

SCOMM

125:22

22-LS0225J

Ford

2/2/01

CS FOR HOUSE BILL NO. 43()**IN THE LEGISLATURE OF THE STATE OF ALASKA****TWENTY-SECOND LEGISLATURE - FIRST SESSION****BY****Offered:****Referred:****Sponsor(s): REPRESENTATIVES GREEN, Kerttula****A BILL****FOR AN ACT ENTITLED**

1 **"An Act relating to forgiveness of certain student loans; and providing for an effective**
2 **date."**

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

4 *** Section 1. AS 14.43 is amended by adding a new section to read:**

5 **Sec. 14.43.142. Loan forgiveness of loans made to borrowers employed as**
6 **public school teachers. (a) The state shall forgive a loan made to a borrower who**
7 **has received an undergraduate or graduate degree from a college or university located**
8 **in this state, is employed at a public elementary or secondary school within the state as**
9 **a teacher, and has complied with AS 14.43.120. The amount to be forgiven under this**
10 **section is the portion of the payments to be made by the borrower for a loan made**
11 **under AS 14.43.110 equal to the following percentages of the total loan received plus**
12 **interest up to a total of 75 percent of the total loan plus interest:**

13 (1) one year employment, 10 percent;

14 (2) two years employment, an additional 12.5 percent;

CSHB 43()

1 (3) three years employment, an additional 15 percent;

2 (4) four years employment, an additional 17.5 percent;

3 (5) five years employment, an additional 20 percent.

4 (b) Notwithstanding any other provision of law, while a person's loan is being
5 forgiven by the state under (a) of this section, that person may not receive forgiveness
6 of a loan under any other provision of this chapter.

7 * Sec. 2. The uncoded law of the State of Alaska is amended by adding a new section to
8 read:

9 APPLICABILITY. This Act applies to loans entered into on or after July 1, 2001, and
10 to a person's employment that occurs on or after July 1, 2001.

11 * Sec. 3. This Act takes effect July 1, 2001.

Subject: RE: Federal tax liability of loan forgiveness

Date: Fri, 9 Feb 2001 15:09:36 -0900

From: "Diane Barrans" <diane_barrans@acpe.state.ak.us>

To: "Representative Con Bunde" <Representative_Con_Bunde@legis.state.ak.us>

Hi Karen,

Yes indeed. This occurred with the old forgiveness program as well. Because the forgiveness is a cash benefit to the recipient (kind of lack a retroactive grant), the lender has to disclose the annual amount to the recipient on a 1099 notice. The taxpayer is then required to report the benefit. With the caveat that 1) tax code does change; and 2) I am not a tax expert, I understand that a couple of borrowers (lawyers) argued that this money was not, in fact, taxable because in the years in which they had received the money, they were insolvent.

That is the skinny from our end. I do plan to be there on Weds. and can put that information on the record. Thanks for the heads up.

Diane

-----Original Message-----

From: Representative Con Bunde

[mailto:Representative_Con_Bunde@legis.state.ak.us]

Sent: Friday, February 09, 2001 2:52 PM

To: Diane M Barrans

Subject: Federal tax liability of loan forgiveness

Diane:

We received a Public Opinion Message regarding HB 43, in which the person informed Rep. Bunde that he and his wife were taxed by the federal government for the forgiven portion of their student loans.

What is the background on this? Rep. Bunde would like to get this on the record during Wednesday's hearing.

Thanks for your help,
Karen McCarthy

BILL ANALYSIS -- HB 54
3rd Hearing February 14, 2001

Sponsor: Rep. Davies

Title: "An Act relating to forgiveness of student loans"

New CS: A new CS, Version ____ dated ____ will be presented by Rep. Davies.
The new CS will change the funding source to GF as appropriated by the Legislature.

Previous Hearing: The committee adopted CS HB 54 last week but did not discuss the bill.

- The CS will change HB 54 from a forgiveness bill to a bill lowering the interest rate on loans made by borrowers who come back and work in Alaska.
- The interest rate would be lower as long as the borrower stayed in Alaska.
- The reduction would take effect assuming it complies with statute and sound financial management of the program.
- Rep. Davies expects that the current program capitalization would pay for this bill, although no dividend to the General Fund would be possible.

Fiscal Note: Diane Barrans will be prepared to discuss any changes to the original bill's fiscal note and the possible federal tax liability issue.

ACPE Concerns: ACPE Comments reflect the CS adopted on January 31st.

- 1) ACPE anticipates providing a fiscal note identifying the cost in reduced earnings.
- 2) ACPE may return funds to the state.
- 3) ACPE continued to reduce annual lending rates and fees. This bill would make proposed future reductions mandatory regardless of ASLC's ability to absorb the reduction. This would impair their ability to reduce costs, and might require increases on all other loans.
- 4) No provision is made for loss of benefit if the borrower defaults.

