the welfare of rural Alaska for you to endorse and support a funding formula that does not "rob" funds from **any** district. Equally as important is the appropriation of money so desperately needed to fund our capitol improvement projects, critical to meeting our student's needs.

LYSD has spent two hundred thousand dollars over the last four years developing Capital Improvement Plans to place and keep our two most critical need's schools at the top of the Department of Education list (i.e., Pilot Station #3, Kotlik #4). It is imperative that funds become available, soon. Enclosed, please find a copy of *The Tundra Drums* which contains two articles describing the "appalling" conditions at Pilot Station.

Again, I appeal to you as a Statesman representing this Great State of Alaska. Please cast your vote to ensure the best education possible for Alaska's most precious resource, our children . . . for ALL of Alaska's children!

Respectfully yours,

Michael Hunt  
LYSD Board Chairman

Senate Finance Committee  
 Room 532 Capitol  
 Senate Finance Room, 5th Floor, Capitol

Co-Ch: Senator Drue Pearce  
 Senator Bert Sharp

February 27, 1998

Scheduled hearing Saturday February 28, 1998 at 10:00 AM on CS SB 36 (FIN)

In the beginning God created the heaven and the earth. In the beginning the Legislature created the Foundation Formula to fund Education, and REAA'S were formed. It has been said that there needs to be a more "Fair and Equitable" solution. Taxing REAA'S will not pay for Education in Rural Alaska. A school tax will. A retail tax will. An Educational Endowment will.

Are we inviting violence, crime, addiction, intolerance, and lost potential? Is the Legislature prepared to pay the cost of a 100% increase in supporting delinquent children and Families because of and increase of drug use, tobacco use, violent and anti-social behavior, depression, suicide attempts, teenage sexual activity, all because of REAA School Closures? We spend more to house and rehabilitate criminals than Education for children.

Why did we get a D+ grade on the Quality Counts 98 Report, Its not because of students, teachers, superintendents, school board members, or community leaders, the fault lies with the State Legislature. Funding has not been provided by the state to keep up with inflation. It has been pass the \$BUCK\$ for the last 10 years!

With CS SB 36 (FIN), We the REAA'S are being forced into Cultural Genocide. Are you the Elected lawmakers and leaders of this great state prepared to face the consequences of cutting off the hand that FEEDS YOU?

McLaren C. (Mac) Carter  
 Secretary-Treasure  
 Yukon Flats Regional School Board  
 (H)PO BOX 30009  
 Central Alaska, 99730  
 (H) 907-520-5999  
 e-mail mcarter897@aol.com  
 fax 907-520-5151

*McLaren C. Carter*

Senator: Georgiana L. Lucala  
 Rep: Izave Nivola

cc: Gov Tony Knowles  
 Comm. Shirley Holloway  
 LT Gov. Fran Ulmer  
 Honorable: Frank Murkowski  
 Honorable: Ted Stevens  
 Honorable: Don Young  
 Senator: Bert Sharp  
 Senator: Randy Phillips  
 Senator: Jim Duncan  
 Rep: Reggie Joule  
 Rep: Gene Kubicki



Superintendent's Office (907) 524-3033 Business Office (907) 524-3599  
Instructional Support (907) 524-3232 Buildings & Grounds (907) 524-3035

P.O. BOX 90 McGRATH, ALASKA 99627 FAX (907) 524-3217

IASD Principal/Teacher  
Time spent on Custodial/Maintenance Duties

Principal/teachers hired in the Iditarod Area School District do not have job descriptions that mandate they perform maintenance or custodial tasks. However, if the maintenance or custodial person is sick or out of town, and no one else in the village is available, these responsibilities ultimately fall to the principal/teacher. In larger schools with a full-time principal, this is not a major issue. However, with principal/teachers who have anywhere from 50%--100% of their time committed to classroom responsibilities--the time spent on these duties that often CANNOT be postponed until after school translates to time taken away from direct student/classroom instruction.

Children are losing out on time spent interacting with their teacher. It is impossible to rationalize this situation and its impact on student learning. We deal with it as best we can, with utilization of aide time, hiring an additional itinerant maintenance man to keep breakdowns to a minimum, and trying to hire the best people on-site as possible. With aging facilities, and no money specifically allocated from the state to adequately maintain our structures, emergency break-downs with furnaces and water heaters do and will continue to occur with ever-increasing frequency.

The following is a breakdown of the average number of hours spent on custodial/maintenance duties by principal/teachers in the IASD:

NIKOLAI:

Typical: one hour/per month Highest month: 20 hours (furnace problems)

LAKE MINCHUMINA:

Average: two hours per/month (Initially much more)

SHAGELUK:

Average: 32 hours per/month

LIME VILLAGE:

Average: 10-15 hours per/month

ANVIK:

Average: 10-15 hours per/month

**Iditarod Area School District  
Cost Comparisons from FY97  
and FY91**

<b>Number of Students</b>	416	353	17.85%
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<b>General Fund Revenues</b>	6,045,790	5,455,257	10.83%
------------------------------	-----------	-----------	--------

<b>General Fund Expenditures</b>	\$5,943,792	\$6,022,107	-1.30%
<b>Expenditures per ADM</b>	\$14,533	\$15,454	-5.96%

<b>Instructional Expenditures</b>	\$3,908,345	\$3,868,280	1.04%
<b>Administrative Expenditures (includes district district administration, superintendent and board)</b>	\$611,405	\$690,782	-11.49%
<b>Maintenance and Operation expenditures</b>	\$1,344,652	\$1,366,138	-1.57%

<b>Percent of Expenditures on Instruction</b>	65.76%	64.13%	2.37%
<b>Percent of Expenditures on District Administration</b>	10.29%	13.90%	-5.61%
<b>Percent of Expenditures on Maintenance</b>	22.62%	22.69%	-0.28%

<b>Personnel Expenditures (salaries &amp; fringe)</b>	\$4,342,259	\$4,470,145	-2.86%
<b>Percent of Overall Expenditures</b>	73.06%	74.23%	-1.58%

<b>Certified Staff including principals and teachers</b>	40.50	50.5	-19.80%
<b>Number of Teachers (multiple grade levels)</b>	36.50	41.5	-12.05%
<b>Pupil/Teacher Ratio</b>	11	10	12.08%

<b>*Administrators included in certified &amp; classified #'s</b>	6.75	6.75	0.00%
<b>Administrators per ADM</b>	62	52	17.85%

<b>Classified Staff includes maintenance/custodial, office support, classroom aides/instructors and directors/coordinators (FTE)</b>	34	25	38.29%
<b>Classified Staff per ADM</b>	12.11	14.22	-14.78%

<b>Total Staff (certified &amp; classified)</b>	74.84	75.33	-0.65%
-------------------------------------------------	-------	-------	--------

\*Administrators include Superintendent, Curriculum Director, Special Ed. Director, Supplemental Programs (Grant) Coordinator, Maintenance Director & Itinerant Technology Coordinator

Teleconference 2/26/1998 #80361  
SB 36 Public School Funding  
Senate Finance Public Hearing  
TO John Torgerson

Where's the  
beef, John?

Your pal,  
Ron Drathman

Post-it® Fax Note	7671	Date	2/26/98	# of pages	1
To	John Torgerson	From	4724 LIO		
Co/Dept		Co			
Phone #		Phone #	235-7878		
Fax #	465-2187	Fax #			



# Alaska State Legislature

## Written Testimony Form

Please enter into the record my testimony to the FINANCE  
(committee name)

committee on SSB-36 dated 2/26/98  
(bill/subject)

I AM opposing SSB-36. I AM BORN AND RAISED IN Cordova, I AM A Commercial Fisherman, HAVE 4 CHILDREN 3 IN WHICH ARE IN THE School System here. I ALSO sit on the School BOARD here in Cordova. FOR THE AMOUNT OF FUNDS Cordova will receive, THE 4% TAX would be A Disaster for Cordova. We have A 14 mill tax ALSO A 6% Sales tax, FISHERMAN pay 3% already TO ASMI AND PWSAC 4% more is A terrible thing to swallow. These Funds are taking away FROM small schools and giving to The Big schools (Anchorage Fairbanks).

Signed: Robert E Maxwell  
Testifier Name

\_\_\_\_\_  
Representing (Optional)

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone Number





# Alaska State Legislature

## Written Testimony Form

Please enter into the record my testimony to the FINANCE  
(committee name)

committee on SB 36, dated 26 FEB 1998.  
(bill/subject)

Question: In section 9, would the REAA organizing as a municipality also be converting from an income tax to property tax? Last year, it was noted that many rural residents do not have the income to pay a property tax, and would rather pay an income tax. To avoid the constitutional question regarding rural preference, a statewide ~~income~~ tax on income generated in Alaska, with exemptions for local property taxes might be worth your consideration. Idaho and Montana have a similar income tax structure, based on Federal 1040 tax reporting. This would provide some revenue from non-resident workers and harvesters of Alaska's natural resources without placing ~~an~~ additional burden on those supporting schools through local property taxes.

I oppose the effort contained within SB36, to force the reorganization of the unorganized borough. Calling for a municipality appears to be an attempt to avoid the requirements for definition of a borough used by DCRA.

I echo the sentiment of Tom Church, Torie Baker, and others in Cordova; that we need to find new sources of revenue, and not place additional

Signed: Charles D. Branch  
Testifier Name

burden on those already supporting education.  
Thank you for this opportunity to testify.

\_\_\_\_\_  
Representing (Optional)

P.O. Box 1692 Cordova AK 99574  
Address

907-424-1692  
Phone Number



# Nikiski Elementary PTA

"Children First"

President: Karla Smith  
 Vice President: Angela Lorenzo  
 Treasurer: Shellee Michaels  
 Secretary: Dawn Brower  
 Teacher Rep: Judy Shields

February 3, 1998

Senate Finance Committee  
 Alaska State Legislature  
 Juneau, Alaska 99801-1182

VIA FACSIMILE 465-4714

*RE: School Funding Formula Testimony*

Dear Senate Finance Committee:

As a concerned parent of children attending school in the Kenai Peninsula Borough School District and the President of the Nikiski Elementary School PTA, I am extremely pleased to hear that during the legislative session you will be reviewing several bills directed at rewriting the Public School Foundation Formula.

I believe that current legislation does not take into account districts, such as ours, where the schools are spread out over a 25,600 square miles. If you compare our district with Anchorage's 1,884 square miles, you would surely understand the frustration of our parents.

As you are aware, current funding is allocated "per student" and across the board. In our district, there are extra costs associated with transportation, meal and supply deliveries, and freight. Our schools continue to pay additional costs associated with freight and mail delivery, which can range anywhere from ground to air transportation.

Our schools continue to struggle to hold on to text books, instructional materials, school nurses, and elective programs. Since 1986, Kenai Peninsula Schools have had to cut eight special education and 20 regular classroom teachers (causing increased pupil teacher ratios); foreign languages and vocational education classes; library aides; the breakfast program; driver's education; critical incident planning; supplemental book funding to buy replacement texts; travel funding for field trips, elementary schools, musical groups and most sports activities; as well as positions and hours cut for custodians, secretaries, and nurses; just to name the most critical.

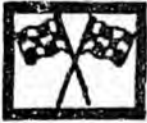
These struggles affect all of our children attending school (from elementary to high school). Our children are in need of additional support; building blocks, if you will, for real-life skills. Our children are the future of Alaska; they need these building blocks to receive a solid education so that they may either continue on with college or support the job industry in the state of Alaska.

I will continue to support your efforts in amending the Public School Foundation Formula.

Sincerely,

*Karla Smith*

Karla Smith, President  
 Nikiski Elementary School PTA



**SUBJECT: SCHOOL FUNDING**

**DATE:** FEBRUARY 2, 1998  
**TO:** SENATE FINANCE COMMITTEE  
HEARING ON SCHOOL FUNDING.  
**AX:** 907-465-4714  
**FROM:** DR. BOB JOHNSON  
**PHONE/FAX:** 907-486-5171 H/9466-F  
**PAGES:** THIS ONLY

**COMMENT:**

TO DISCUSS METHODS OF SCHOOL FUNDING WHEN ADEQUATE FUNDS ARE AVAILABLE IN THE CAPITAL RESERVE AND/OR FROM PERMANENT FUND PROFITS TO "CATCH UP" WITH COST OF LIVING (DELINQUENT FOR YEARS) SEEMS LIKE USELESS "BUSY WORK."

THE CURRENT FOUNDATION FORMULA WOULD WORK IF THE LEGISLATURE WOULD PROVIDE ANNUAL COST-OF-LIVING INCREASES. A NEW ONE WON'T WORK IF THEY CONTINUE TO CRY "WOLF" AND REFUSE TO PAY! QUIT PLAYING GAMES WITH US. IT IS NOT AT ALL APPRECIATED!

**CITY OF WHITTIER, ALASKA  
RESOLUTION 521-98**

**A RESOLUTION OF THE CITY COUNCIL OF THE CITY OF WHITTIER, ALASKA, ENCOURAGING THE LEGISLATURE NOT TO SUPPORT CS SB 36 WHICH TAKES FUNDS FROM ONE SCHOOL DISTRICT AND GIVES THE FUNDS TO ANOTHER SCHOOL DISTRICT.**

**WHEREAS, CS SB 36 is pending in the legislature; and**

**WHEREAS, CS SB 36 takes funding from the rural school districts and gives the funds to the urban school districts; and**

**WHEREAS, all Alaska school children are entitled to equitable financial support from the State of Alaska; and**

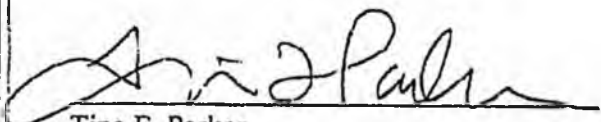
**WHEREAS, CS SB 36 would clearly have a negative impact on the native children of Alaska; and**

**WHEREAS, CS SB 36 would not allow small communities and schools to utilize consolidation and reap the benefits of economy of scale.**

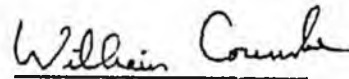
**NOW THEREFORE BE IT RESOLVED THAT:** The Whittier City Council encourages the legislature not to support CS SB 36 or any legislation which takes funds from one school district and gives the funds to another school district.