Available to Testify:

Diane Barrans	Alaska Commission on Postsecondary Education (ACPE)
Beth Nordund	DEED
Vern Marshall	NEA (Available for questions)
Rich Kronberg	NEA

Teleconference Sites: Mat-Su, Homer, Sitka, Tok, Petersburg, Nome, Valdez, Fairbanks, Unalakleet
We do not know which, if any, of these sites are interested in this specific bill

Offnet: No one has expressed interest in this bill for the offnet.

D-12

PO Box 221061
Anchorage Ak 99522
January 19, 2001

To Whom It May Concern, State Legislature:

I noticed the Anchorage News recently contained an article regarding changes upcoming to the student loan program, one being to reduce the interest rate for upcoming and some older loans. More recently there also was discussion on 2 bills, one which may waive 10% a year for 5 years if a student teaches in Alaska, the other if they work in the state five years.

Prior changes to the program that I am aware of include: to pay tuition at UAA/UAF for students in the top 10% of their class. And before this, bankruptcy laws were modified to require loans to be repaid and could not be included in bankruptcy, and involved federal rules as well. And before that, there was a program that forgave a portion of the student loan for working in the state.

We all know of the "brain drain" from Alaska as kids find what they consider better opportunities elsewhere. Also, we recognize there are problems with the state colleges not providing certain degrees which is another reason students go elsewhere. As well as leaving to experience living outside of Alaska, or in a dorm. When kids remain or return to the State this helps the local economy as well as bringing perspectives back to the state. However, at this time I do not actively advocate any student to use the loan program, which I will digress on further.

I have personally been involved in several experiences which I will share:

1 - The extent of student loan debt versus future student earnings when student graduated varies widely. My son Brian Lauver, has 2 major dollar loans exceeding 40K, my daughter Jennifer Henson the same. My son filed a bankruptcy and had to forgo a car and paying medical bills, but had to retain the student loans, at an interest rate of 15% when considering all the deferrals he needed for several reasons. The State makes arrangements to pay only interest, to pay more in the future as graduated payments, which results in expensive interest-earning only, deferrals, etc. None of these are really much of a solution, and they ALL give the state more money, more money is made off the backs of poor students, and the interest rate then goes from the 8% originally signed for, up to 15% when applied w/ deferrals!

2. - My husband and I give funds for both kids toward living, or the payments you can say, and feel we are not able to retire until we resolve the issue. And, we are not the only parents helping out - I know of many other parents who do the same, and seriously regret using the program, advise others NOT to use the program. It is reminiscent of Citibank and others who offer easy money, credit, to students, and then they can easily and often do, go in over their heads.

3 - As a parent I have a major concern and several issues with how the program is administered and how it adversely impacts students. I will list these and also provide suggestions to consider to make the situation an improved and more fair one:

- 1- By law the extent of interest over the life of the loan is to be identified in signed documents, and a poor job is done in this area. Students often require deferrals where they require for example, one year of experience often required in a field to qualify for going further in a master's program, eg, physical therapy in the case of my daughter, Jennie Henson.
- 2- The rules also for grants are geared to what parents make, which then precludes grants for the students. HOWEVER, it is the student not the parents who receives the funds, is responsible to repay! And of course, these students are at the beginning of the wage structure, low...
- 3- The State loan billings and statements are quite a challenge to understand and follow. I have an MBA and have difficulty even after I called for explanations. The principal owed is never shown

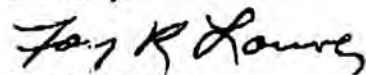
accurately. I asked for statement of what the payoff is and never received an answer in the advent we funded the loans elsewhere.

Recommend for changes:

1. A full audit of the program, what works and what doesn't work. Get the input of students and public who have used the program. Bring together equity to the old parts and merge w/ better new parts of the program.
2. What are the program objectives, what to achieve? If you want to have good Alaskans continue to live in Alaska and contribute, then come back with some sort of waiver table, based on the importance, contribution of the field of work, etc. I am pleased to see the latest proposal, in the Anchorage News this week. If the recent rollback of interest went back several years and w/ certain restrictions, reach further back to other struggling students who are still paying off their debt, in all fairness and to be equitable.
3. Add interest forgiveness where the deferrals are tied to qualifying for continuing ed as in my daughter's example. Or some other solution to hold down the indefinite nature of deferrals and how it tremendously increases what is owed.
4. Add debt and interest forgiveness up to varying ranges where students complete their program and return to Alaska, and are working and contributing to the economy and well being of all Alaskans. This could be a table based on work area, eg, bush nursing or teaching, etc, versus business degree in Anchorage. However, Please, Please, Please, make it retroactive to help kids already struggling so hard to pay their debt, to make it and keep their program going. My daughter thinks of returning and may make enough money to live, but my son is thinking of leaving because he barely makes \$15/ hour, prospects aren't great, he is working on a Master's degree at this time, and his job pays his tuition. But we help both with their payback...
5. Recognition for higher education programs beyond graduate, and special treatment. Allow waiver of payback for hard to fill jobs.
6. Increased availability of grants to be used directly to students in lieu of loans with more ability than in the past, improve conditions to use. Less reliance on what parents make.
7. Truth in lending, let students know what they are really in for to pay back, including stress on the deferrals. Do something similar to a sabbatical, where some time off is forgiven, be it 2 semesters of 4, with no interest charged.
8. Strengthen the rules of payout from student to colleges, so funds can be returned to the State where they are not seriously needed. The students sometimes take the funds and use for low priority items - tighten the justification for use.
9. Encourage business such as my son's to promote the local college programs by offering to pay tuition or books, or allow time off. I think this has great potential, to my son it's like making a bit more money. A lot of jobs tell the employees they will get so much education while working anyway, and these types of hires which are enthused by this promotion should be good hires where they are looking for growth on the job. It helps both very much.

I believe if you would survey the public you would get other good ideas. I would be willing to help in this project. I would appreciate a response. If my kids received some relief on their paybacks, my husband and I could really retire, and afford to stay in Alaska.

Sincerely,



Fay R. Lauver
907-271-5304
907-349-9511

Subject: Student Loan Reimbursement House Bill

Date: Thu, 1 Feb 2001 17:51:54 -0600

From: "Little, Heidi L" <littlehl@BP.com>

To: "Representative_John_Davies@legis.state.ak.us" <Representative_John_Davies@legis.state.ak.us>

Rep Davies:

I am a life long born and raised Alaskan. I attended the University of Alaska, Anchorage, receiving a BA in Public Relations/Journalism in 1984.

I took advantage of the State Student Loan program (as it was then structured) to help pay for my education. Without it, I would not have been able to attend college.

Not only was it less expensive to attend school in State, but having the forgiveness clause in my loan was a big incentive to stay in State. I am proud to say, that I have lived in Alaska all of my 39 years, paid back what was owed on my loan and was given the forgiveness allowed.

AND

I have yet to work in the field that I received my degree in! If I had to work in my field in order to receive the forgiveness, I would have had no choice but to move out of state to find a job in my degree field. It's not always easy to break into your chosen field in Alaska, it's easier Outside where there are more options and larger markets.

I don't feel that your bill should restrict the forgiveness to just select profession(s).

Extending the forgiveness to all is more fair, and more inviting to all who are weighting their education options.

The student loan program that I received my loan under, worked just fine. What's wrong with going back to that structure? Get your degree, stay in State, or come back to the State and work.

By restricting the forgiveness to select professions you would be contributing to the outside migration rather than giving an incentive to keep people in State. What would new graduates have to do if they had to work in their selected field in order to be eligible for the forgiveness, yet couldn't break into that field here in State? Move out of state! What a choice!

Please look at it this way. Isn't the objective to have education affordable to all, regardless of where they may end up living and what they may be doing as a profession or way to earn a living?

Think about it.....

Thank you for your time and consideration.

Heidi

Heidi Little

Admin Assistant

GPB Operating Strategy Team

Phone: (907) 564-5738 Fax: (907) 564-4007

Mailstop: 10-3

"What we love to do we find time to do"

John L. Spalding

Subject: student loans

Date: Thu, 01 Feb 2001 16:12:01 -0900

From: Georgia.Tompkins@MSB.Mat-Su.k12.ak.us (Tompkins, N. Georgia)

Reply-To: ngtompkins@msb.mat-su.k12.ak

Organization: Academy Charter School

To: Representative_John_Davies@legis.state.ak.us

Rep. Davies,

I have recently learned of a HR37 that you are working on in special committee concerning the possibility of forgiving a percentage of student loans to graduates that remain in the state. I am one of those that would be affected by such a bill.

I am a 1997 graduate of UAA, married, home owner, and 20+ year resident of Alaska. My loan payments for completing 2 bachelors in 6.5 years are approximately \$500 a month. Needless to say, that is quite a dent in my 2nd year teacher income. With educational funding lagging here in Alaska, it is quite lucrative to look Outside for better pay, bonuses, benefits and funding. I love this state and hope to stay another 20 years, however, sometimes the bottom line must be addressed and as my youngest finishes high school here options are opening for the future. Many of my colleagues are in the same position.

Please make every attempt to help us help our beautiful state, by staying here to teach, pay local taxes and truly make Alaska a brain gain, not a brain drain. Make sure your bill helps those of us who are on the high interest rate loan program, who have already graduated and decided to stay here to teach.

Thank you for your time and consideration
N. Georgia Tompkins
Palmer, Alaska

2/6/01 9:58 AM

REP CON BUNDE,

2001 JAN 30 TUES P.

REF: SB 123, FREE CONFERENCE, 11 PAGES
SUB: ALASKA STATE STUDENT LOANS

ENCLOSED IS 3 PAGES OF SB 123, AND ON PAGE 3 LINES 13 AND 14 ARE CIRCLED. THIS HAS DIRECT BEARING ON HB 37, HB 43, AND HB 54.