**PASSED AND APPROVED** by a duly constituted quorum of the Whittier City Council this 02nd day of March, 1998.

**ATTEST:**



Tina F. Parker  
City Clerk



William Coumbe  
Mayor

Ayes:  
Noes:  
Absent:  
Abstain:

Feb. 19, 1998



"Don't eat the flippers, Zeke,  
or they'll know we're tourists."

Dear Senator Sharp,

I know you will be voting on educational funding reforms. As a parent of an 11<sup>th</sup> grader in Chugach REAA, I know about the excellent education afforded our bush children.

I am in favor of a head tax that everyone pays with funds going toward education.

Our district maintains an excellent correspondence program with fine curriculum, a great staff, especially advisory teacher, who visits or we visit at least 2x a year. we know our school board and even have parent advisory boards.

Consolidation would mean we would be thrown in with bigger towns that don't relate to our village schools & would it save money? Would the state lose some federal education dollars by this move.

Please know we will pay towards education as long as we are recognized as being rural and not by Anchorage big city mentality. I gladly gave up sports, music and some other far rural so please don't take it away from us.

Sincerely

Thomas A. Cranson

P.O. Box BSW Winchinduck Island via Cordova AK 99574

What about the children of Skagway and Chugach? Do you think that these children chose where to live? When you were children did you pick the school you wanted to attend? Did you choose the town or city? Of course not! You went where your family went.

It is appauling to me that this bill would ever even be considered! Maybe you should take a look at some state statistics and not just the dollar signs. The teenage suicide in many of these communities are the highest in the state. Why, why would these communities be the ones to lose what they have? Why these children? Why the children of Alaska Gateway, Alcutian Region, Aleutians East, Annette Islands, Bering Strait, Bristol Bay, Chatham, Chugach, Copper River, Galena, Hydaburg, Iditarod, Kake, Klawock, Kuspuk, Lower Kuskokwim, Lower Yukon, Nenana, North Slope, Pelican, Pribilof, Saint Mary's, Skagway, Southwest Region, Tanana, Unalaska, Valdez, Yakutat, Yukon Fiats, and Yukon/Koyoukuk? What did these children do?

As a mother, an educator, and a proud community member of Unalaska, I urge you, for the children's sake, I beg you to reconsider this bill. Please take the time and just ask the children.

Thank you for your consideration.

Sincerely,



Shannon Thompson  
P.O. Box 921003  
Dutch Harbor, AK 99692  
(907) 581-2424

# PTA COUNCIL OF KETCHIKAN

P. O. Box 7622, Ketchikan, Alaska

- ◆ SUPPORTS INCORPORATING THE MC DOWELL STUDY FINDINGS INTO LEGISLATION REVISING THE FUNDING FORMULA FOR PROVIDING EQUITABLE FUNDING FOR KETCHIKAN
- ◆ SUPPORTS TRANSITIONAL OR ADDITIONAL FUNDING SO AS NOT TO IMPACT DISTRICTS WHO STAND TO LOSE FUNDS BY THE NEW FORMULA
- ◆ REPRESENTS ALL PARENT/TEACHER GROUPS FROM SIX SCHOOLS

**THESE PARENT/TEACHER GROUPS HAVE SUPPORTED THEIR SCHOOLS TO COMPENSATE FOR LACK OF FUNDS:**

- ⇒ Point Higgins PTA donated \$3,000 to pay for all the instructional DVD Roms for this school year and \$300 for Read Aloud library books
- ⇒ Valley Park PTA donated funds to purchase computers
- ⇒ White Cliff PTA helped purchase \$5,000 worth of computer equipment to set up an inschool network
- ⇒ Houghtaling PTA donated \$1,000 for Accelerated Reading books
- ⇒ All four elementary PTAs contributed \$1,500 each to the Artist in Residence program for all students
- ⇒ Houghtaling and Point Higgins PTAs both contributed to the purchase of computers and wrestling mats

*The community of Ketchikan:*

- The school district has cut 32 positions since 1993 while the student population remained the same.
- Ketchikan school district has one of the lowest administrative costs
- Ketchikan believes in high educational standards and is incorporating higher standards in curriculum revisions
- Ketchikan appreciates the Senate Finance committee' efforts to make funding more equitable
- The Borough Assembly passed a resolution supporting the McDowell study findings and incorporation of those findings in any funding formula revision
- Our community and Borough Assembly have funded to the cap for years, currently at a 6.8 mil level
- Our community is adjusting to the loss of the Ketchikan Pulp Mill and needs its fair share of school funding to maintain programs
- Ketchikan performs well academically based upon findings reported in the Alaska State Report Card

Thank you for your time  
and consideration

# Alaska State Legislature

Please enter into the record my testimony to the SENATE FINANCE COMMITTEE  
(committee name)  
committee on SCHOOL FUNDING BILLS, dated 2/3/98  
bill/subject

COMMUNITIES IN SOUTHEAST ALASKA AND THE  
BOROUGH OF KETCHIKAN, PARTICULARLY, URGE  
YOU GOOD FOLK TO INCREASE FUNDING BY  
3% + PER STUDENT. DON'T HESITATE TO DIP  
INTO THE C.B.R. - THAT'S WHAT IT'S FOR. THE  
STATE IS NOT BROKE AND DON'T RE OVERLY  
CONCERNED ABOUT THE CURRENT PRICE OF  
OIL - SADDAM MAY TAKE CARE OF THAT!  
ALSO, PLEASE LET LOCAL GOVERNMENTS  
GET INVOLVED TO ADDRESS THE FINDINGS  
OF THE MUNICIPAL LEAGUE / CONFERENCE  
OF MAYORS / AASB / ASAA EDUCATION FUND-  
ING SURVEY; AND PLEASE, PLEASE, DO NOT  
REMOVE THE FUNDING CAP.

GRATEFULLY,

Signed: John Jack Shay Phone: 225-SHAY  
JOHN JACK SHAY (7429)  
Testifier  
MAYOR, KETCHIKAN BORO  
Representing (Optional)  
344 FRONT ST. KETCHIKAN, AK 99901  
Address

# Alaska State Legislature

Please enter into the record my testimony to the Senate Finance Committee  
(committee name)  
committee on education dated Feb. 3, 1998  
bill/subject

My name is Carolyn Frye,  
and I BELIEVE IN EDUCATION!  
~~It~~ <sup>funding increase</sup> needs to come in NOW!

Although taxation isn't  
a popular subject, I'd like to  
encourage a 1% state sales tax  
on all commodities except food.  
That needs to be done in addition  
to a revision of the funding  
formula. Both parties need to get  
behind the 1% tax and not use it  
as a political football.