IN 1970 STUDENT LOANS WERE LIMITED TO \$2,500 PER YEAR, AND IN 1982 SHARPLY INCREASED TO \$6,000 PER YEAR. THEN IN 1996 ANOTHER INCREASE TO \$8,500 PER YEAR. THIS WAS FOR UNDERGRADUATES (P1 L9).

HOWEVER IN 1996, P3 L13-14 WERE ADDED STATING A \$60,000 limit OVER 8 YEARS. CURRENTLY STUDENT LOANS TOTAL BETWEEN \$150-\$300 MILLION FROM ABOUT 21,000 BORROWERS. THERE IS NO WAY TO TELL HOW MANY WILL REACH THE \$60,000 limit.

THIS SITUATION WAS CREATED IN 1996 WHEN THE LEGISLATURE PASSED SB 123, AND UNFORTUNATELY THE GOVERNOR SIGNED IT. THERE ARE NO PROVISIONS FOR THE LEGISLATURE TO CORRECT THE BILL.

WHAT THE BILL DOES IS CREATE AN INTERNATIONAL STUDENT LOAN FUND. ALASKA DOLLARS ARE MOVING IN LARGE NUMBERS TO OUT OF STATE COLLEGES, AND ALSO OUT OF THE COUNTRY.

PROPOSED CORRECTIONS:

- (1) REDUCE THE LIMIT TO \$35,000 FROM \$60,000. P3, Ls 13-
- (2) NO ALASKA DOLLARS FOR OUT OF STATE RELIGIOUS SCHOOLS.
- (3) SET A TOTAL VOLUME DOLLAR LIMIT THAT CANNOT BE INCREASED WITHOUT THE LEGISLATURE APPROVAL. THIS IS TO PREVENT A RAPID JUMP TO OVER ONE BILLION IN COSTS BY THE END OF THE DECADE. I RECOMMEND A LIMIT OF \$200 MILLION.
- (4) ALASKA STATE STUDENT LOANS CANNOT BE TIED TO THE ALASKA STATE PERMANENT FUND.

SENATORS HAVE FAILED TO MAKE CORRECTIONS, SENATOR PHILLIPS SAID THERE IS NO BILL TO LIMIT STUDENT LOANS. SENATOR HALFORD SAID HE'S CONCERNED ABOUT IT, SENATOR PARNELL SAID I WAS RIGHT, BUT COULD NOT GET THE VOTES NECESSARY TO MAKE CORRECTIONS.

HB 37, HB 43, HB 54 COULD BE FUNDED IF SB 123 IS REDUCED. THE STATE SHOULD NOT PAY BOTH WAYS. THERE IS NOTHING STATING THE DIFFERENCE BETWEEN DEGREED TEACHERS IN ALASKA VERSUS OUT OF STATE. THE AMOUNTS PROPOSED ARE EXCESSIVE.

PROPOSED CORRECTIONS:

(1) TEACHERS WHO DEGREED IN ALASKA AND BECAME CERTIFICATED.

(A) two years employment, 10 percent

(b) three years employment, 10 percent

(c) four years employment, 10 percent

(d) five years employment, 10 percent

40 percent.

FINALLY it's NOT THE LEGISLATURE'S JOB TO PROVIDE A TOO GENEROUS STUDENT LOAN PROGRAM THAT ^{WOULD} ~~WOULD~~ TRAIN ~~PEOPLE~~ PEOPLE FOR OUT OF STATE JOBS.

Thanks and Good Luck

Joe



Joe Strang
PO Box 92014
Anchorage, AK 99509

R-SPENARD

**Susan Phillips Cushing
1423 Bay Avenue
Homer, Alaska 99603
(907) 235-8115**

February 3, 2001

**Senator John Torgerson
Representative Drew Scalzi
Representative Con Bunde
Representative Gary Stevens**

RE; ALASKA STUDENT LOAN/BRAIN DRAIN

Dear Friends:

In a brief report on APR, I heard that you are discussing the "Brain Drain" of our young adults who receive the Alaska State Student Loan. Since I have a son who graduated from Yale University in May, 2000, I would like to comment for purposes of your arguments.

My son is in debt to the State of Alaska to the tune of \$35,000. As well, he is in debt to the U.S. Federal Government to the tune of \$20,000. He is not singing along with a happy melody! His monthly payments are broken out at \$353.00 Alaska and \$220 U.S., a total of \$573.00/month. Presently he is working in New York at \$9.00/hour. His take home pay is \$1200/month. His rent is \$600/month. You do the math. He cannot make the loan payments and also eat.

Is this your problem? Not really. Loans were taken out with one goal in mind: to obtain not just a good education, but a great education, regardless of the earning power of that degree.

When you discuss forgiveness clauses for the Alaska State Loan, I ask you to consider them earnestly. My son would be very tempted to return to Alaska to work, with a forgiveness factor for his loan indebtedness. Eventually, he might be tempted to stay, as he would be re-established in his home state.

Secondly, doesn't it seem almost corrupt to have 28 Billion dollars in our Alaska Permanent Fund while young people, such as my son, are trying to pay loans at very high interest (8-9%) back to the state for their education? You might respond by saying he should have applied to the University of Alaska. However, I need not remind you that state funding to our own state institution has been so paltry that even a "good education" there was questionable in 1996. Of course, many of our Senators and Representatives have been educated "outside", and they are here in Alaska serving.

It is my hope that all of you will SERVE WELL, and make some changes based on real time needs rather than bantering back and forth with statistics that paralyze action.

Thank you for your kind attention to my thoughts.

Sincerely,

A handwritten signature in cursive script that reads "Susan Phillips Cushing". The signature is fluid and connected, with a large initial 'S'.

Susan Phillips Cushing

Lifelong Alaskan who left in 1965 for Claremont Colleges in California and returned.



Alaska State Legislature

Please enter into the record my testimony to the House Education Committee
 committee name
HB 37, HB 43, + HB 54
 Committee on Student Loan Forgiveness, dated 02/05/01
 bill # / subject

I am in favor of any legislative bill that pertains to student loan forgiveness and would give my support to those efforts. Because of the critical shortage of policemen, nurses, and teachers; I do not think it would be wise to limit the student loan forgiveness program to only teachers, but to extend it to other critical public service jobs as well. I am not in favor of limiting the program to only those students who attend college in Alaska. It is my understanding that because of scheduling problems, it is difficult to complete an education degree in a timely manner at UAA, and students should not be penalized for attending college out of state. If the purpose of the bill is to encourage those who successfully complete a college education to return to Alaska for employment, then it should not matter where they receive their education. Perhaps an additional percentage amount above the current proposed 10% per year for each year of employment, up to five years could be added for those students who choose to attend college in Alaska. This would act as an additional incentive and help to offset the extra costs incurred due to the extra time it would take to complete a similar program in Alaska. I do believe that such a program should be retroactive. There are undoubtedly many individuals who have already completed their educations with the help of the Alaska Student Loan program who could benefit from such a program. Many may have left the state looking for more favorable employment opportunities and may be lured back by the prospect of reducing their student loan debt. Others who are currently living and working in the state would be encouraged to continue to do so if the benefits were great enough. If the student loan forgiveness program were to begin in June 2001 as proposed, it would be a minimum of five years before those students would be educated and prepared to enter the labor force. That leaves us with a critical shortage of trained professionals for a critical length of time.

Signed: Jeannette K. Rodgers
 Testifier Jeannette K. Rodgers

Vote ID # 00468523
 Representing (optional)

13725 Ross Drive Soldotna AK 99669
 Address

907-262-5547
 Phone number



Alaska State Legislature

Please enter into the record my testimony to the HOUSE EDUCATION COMMITTEE
HB 37, HB 43, HB 34 committee name
Committee on STUDENT LOAN DEFERMENT dated 2/5/01
bill # / subject

I URGE YOUR SUPPORT OF ANY BILL THAT WOULD FORGIVE A PORTION OF ALASKA STUDENT LOANS TO GRADUATES WHO REMAIN IN THE STATE AND IN A PUBLIC SERVICE CAREER WHETHER IT BE TEACHING, NURSING, PUBLIC SAFETY, OR OTHER PUBLIC SERVICE WORK. I AM CERTAIN IT WOULD BENEFIT THE STATE BY ENCOURAGING OUR BRIGHTEST AND MOST MOTIVATED YOUNG PEOPLE TO REMAIN IN THE STATE AFTER COLLEGE.

BETWEEN OUR SON, DAUGHTER, AND SON-IN-LAW, THEY ARE REPAYING OVER \$70,000⁰⁰ IN STUDENT LOANS. OUR DAUGHTER AND SON-IN-LAW HAD TO RE-LOCATE OUT OF STATE AFTER THEY WERE UNABLE TO FIND TEACHING JOBS IN ALASKA WHERE THEY COULD BOTH WORK IN THE SAME COMMUNITY. IT WAS ESSENTIAL THAT THEY BOTH BE EMPLOYED BECAUSE OF THE WEIGHT OF THEIR STUDENT LOAN OBLIGATION.

PASSAGE OF SUCH A BILL, IF RETROACTIVE, WOULD BE A GOOD INCENTIVE FOR THEM TO RETURN. HAD SUCH A PROVISION EXISTED, IT WOULD HAVE DISCOURAGED THEM FROM LEAVING IN THE FIRST PLACE.

I KNOW OF MANY OTHER SIMILAR EXAMPLES.

Signed:

Testifier

CHARLES R. RODGERS

Representing (optional)

PO Box 293, ANIAK, AK 99557

Address

(907) 262-5547

Phone number

I have two issues I would like to address concerning the Alaska Student Loan Forgiveness Legislation (HB 43, HB 54, HB 37).