Our children deserve the best  
education possible. We aren't a  
business and can't be run as such.  
We're dependent upon you to fully fund school  
and kids! Carolyn Frye, teacher Phone: 225-2442

Signed:

Testifier KIDS  
Representing (Optional) Box 8175, Kt. Kn.  
Address

# Alaska State Legislature *Senate*

Please enter into the record my testimony to the Finance Committee  
(committee name)  
committee on Education funding, dated 2-3-98.  
bill/subject

What a stressful job you have - every  
district in the state is doing with less  
than they had 10 yrs ago & everyone  
feels the cuts deeply. I will not  
whine about those issues - you know  
them. I encourage you to forward  
fund education by one year so that  
we board members can form a budget  
which approaches reality for the coming  
year. We fund at the cap in Ketchikan  
& always have - please do not penalize  
us more by eliminating the cap - maybe  
reward those communities who help  
support themselves. I support any  
demands for accountability in educating  
students. We have fought many bloody battles

Signed: Hannah Ramiskey Phone: 225-5993  
Treasurer  
(School Board Pres - speak for myself) w/225-6648  
Representing (Optional)  
428 Tower Road, Ketchikan  
Address 99901

Fax transmitted from Ketchikan Legislative Information Office  
Phone: 225-9675 Fax: 225-8546

like over evaluation, accountability, testing  
etc. It is the right battle. Money doesn't  
reward solve those problems, but too little, harms.

# Alaska State Legislature

Please enter into the record my testimony to the Finance Committee  
(committee name)  
committee on Foundation Funding Formula, dated 2-3-98.  
bill/subject

- 1) Since you have commissioned the McDowell report I would ask that you use this report in finding an equitable solution for the students and the local property tax payer
- 2) The McDowell report does verify the inequities that Ketchikan has brought to your attention in the past. Ketchikan has cut it's middle school language arts program in 1/2 from 90 min to 45 min/day. This is the core of academics that has been cut while other districts have not had to cut this far.
- 3) The M. Dowell report <sup>leads us to</sup> ~~provides~~ a number of choices.
  - a) You can keep funding where it is at and redistribute it.
  - b) You can hold harmless districts that would be reduced & fund the others
  - c) You can raise everyone to the same % of funding above the equitable funding level.

"a" is the minimum of what should be done. "b" would cost 21 million in additional education funding without any academic improvement plan or guaranteed result. "c" would increase the costs even further but would be equitable as "a" if more money is to be spent on education it must be attached to an academic plan.

Signed: \_\_\_\_\_ Testifier \_\_\_\_\_ Phone: 907-225-9090

Representing (Optional)  
2901 Baranof Ave, Ketchikan AK 99901  
Address

Fax transmitted from Ketchikan Legislative Information Office  
Phone: 225-9675 Fax: 225-8546

My preference is "a" until there is an academic plan associated with any increased funding so that it is not just absorbed by the system. I am calling for a joint DOE/Legislative "National Reading Summit" which I believe reading plan with additional funding to carry out the



TELECOPY COVER SHEET  
Ketchikan Legislative Information Office  
Office - (907) 225-9675 Fax - (907) 225-8546

TO: Senate Finance Committee

ATTN: Drue Pearce, Bert Sharp

FAX: 465-2070

PHONE: \_\_\_\_\_

FROM: \_\_\_\_\_

PHONE: \_\_\_\_\_

INSTRUCTIONS: written testimony for teleconference 80190 (public school funding, etc).

SENT: Date 2-3-98

Time \_\_\_\_\_

DISPOSAL OF ORIGINAL: Discard \_\_\_\_\_

Hold for Pickup \_\_\_\_\_

NUMBER OF PAGES: 4 (NOT counting cover sheet)

TRANSMITTED BY: Ricki Mc

## TESTIMONY RE: EDUCATION BILLS 2/3/98

Honorable members of the Alaska's Legislature:

My name is Robert McClory. I live at 162 Shoup Street in Ketchikan. I am testifying before you as a parent and school counselor. I understand that you are wrestling with that most difficult issue of school funding. This testimony may not provide you any easy answers, but I am not sure there are any easy answers out there. But the alternative is to do nothing and allow the state to perpetuate this system that penalizes us with inadequate pupil funding.

As a parent, I have seen my children do well in our local school. In addition to a good program in their very basic instruction, my children still get a little band instruction and a little PE from qualified professionals. They bring home good grades, good work habits, positive school attitudes and good test scores, but I have concerns about the few remaining "extras". I fear however that any additional cuts in vital services will be detrimental.

But continued cuts are all that seem destined for the future of Ketchikan. We are all aware of the huge impact of Ketchikan's mill shut-down. For one thing, it has been interpreted as more of a political problem than a business issue for LP. It calls to mind for local citizens the ill effects politics can potentially have on communities, people and our institutions.

I believe this issue, right or wrong, has created an avalanche of concerns snowballing through this community as people blame government for this economic loss and leaves us feeling powerless to improve our own local schools and maintain important education services. I must say, however, that I am impressed with the Legislature's willingness tonite to listen to constituents in an effort to right this problem.

All these reductions are demoralizing to anyone who has watched these trends evolve. The few remaining so called "frills" do little justice to the research that shows correlations between music and math performance or foreign language acquisition and improved language arts test scores in the later grades. And the minimal P.E. demonstrates the school's inability to pay for other things we value like good physical health.

While the high school's funding problems deprives students of adequate opportunity to study many areas in the vocational realm that will ultimately have to help provide jobs for the nearly 80% of adults in this country who will not be earning college degrees. Yet my wife and I are confident that our efforts to personally provide private lessons will compensate for those areas public schools are forced to overlook at this time. We are fortunate to have the ability to pay for opportunities in ballet, tap dance, piano lessons, and extracurricular activities ourselves. Not everyone can do so.

So it comes back to the question of funding. Obviously, I would like to see our local schools in Ketchikan receive adequate funding. By adequate, I mean comparable to all the other schools in Alaska: something simple yet fair.

I resent the fact that we pay so many local taxes and still struggle to allocate enough from local contributions while Anchorage is allowed to go without such a tax burden. I am jealous that Anchorage has the larger infrastructure to provide a more reasonably priced education than us yet we receive no cost-of-living adjustments to make a more comparable funding situation.

And it bothers me that remote sights are given such a funding priority. Meanwhile, kids from Ketchikan are missing out. I believe there must be a way to provide more equity. Ketchikan is no different from any other school district with respect to our desire to provide the best education possible. I didn't say the best education money can buy, because it takes more than money to improve the quality of education.

I ask that you consider developing an equitable foundation formula funding that recognizes the expense of communities lacking the economy of size of places like Anchorage yet encourages local responsibility instead of dependence upon the state coffers.

I understand the Governor is considering eliminating the constraints of this cumbersome formula that nobody seems to understand. I don't know if it is because it already too misunderstood to allow us to revise or because he wants to start all over in an effort to find some equitable way to fund education. Whether you must start from scratch or can revise the formula, I applaud any efforts our political leaders can invest to make such a plan real.

I wish I could speak intelligently about the formula, but I really do not understand it. I speak to colleagues who share this ignorance. The only ones I know who can really explain this monster are ones who make it their mission to learn its intricacies. I suspect it is the cumbersome nature of the formula that makes your job so difficult as you try to adjust it. I only hope you will not give up looking for a simple yet fair formula.

I don't know how it will turn out, but based upon the present structure of the plan, Ketchikan has little to lose. And if it is to be a simple per student guarantee with some conditions tied to test results, we suspect we could more adequately afford to maintain a quality school district for our children. Our average test scores are already above national averages, and we are continually striving to improve those scores.

Lastly, to insure we have a way to fund our schools in the future, please find a way to resolve your differences with the governor and find a way to make the Education Endowment Fund a reality. I have invested my children's Permanent Fund Dividends annually. As such even my 11 year old has a diversified portfolio that surpassed anything I'd heard of until I was far into my own adult working career.

I've learned that this investment is a powerful tool that will enable my children to go as far in college as they wish to go. And although we have only modest amounts in the way of emergency funds in our budget, we have found this fund to be a great vehicle to make college a reality---even at \$10-\$20,000 per year of school---per child.

I know I have seen fit to make the Permanent Fund work to make my children's educational needs a reality. I believe you, the Legislature, could do the same for this state's public schools. And if you can and do succeed, my children will be able to get into the schools that they only have dreams of attending at this time.

Statistics point to the importance of school and merit of adequate support of our schools. Labor statistics prove a strong correlation between earning capacity and educational background. Let's invest in our schools simply, equitably, but adequately to give our kids the chance to achieve those benefits that come with good and well-rounded curriculums

Please ask yourselves which level of earning capacity will provide the most promising future for our children. And remember that with better educational programs today, tomorrow's employees and residents may not be as severely threatened by these types of job and market changes. A well-educated citizen will also be more productive and offer more potential if we need to consider an income tax at some point in our future to pay for services

As future graduates from decent schools, they will have other skills learned in our greater Alaskan schools to adjust to employment shifts they will need to contend with even more so than we are dealing with today. Show them that just as politics can negatively impact our job markets, so too can our leaders positively shape our future. Please use your political mechanisms to orchestrate a fair formula that will allow all Alaskans the same advantages.

For my family, thank you for your consideration, time and regard for the thoughts you've heard during this opportunity to hear from Alaskans. I can be reached at the following phone or E-Mail. If there is anything I can do please feel free to contact me at (907) 225-1477 or E-Mail bobmoc@ptialaska.net.

**They say there is a big difference between a recession and a depression. The guy down the street loses his or her job in a recession. It's a depression when you've lost your own source of employment.**

**I don't know whether we are suffering from a recession or a depression. But I do know there has been just enough of a student loss to cut even more services. I am concerned additional losses would in the short term eliminate more of what educational services remain in place and force undue hardship on students here.**

**Unfortunately, the mill's sudden shut-down threatens to immediately wipe out and undercut programs and services already badly eroded by inflation. This uncertainty unfairly impacts Ketchikan's schools. As this community seeks to find a way to rebound from this economic catastrophe, we ask you to provide the kind of attention mill employees will seek.**

**After all, I suspect many of those impacted employees most immediate concerns will be for their children, and with limited incomes to depend upon, they will not want to be forced to choose from expense-laden charter schools or private schools to find educational programs not riddled by drastic cuts suddenly impacting our local educational programs.**

**Should you need proof of the inequity, ask any visitors from Ketchikan what highlights do they enjoy when traveling to Anchorage. Before they enjoy your ski resorts or glaciers, I suspect you'll find most enjoy Costco and other bargain filled areas not available around here. Please remove the barriers of this uneven playing field.**

**I hope this Legislature can help communities overcome adversity and pull people together and offer them hope when they most need it. Show them that Alaskans are at their best when chips are down. And consider taking on the challenge of offering our school-aged children the future the Permanent Fund promises our state.**

Ketchikan is on the cutting edge regarding recognizing that reading is the basic foundation of success in school. We have established that our students exiting 2nd grade will read at grade level with students at the 4th stinine and below slated for assistance as a result of the gates mcginnus 1st grade testing. We know bona fided research has proven that we can reduce our Special Ed program with eliminating non-functioning readers. Again this something that you, the legislature has asked for.

Ketchikan has gone to the voters and passed a 70/30 bonding issue to assist and show our commitment to building maintenance and construction. This is what the State and the legislature has asked for.

Ketchikan education is and has for several years done more with less. We are totally supported by our local government, The community has bleed in fund raising to offset shortfalls. We have so many fund raisers, you gotta take a number at the household doors.

We don't advocate taking funding from other districts, Lord we don't want them to be in our condition. We are going to loose teachers, we may contract out custodial and food services, we will have to look at athletic traveling events, In short we are going to bleed more each and every year to maintain an educational program. We will do it, it will not be pretty, there will be pain until we are bankrupt, we will not give up. I ask you to not give up. Ketchikan is doing everything we can to hold on. Like the Titanic, that great ship, our great district has hit the ice burg and we are sinking, our S.O.S is with you.

Thank you.

make little or no improvement in our K-12 academic improvement. Some other sector of our educational program will have to give big time to accomplish this goal.

During all of this shrinking funding situation Ketchikan has:

Had one heck of an educational debate, on the direction this district will go in educating our children. As a result of this community debate, we have established success with a discipline policy that is enviable and has been requested as a model by other Alaska districts. Our buildings are noticeable improved with student cooperation. Discipline allows attention to education. I invite you to visit our buildings to visit with teachers and witness the successful goal that the legislature has sought on this subject.

We have developed and had in place for three years of graduating classes, graduating exit competencies program that has all students graduating high school reading at a newspaper, periodical level., writing a 5 paragraph paper, scored by the certified consortium of teacher. and passing a basic math test rated at exit sixth grade. This is the minimum required to be a functional citizen in our work world. We have a 100 hours of community work or actual employment, where the supervisor has to make a report to the school on the students involvement. It is the basement, but never the less, it is what the legislature desired. We did it and it works. It should be the <sup>MINIMUM</sup> model for the State.- Come and see it, understand that these expectations are now accepted as part of life in school. we are remediating fewer and fewer each year. In the first year, we had approximately 20 students out of 200 exiting the 8th grade passing these competencies, we now have only a handful, more like 30-40 exiting 8th grade who will remediate during their highschool years, This last graduating class has only one student that received a certificate of completion rather than a diploma. In Ketchikan, our diploma means something.

Our Alternate highschool is doing what the legislature asked. We are keeping a higher number those children who would drop out, in school and meeting more rigorous requirements than those in the regular highschool. It is intolerable to lose our children from education. We have within the past two years, added a middle school section to this building and are extending out to those same students requiring one on one and stressing individual responsibility. Come see it, as a district we are proud of what we do with less. Now less is the bottom, we are about tapped out.

Schoenbar Middle School  
217 Schoenbar Road  
Ketchikan, Alaska 99901

March 2, 1998

Honorable Members of the Alaska State Legislature:

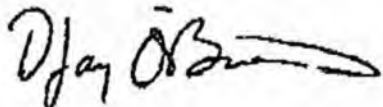
I am writing to ask your support of SB 36. As a public school teacher in Southeast Alaska, I believe it is an issue of critical importance.

Over the last 5 years in the Ketchikan Gateway Borough School District, I have witnessed tremendous reductions in the quality and diversity of educational opportunities we have been able to provide our students. Numerous class offerings and established programs have been discontinued due to inequities in education funding.

Deferred maintenance has also reached a break point. Buckets hang from the ceiling in at least two locations in my school to catch rainwater from a leaky roof.