1. As the current bills are written they create a two tier system which punishes the many Alaskans who have made sacrifices and dedicated their lives to the teaching profession. Please change the language in the starting date to include all former and current Teacher Education students who have current Alaska Student Loans which are paid to date with no outstanding payment, penalties or interest. I would prefer to include only students that are going to or have gone to school in the state of Alaska.

Also, make sure that the forgiveness is directed to loans taken out for teacher education programs only. My proposal is not intended to compensate participants for monies paid on their Alaska Student Loans prior to July 1, 2001.

2. The legislation needs to have language that clarifies the responsibilities of the state of Alaska and the student in the event the State opts to cancel the program.

My first proposal offers immediate help to the current teacher shortage. Without such changes the effectiveness of this legislation is very limited.

If in the course debating such a bill the legislature decides to offer lower interest rates as a solution that would be great. Or if the legislator believes it can offer some kind of forgiveness to all students, no matter where they went to school or what type of academic program they studied, that would be great too.

However, I'm sure that you will have to eliminate somebody due to the fiscal responsibility of the State. My contention is that all current legislation eliminates many of the people that have supported the Alaska Student loan program and Alaska colleges, and therefore the legislation is unfair, exclusive and it abandons/ takes advantage of the very people that can and have helped with the problem you are trying to remedy. Alaskans with current Alaska Student loans should be the last, not the first to be eliminated from any forgiveness program. I plead to you to seriously consider my proposal.

I am currently seeking a teaching position in the state. I received my type A teaching certificate in November 2000. I am 42 years old and a third generation Alaskan. All my undergraduate work was done at UAA with absolutely no financial assistance except my Alaska Student Loans. I went to school full and part-time, what ever I could do while working full-time to support my family (three children and my wife). My wife and I made many sacrifices as I completed my life-long goal to become a teacher. My current Alaska Student Loan Payment is \$390. Please include me and many other Alaskans in my situation who at this time are excluded from current legislation. Please note that our decision to become a teacher was not based on any forgiveness program, moreover we should not be penalized monetarily for our sincere dedication to the teaching profession.

Sincerely

Karl W. J. Romig
PO Box 762
Cooper Landing AK, 99572
(907) 595-1232

Subject: Re: January 31 & HB 54

Date: Fri, 26 Jan 2001 16:28:45 -0900

From: Amy Coffman <Amy_Coffman@legis.state.ak.us>

Organization: Alaska State Legislature

To: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Con - re: HB 54
changes. K

There are going to be changes offered, however, I have a feeling they may come in the form of a CS instead of ammendments. I am working on these logistics as I speak. Have a feeling at this point that it will be Monday before I know. But at that point I will work extra speedy to get it all to you.

Sorry about the delay-
Amy

Representative Con Bunde wrote:

- > Amy:
- >
- > Just checking in to see if Rep. Davies will be offering any ammendments
- > to HB 54 on January 31st.
- >
- > We have been getting quite a few e-mails regarding both loan forgiveness
- > bills, and they will go in the committee packets. I'll get you copies
- > as well.
- >
- > Sheila King and Diane Barrans will definitely be at the hearing. I've
- > notified Ann Ringstad. If there is anyone else that Rep. Davies would
- > like to have to speak about the bill, please let me know.
- >
- > Karen

OK, [initials]

Maybe adopt the CS for 54: then discuss it on the 7th

1/29: Legal is working on it. Look at decreasing interest rate rather than forgiving. Probably will require a bill change. Would include people who go into default & get back on schedule. May be a one line bill. Encourages ACPE to reduce interest rate & sound financial management.

Fiscal note should be zero. They could use the dividend to pay interest rate.

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM

January 30, 2001

SUBJECT: Sectional Summary of HB 54 - student loans.

TO: Representative John Davies
Attn: Amy

FROM: Michael F. Ford 
Legislative Counsel

You have requested a sectional summary of the above-described bill.

As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents. If you would like an interpretation of the bill as it may apply to a particular set of circumstances, please advise.

Section 1. Technical amendment.

Section 2. Provides for a reduced interest rate for individuals who receive a student loan and who return to work in Alaska. Requires the Commission on Postsecondary Education to determine the exact interest rate. Provides that a reduced rate of interest may not be granted if the reduction affects administration of the student loan program.

Section 3. Provides that the Act applies to loans and to employment occurring after July 1, 2001.

Section 4. Effective date.

MFF:glc
01-076.glc

Alaska State Legislature

Member:
House Finance Committee

Legislative Budget Subcommittees:
University of Alaska
Natural Resources
Environmental Conservation



119 N. Cushman Street Suite 207
Fairbanks, Alaska 99701
(907) 456-8172
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E-mail: Representative_John_Davies@legis.state.ak.us

While in Session
State Capitol
Juneau, Alaska 99801-1182
(907) 465-4457
FAX (907) 465-3519
1-800-928-4457

Representative John Davies
District 29

Memorandum

To: Representative Bunde – Chair: Special Committee on Education

From: Representative John Davies

Re: House Bill No. 54

Date: January 10, 2001

I would like to request a hearing for House Bill No. 54:

“An Act relating to reimbursement of student loans; and providing for an effective date.”