The recent Education Report Card published by Education Week gave Alaska low marks in many categories. Equitable funding will level the playing field and give all schools an opportunity to improve their quality and performance.

Thank you for your time and service.



D. Jay O'Brien  
Grade 7 Science

Honorable members of the Alaska's Legislature:

My name is Robert McClory. I live at 162 Shoup Street in Ketchikan. I am testifying before you as a parent and school counselor. I would like to speak to you tonight about SB 36 as well as the principles driving this piece of legislation.

I wish I could speak intelligently about our existing formula, but I really don't claim to understand it well. Many of my colleagues share this ignorance. The only ones I know who can really explain this monster are ones who make it their mission to learn its intricacies. I suspect it is the cumbersome nature of the formula that makes your job so difficult as you try to adjust it.

It is difficult for me to compare this proposed formula to our existing one. I would like to share my hopes on the outcomes this will provide. After all, it is the outcomes that parents and employers will review when these students, our children, graduate from our Alaskan Public Schools.

With respect to the qualities of our local schools, I am very pleased as a parent. I have seen my children do well here. In addition to a good program in their very basic instruction, my children still get a little band instruction and a little P.E. from qualified professionals. They bring home good grades, good work habits, positive school attitudes and good test scores, but I have concerns about the few remaining "extras".

Not only are we faced with continual cuts in vital services, but the district is now planning the next set of cuts for next year. Ketchikan Schools are virtually being decimated by cuts forced by uneven cut-backs. Most discouraging of all is that no end appears in sight.

We are all aware of the huge impact of Ketchikan's mill shut-down. For one thing, it has been interpreted as more of a political problem than a business issue for LP. It calls to mind for local citizens the ill effects politics can potentially have on communities, people and our institutions.

I believe this issue, right or wrong, has created an avalanche of concerns snowballing through this community as people blame government for this economic loss and leaves us feeling powerless to improve our own local schools and maintain important education services. I must say, however, that I am impressed with the Legislature's willingness to draft legislation in an effort to right this problem.

All these reductions are demoralizing to anyone who has watched these trends evolve however. The few remaining so called "frills" do little justice to the research that shows correlations between music and math performance or foreign language acquisition and improved language arts test scores in the later grades. And the minimal P.E. demonstrates the school's inability to pay for other things we value like good physical health.

While the high school's funding problems deprives students of adequate opportunity to study many areas in the vocational realm that will ultimately have to help provide jobs for the nearly 80% of adults in this country who will not be earning college degrees.

Yet my wife and I are confident that our efforts to personally provide private lessons will compensate for those areas public schools are forced to overlook at this time. We are fortunate to have the ability to pay for opportunities in ballet, tap dance, piano lessons, and extracurricular activities ourselves. Not everyone can do so.

So it comes back to the question of funding. Obviously, I would like to see our local schools in Ketchikan receive adequate funding. By adequate, I mean comparable to all the other schools in Alaska: something simple yet fair. As you know, the McDowell Study highlights how neglected Ketchikan has been in the overall distribution of state funding for education.

I ask that you see to it that whatever legislative package you agree to offers an equitable foundation formula funding yet encourages local responsibility instead of dependence upon the state coffers.

Of course, we could do nothing. That would insure we would be able to provide a bare-bones programs that offers little to our students. And we would probably lose even more students. Class sizes here have been averaging about 200 students per grade level, while about 140-150 students have been graduating from our recent senior classes recently.

We have no way of knowing where or how we are losing students before their names are called for graduation, but if the new funding formula continues to promote the kind of inequities that are eliminating so many facets of our schools here, we should probably expect to see even fewer graduates walking down the aisles at graduation time, and I worry that my children will have a very austere school program to look forward to here.

I don't know how it will turn out, but based upon the present structure of the plan, Ketchikan should have little to lose. It seems that almost any criteria to determine how much each school generates should benefit us here. I, for one, almost wish you could look at test results and fund school accordingly. Our students are performing well on state mandated tests.

Perhaps that would reward Ketchikan Schools for their successes. But realistically, that won't happen. But if the legislation you finally decide upon fails to provide Ketchikan the equity it needs and deserves, I fear that the successes earned in our local schools will be fewer and further between.

Lastly, I know I have written and spoken to some of you about the education endowment fund. I know many of you continue to dismiss that as a big government waste. I see it differently. I see people as making up the government. And I believe people depend on that government to provide leadership. I would like to see the legislature be a leader in education.

Our government does a fine job with developing the finest military in the world. We also do a good job providing standards to food and drug and other industries to insure what is presented to the consumer is not dangerous. Now if only you can find the funding mechanism to insure our schools are not inferior products either.

I would like to thank you for your consideration, time and regard for the thoughts you've heard during this opportunity to hear from Alaskans. I can be reached at the following phone or E-Mail. If there is anything I can do please feel free to contact me at (907) 225-1477 or E-Mail bobmcc@ptialaska.net.

**KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT**  
**FACTS FOR YOUR INFORMATION**

- Since FY93 KGBSD has made the following reductions in personnel:

9 teaching positions	curriculum director
last school nurse	4 elementary counselors
1 high school counselor	3 maintenance position
2 elementary music teachers	1 business office position
4 librarians	1.5 elementary p.e. teachers
4 custodians + reduce benefits	1 central office administrator

TWENTY DAY COUNT IN FY93= 2 6 9 0

TWENTY DAY COUNT IN FY98= 2 7 1 3

- We have experienced a 7.15% drop in enrollment since Oct. 20, 1996
- Revenue has declined \$872,889 from FY97
- Ketchikan has consistently funded the school district to the maximum level permitted by law
- Ketchikan has approved \$19,862,815 in 70/30 bonds for school remodeling and replacement
- 1997 base teacher salary ranked 42 out of 53 Alaska districts
- 1997 Masters level salary ranked 39 out of 53 Alaska districts
- 1997 top teacher salary ranked 36 out of 53 Alaska districts
- 1997 base administrator salary ranked 32 out of 53 Alaska districts
- When adjusted for cost of living the average Alaska teacher salary ranked 24th in the United States in 1996
- Based on 1996/97 data our student/teacher ration (17.9) exceeded State averages for all regions
- The teacher base salary has increased only 4.67% since FY92



**THE COMMUNITY OF KETCHIKAN**

represented by  
The Ketchikan Legislative Liaison  
Geoff Bullock

**Chris Elliott, School Board Member**

C/O Borough Clerk  
Ketchikan Gateway Borough  
344 Front Street  
Ketchikan, Alaska 99901



# Alaska State Legislature

Please enter into the record my testimony to the Senate Finance  
 committee name  
 committee on CSSB 36 , dated 2/27/98  
 bill/subject

The Mat-Su Borough Assembly and School Board passed joint resolution No. 97-003 which called upon the legislature to meet the essential funding needs of public schools in Alaska by inflation proofing the value of the instructional unit. Our state's elected officials in Juneau need to support local officials and amend CSSB 36 to inflation proof the instructional unit.

The fact is the state has provided new money only for new students. Budgets grow for other reasons such as unfunded mandates for additional flood insurance, additional special education requirements, government regulated utilities, additional standards, additional assessments and inflation.

Inflation has eroded the value of the state's contribution to schools by over 30% in ten years. The lack of inflation proofing schools results in tough decisions such as: deferred maintenance of school buildings, increased level of risk and self insurance, textbooks not updated or provided to all students, increased class size, and inadequate access to new technology.

The permanent fund is an important investment and the state provides inflation proofing. Social security and veteran's benefits are important and the government provides inflation proofing. Why aren't public schools inflation proofed? In 1997, over 127,000 children, more than one fifth of the state's population attended public schools in Alaska.

**CSSB 36 should increase the instructional unit to \$62,550 with a 1% annual increase.**

Signed: [Signature] Robert Doyle  
 Testifier  
Mat Su School District and self  
 Representing (Optional)  
125 West Evergreen Palmer AK 99654  
 Address  
907 746 9249  
 Phone No.



TELEPHONE (907) 894-4702

FAX (907) 894-1206

## *Chugiak-Eagle River Chamber of Commerce*

P.O. BOX 770363  
EAGLE RIVER, ALASKA 99577

11401 OLD GLENN HIGHWAY, SUITE 110A  
EAGLE RIVER, ALASKA 99577

*"Place of Many Places"*

**March 2, 1998**

**TO: Senate Finance Committee**  
**Senator Druce Pearce**  
**Senator Bert Sharp**  
**Senator Dave Donley**  
**Senator Sean Parnell**  
**Senator Randy Phillips**  
**Senator John Torgerson**  
**Senator Al Adams**

**FROM: Jim Young, President**

**RE: SB 36 Public School Funding Program - Foundation Formula**

---

The Chugiak-Eagle River Chamber of Commerce legislative priorities for 1998 include support for the rewrite of the school foundation formula. We want to lend our support to SB 36. The legislation reduces the disparity in state school funding between urban versus rural areas - a goal which we believe is necessary to create equitable funding for education throughout Alaska.

Testimony of Jane Haigh 280 E. Birch Hill rd. Fairbanks, AK 99712 457-7834  
re: SB 36

I am here today on my own, and not as an official representative of The Fairbanks North Star School Board, of which I have been a member for 6 years. My testimony today is my own opinion.

Certainly difficult policy decisions must be made, in regard to schools and how we run them. Education throughout the state must be improved. The fundamental question is how to use state funding to effect these positive changes, while maintaining local control.

Right now, though we are one of the wealthiest states in the Union, we spend more on ourselves individually in the form of dividends than we spend on our school and our children. Something is wrong with this picture.

At a time when 44 other states are increasing support of public schools, Alaska leads the nation in de-funding schools. The percentage change in per pupil expenditure since 1986 was minus 25%- lowest of any state.

America as a rising technological economy will know no boundaries. We here in the North will finally have a chance to participate in industries like software and web commerce on an equal footing, not handicapped by distance. It is essential that we have young workers trained in the critical thinking skills demanded by new industries like software development and networking.

We must come up with a new formula that is truly fair to everyone, and puts everyone, rural and urban on the road to positive changes leading to success in school for all children in the state.

The current proposal before us does not pass that test.

If schools with low test scores and high percentages of children from low income and minority families were in our own districts we would not cut their funding and send the money to schools with high test scores and white children from wealthy families. that would be unconscionable.

If we do not come up with a formula that is truly fair to everyone, and that the governor will sign, then I am afraid we will end up with no new formula. Sen. Wilken has stated that if we do not reform the current formula, then there will be no new funds- and that total result is simply unacceptable.

I do agree with our School board position, that all residents of the state- in Urban districts, boroughs and REAAs need to contribute something to public education, for the reasons stated by fellow board member Henry- when we contribute, we feel ownership and responsibility. contributing is an important part of local control.

However, I feel that if the 4% wage tax is good for REAAs it is good for everyone. In fact, I feel that in the last ten year, too much of the burden of school funding in organized boroughs is on the backs of the property owners.

A statewide wage tax of 4% could be collected and rebated to local areas to replace some of the local contribution now made by the property tax.

This would relieve some of the current burden on property taxes and allow boroughs to support some other functions currently being cut in the state budget, thus increasing local control.



TELEPHONE (907) 694-4702

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*"Place of Many Places"*

March 2, 1998

**TO: Senate Finance Committee**  
Senator Drue Pearce  
Senator Bert Sharp  
Senator Dave Donley  
Senator Sean Parnell  
Senator Randy Phillips  
Senator John Torgerson  
Senator Al Adams

**FROM: Jim Young, President**

**RE: SB 36 Public School Funding Program - Foundation Formula**

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The Chugiak-Eagle River Chamber of Commerce legislative priorities for 1998 include support for the rewrite of the school foundation formula. We want to lend our support to SB 36. The legislation reduces the disparity in state school funding between urban versus rural areas – a goal which we believe is necessary to create equitable funding for education throughout Alaska.

**Citizens for the Educational Advancement of Alaska's Children**  
**PO Box 871610, Wasilla, Alaska 99687**  
**Phone/Fax: (907) 357-2210**

February 24, 1998

The Honorable Randy Phillips, Chair  
Legislative Budget and Audit Committee  
State Capital  
Juneau, Alaska 99801

Dear Senator Phillips,

Despite an expedited time frame, my colleagues and I have been able to complete an initial review of the "Alaska School Operating Cost Study" prepared for the Legislative Budget and Audit Committee by the McDowell Group. Frankly, we find the conclusions and the basis from which they are derived to be deeply flawed. We are also disturbed by the underlying message of this study which will undoubtedly pit our urban and rural, and our Alaska Native and non-Native populations against each other in a battle for resources that are already compromised by years of inadequate funding.

The consultant's report suggests a complete shift of educational resources from some of our State's most rural and difficult to serve school populations, to those urban districts that already retain sufficient economic tax bases and economies of scale to support more comprehensive levels of instruction. The consultant's report raises important questions that must be answered before it can be given any serious consideration in the ongoing debate surrounding the distribution of educational resources in Alaska. Often this report seems to rely on misinterpretations of the law, the setting of financial targets regardless of educational need, and a questionable statistical approach with little comprehension of the reality of delivering education in Alaska. In addition, the consultant seems to have ignored accepted national practices for determining educational need.

Below we have outlined our chief concerns. We would appreciate your review and response to these concerns.

1. The discussion of class size appears to be wholly arbitrary. The report states on page 30 that the current size adjustment formula translates to class sizes of 5, 8, 12 and 15 students. Can the consultant cite where the present law states this as fact? Did the consultant find that class sizes are generally distributed in this manner in school districts across the state?
2. The consultant recommended shifting funds from basically rural small multi-grade schools in school districts scattered over sizeable geographic areas with little or no tax base -- and in many cases no taxing authority -- to larger compact districts with sizeable tax bases. Has the consultant actually visited schools in either group to determine if one group is over-

funded and another under-funded on the basis of (a) resources versus students; (b) student progress; and (c) scores on standard tests and student need?