Please notify my office of any information you require on this bill prior to its hearing.



REP CON BUNDE,

2001 JAN 30 TUES P.

REF: SB 123, FREE CONFERENCE, 11 PAGES
SUB: ALASKA STATE STUDENT LOANS

ENCLOSED IS 3 PAGES OF SB123, AND ON PAGE 3 LINES 13 AND 14 ARE CIRCLED. THIS HAS DIRECT BEARING ON HB 37, HB 43, AND HB 54.

IN 1970 STUDENT LOANS WERE LIMITED TO \$2,500 PER YEAR, AND IN 1982 SHARPLY INCREASED TO \$6,000 PER YEAR. THEN IN 1996 ANOTHER INCREASE TO \$8,500 PER YEAR. THIS WAS FOR UNDERGRADUATES (P1 L9).

HOWEVER IN 1996, P3 L13-14 WERE ADDED STATING A \$60,000 limit OVER 8 YEARS. CURRENTLY STUDENT LOANS TOTAL BETWEEN \$150-\$300 MILLION FROM ABOUT 21,000 BORROWERS. THERE IS NO WAY TO TELL HOW MANY WILL REACH THE \$60,000 limit.

THIS SITUATION WAS CREATED IN 1996 WHEN THE LEGISLATURE PASSED SB123, AND UNFORTUNATELY THE GOVERNOR SIGNED IT. THERE ARE NO PROVISIONS FOR THE LEGISLATURE TO CORRECT THE BILL.

WHAT THE BILL DOES IS CREATE AN INTERNATIONAL STUDENT LOAN FUND. ALASKA DOLLARS ARE MOVING IN LARGE NUMBERS TO OUT OF STATE COLLEGES, AND ALSO OUT OF THE COUNTRY.

PROPOSED CORRECTIONS:

- (1) REDUCE THE LIMIT TO \$35,000 FROM \$60,000. P3, Ls 13-.
- (2) NO ALASKA DOLLARS FOR OUT OF STATE RELIGIOUS SCHOOLS.
- (3) SET A TOTAL VOLUME DOLLAR LIMIT THAT CANNOT BE INCREASED WITHOUT THE LEGISLATURE APPROVAL. THIS IS TO PREVENT A RAPID JUMP TO OVER ONE BILLION IN COSTS BY THE END OF THE DECADE. I RECOMMEND A LIMIT OF \$200 MILLION.
- (4) ALASKA STATE STUDENT LOANS CANNOT BE TIED TO THE ALASKA STATE PERMANENT FUND.

SENATORS HAVE FAILED TO MAKE CORRECTIONS. SENATOR PALLIPS SAID THERE IS NO BILL TO LIMIT STUDENT LOANS. SENATOR HALFORD SAID HE'S CONCERNED ABOUT IT. SENATOR PARNELL SAID I WAS RIGHT, BUT COULD NOT GET THE VOTES NECESSARY TO MAKE CORRECTIONS.

HB 37, HB 43, HB 54 COULD BE FUNDED IF SB 123 IS REDUCED. THE STATE SHOULD NOT PAY BOTH WAYS. THERE IS NOTHING STATING THE DIFFERENCE BETWEEN DEGREED TEACHERS IN ALASKA VERSUS OUT OF STATE. THE AMOUNTS PROPOSED ARE EXCESSIVE.

PROPOSED CORRECTIONS:

(1) TEACHERS WHO DEGREED IN ALASKA AND BECAME CERTIFICATED.

(A) two years employment, 10 percent

(b) three years employment, 10 percent

(c) four years employment, 10 percent

(d) five years employment, 10 percent

40 percent.

FINALLY it's not the LEGISLATURE'S JOB TO PROVIDE A TOO GENEROUS STUDENT LOAN PROGRAM THAT ^{WOULD} ~~TRAIN~~ ~~PEOPLE~~ PEOPLE FOR OUT OF STATE JOBS.

Thanks and Good Luck

Joe



Joe Strang
PO Box 92014
Anchorage, AK 99509

R-SPENARD

BILL ANALYSIS -- HB 43
2nd Hearing February 14, 2001

Moved w/ CS Version "P"

Sponsor: Rep. Green
Title: An Act relating to forgiveness of student loans"

Committee Substitute: A new CS, Version "P" dated 2/13/01 will be presented by Rep. Green. He will also be prepared to offer an amendment to end eligibility of those who default.

- 1) "Undergraduate" is changed to cover all those people who take courses, undergraduate or graduate, in order to teach so that those who study for an advanced degree or an endorsement in another subject area are eligible. They will still be required to complete 60 hours of course work.
- 2) Adds language that details how the loan would be repaid. The program begins forgiving loans once the teacher gets a job in the area specified as eligible. So you can't graduate, go to Europe for three years and have those years' worth of loans forgiven.