3. The consultant recommends the "school" as a basis for funding. Does this mean that the consultant does not believe that several schools located in close proximity provide an opportunity for sharing personnel and other resources that allow efficiencies that schools located too far apart to share resources can not achieve? Is it possible that the consultant recommended schools as a basis for this study because it would result in more weighted students for the larger, more compact districts which they pre-suppose are under-funded in the current system?
4. Given three schools of 500 students each -- one elementary, one middle and one high school -- is it the consultant's belief that each school should receive and operate their respective programs on equal amounts of money? If all three of these schools were incorporated into one school of 1,500 students, would it be the consultant's contention that the school should be able to operate its K-12 program on less money than if the three schools were separate?
5. Is it the consultant's position that a 500 student K-12 school in a rural area should be able to offer its K-12 programs for the same amount of dollars as a 500 student grade 7-8 school in an urban area?
6. What theory of equity in school finance supports an equity determination on the basis of adjusted dollars versus percent of students, as opposed to the same ratio in unadjusted dollars? In fact, isn't it the purpose of equity funding systems to create just such variances in order to accommodate for needed adjustments based on identified difference factors? (*See Table 3.*)
7. By what methodology, statistical or otherwise, were the numbers in Table 3, Column 2 produced? What makes the consultant believe that Table 3, Column 2, represents an accurate interpretation of the law? Please duplicate the calculations that produced 40,447 adjusted students for Anchorage in Table 3, Column 2. Is it the position of the consultant that the lower standard deviation and spread in the statistical approach in Table 3 proves that it is more equitable than the current law (assuming the consultant's extrapolation of instructional units to weighted pupils is correct -- a questionable assumption at best)?
8. Does the consultant know that under either current law or the statistical approach in Table 3 the funding equity is the same (i.e., they are both completely equitable), with the max., min., avg. being \$5,985 and the StdDev and spread 0 for the consultant's extrapolation of the current law, and the max., min., avg. Being \$5,385 and StdDev and spread 0 when tested against unadjusted dollars?

The Honorable Randy Phillips  
February 24, 1998  
Page 3

9. Were "market baskets" developed by the consultant for the adjusted student base found in Tables 1.1 and 2.2, pages 34 and 43? If so, what were the dollar per pupil costs at each interval of actual student count -- 20, 30, 75, 150, etc. -- as a result of these market baskets, and what are the resource components in each basket? If not, what justification does the consultant have for the associated interval weights and the incremental multipliers for numbers of students between intervals?
10. Was the actual percent of each district's expenditures applied in arriving at the NPS, or was every district forced into the 16.5 percent stated on page 65? Likewise, was the actual percent of expenditures used for administrative costs, or was the 4.5 percent stated in the study used for each district?
11. Is it the intent of the legislature to set arbitrary educational budgets before truly assessing educational need? Given our state's recently publicized ratings in relation to other states, such an approach seems counterproductive to improving education. The consultant seems to think that school funding levels should be established by the legislature before applying a distribution formula, rather than first determining the funding levels needed to provide an adequate education for Alaska's children. Is this true? (*see Table #3, pp 23-24 in the consultant's report; also p. 65 Table #3, p. 77 Table #3, p. 85, and the general tenor of discussions throughout the report.*)

We urge you to seek answers to these questions before proceeding further with the development of legislation based on this report. We look forward to your response.

Thank you for your time and consideration.

Sincerely,



Edwin Gonion  
Executive Director  
Citizens for the Educational Advancement  
Of Alaska's Children

cc: The Alaska Legislature  
Governor Tony Knowles  
Commissioner of Education  
AASA  
AASB

EG/c/PHILLIPS.WPD

Gilbert F. Gutierrez  
P.O. Box 306  
Nome, Alaska 99762

March 2, 1998

Senate Finance Committee  
Bert Sharp, Chairman  
State Capitol Juneau, Ak. 99801-1182

Dear Mr. Sharp:

My name is Gil Gutierrez and I live in Nome, Alaska. I categorically oppose Senate Bill 36 sponsored by Senator Phillips, Taylor and Halford.

The Bill is flawed because it is attempting to override the constitutional right of people to vote for or against an organized Borough. The Committee is using the issue of educational funding to implement a political subdivision in order to impose more taxation. This is "double -speak" when members of the Committee yell they were elected on a "no more taxes" platform.

I oppose Senate Bill 36 because the committee is not being honest with the electorate. You want to impose a taxation on the rural areas and give your constituencies in Fairbanks, Anchorage and Juneau adequate funding. Unfortunately, these cities will still be playing catch-up with only "adequate funding" The minimum that they will be able to achieve will be defined as the maximum. The losers will be your children and grand children.

I oppose Senate Bill 36 because it takes money from the rural areas and you shift it to the urban areas. You rob from the poor and give to the rich and you do this without shame. You and your colleagues are short sighted and wearing large blinders if you limit your decision making to only the wants of your constituency. Your constitutional obligation is to provide funding for the education of all the citizens of the State.

I oppose Senate Bill 36 because it is based in part on the McDowell Study. In reading this study I found eleven (11) citations which disclaimed that this study was done with any factual data. The McDowell Study does not take into account personnel costs. The empiricism is based on second-hand hearsay. The only factual statements were that on average teachers salary are about the same across the State and that maintenance and operations of school systems in rural Alaska are significantly higher. People in rural Alaska have known this for years. I would recommend funding the maintenance and

operations separate from the direct educational funds. This would provide true equity funding.

I oppose Senate Bill 36 because it limits funding for Special Education and the Gifted Programs. This funding is for the weakest and for the brightest in our society. Committee members talk freely and constantly about "educational standards" This misguided section in SB 36 exacerbates the problems parents have in providing a fair and adequate education for their disabled or bright children. This is magnified in rural areas where presently inadequate funding does not provide trained professionals to implement the letter of the law.

On reflection Senate Bill 36 stinks worse than a road killed skunk in the Mat-Su Borough.

The Committee has asked "Where is the money coming from?" By asking this question you have accepted the fact that educational system funding has been eroding over the last ten years. Your Deferred Maintenance Committee can attest to that. The school systems you are responsible for are falling apart. Senate Bill 36 is a stop gap solution. Consolidating school systems will shift the responsibility and increase the educational needs to an entity further removed from local government. Schools will be closed.

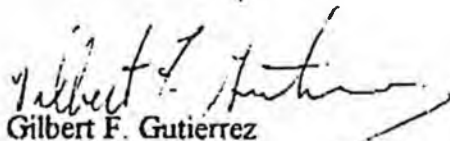
The money to fund these programs is from the oil flowing from rural Alaska to the urban centers. This is a resource that belongs to each Alaskan. The oil companies are being taxed by the State legislature. The Committee members and their staffs are being paid by these taxes. You may want to call them royalties but they are taxes just the same.

In order to have equitable longtime funding for our educational systems this committee would be well served when its members sponsor a bill to create an Educational Foundation. This Foundation will be funded from the Permanent Fund taxation program that is currently in place.

The legislature has already passed a cigarette tax. One of your colleagues supports a bill that will levy a \$50.00 tax per individual. There are huge amounts of money going out of state through transient workers that can be collected.

If all of the above is too painful for you, then you like the rest of us might want to consider a new line of work. Should you stubbornly refuse to accept this factual reality then comfort yourself in knowing that you have kissed our educational systems good bye and this being your legacy.

Sincerely,



Gilbert F. Gutierrez