Fiscal Note: \$169,900 GF in FY 2003 growing to \$849,700 GF in FY 2007
This reflects Rep. Green's original bill. Diane Barrans will be prepared to discuss how the fiscal note would differ for the CS. She will also be prepared to discuss federal tax liability for loan forgiveness.

ACPE Concerns: ACPE Comments reflect the CS Version "J".

- 1) Absent an appropriation, there are no funds within ACPE to pay for the benefit. (**Funding source now GF as appropriated by the Legislature**)
- 2) ACPE may return funds to the state.
- 3) No monetary cap exists in the bill to limit the amount of the benefit or provide
 - a) restraint in borrowing
 - b) some parity among beneficiaries
 - c) assistance in budgeting or appropriation requests
- 4) Potential constitutional problems re: borrowers vs. residents
 - a) no benefit if coursework at an Alaska institution does not lead to a degree
 - b) there is benefit for those who begin a degree out of state but finish it in-state.
- 5) No direction is provided in the bill for prioritization or allocation of fund in the event of a shortfall.
- 6) No provision is made for loss of benefit if the borrower defaults. (**See amendment**)
- 7) No provision to require the service in a school district to begin within a set period of time. (**Page 2, Line 12**)
- 8) Provides no tool to recruit the 70% of workers needed to meet the demand.

Available to Testify:

Diane Barrans	Alaska Commission on Postsecondary Education (ACPE)
Beth Nordund	DEED
Vern Marshall	NEA (Available for questions)
Rich Kronberg	NEA

Teleconference Sites: Mat-Su, Homer, Sitka, Tok, Petersburg, Nome, Valdez, Fairbanks, Unalakleet
We do not know which, if any, of these sites are interested in this specific bill.

Offnet: No one has expressed interest in this bill for the offnet.

**Alaska State Legislature
Public Opinion Messages**

Mr. Jerry McCutcheon,
PO Box 101838
Anchorage, AK 99510
Phone: 277-3076
E-mail:

Constituency: N
Distribution: 60
Affiliation:
Reg Voter: U

Subject/Bill OIL & GAS

Ken Thompson, after having connected the Alcan pipeline to the non-existent gasline at Whitehorse now wants Alaskans to foot the bill to make Fairbanks a gas hub. I would love to hear Ken Thompson's explanation of how a \$33 billion gasline in 1982 became a \$10 billion gasline in 2007. I'm sure the Harvard School of Business would love to hear how inflation works in reverse.

Date Sent: 02/08/2001

Mr. Jerry McCutcheon,
PO Box 101838
Anchorage, AK 99510
Phone: 277-3076
E-mail:

Constituency: N
Distribution: 60
Affiliation:
Reg Voter: U

Subject/Bill OIL & GAS

Is Ken Thompson looking for a gasline study job from Knowles after the Legislature appropriates the next round of study money? I suggest the Legislature keep any further study money under the purview of the Legislature so as not to wind up with a Knowles-only gasline.

Date Sent: 02/08/2001

Mr. Jack Navitsky,
300 Monastery Street
Sitka, AK 99835
Phone: 747-3365
E-mail: navitsky@ptialaska.net

Constituency: N
Distribution: 60
Affiliation:
Reg Voter: U

Subject/Bill SB 61

Regarding SB 61 and HB 43, I urge you to investigate the taxability of the reimbursement/forgiveness component of these bills as viewed by the IRS. My wife and I received Ak. Student Loans only to be taxed on the forgiveness component. The media and IRS stated the state was aware of the taxability, however,

the students were never informed.

Date Sent: 02/08/2001

2/12/01 Made redacted copy
for Con's folder.

Karen ↑
I need to put
this on the record
at our next meeting



ALASKA TEACHER PLACEMENT

University of Alaska Fairbanks
Department of Career Services
PO Box 756880
Fairbanks, AK 99775-6880

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907 474-6176 Fax
fyatp@uaf.edu
www.uaf.edu/atp

February 14, 2001

Mr. Brian Porter
House of Representatives - House Speaker
State Capitol
Room 208
Juneau, AK 99801

Dear Mr. Porter:

Alaska Teacher Placement is pleased to provide you with a complimentary copy of our Annual Supply and Demand Report. In this report, you will find valuable information on the Education Hiring Statistics that should assist you in your committee processes. As the Statewide Education Clearinghouse, ATP is committed to produce and provide accurate information on the current hiring trends in Alaska.

- Special Education led the vacancy list this year with 69 unfilled positions. Many schools started the year without teachers and had to rely on emergency certificates and waivers to fill those positions.
- The University of Alaska is still struggling to meet the demands of the state. UA grads accounted for only 17% of the total hires this past year. In the areas of Math, Counseling, and Administration, the UA supply is below 50%. Although program implementation and funding are likely to increase the number of UA education majors the expected impact in relation to the state vacancies will not be seen for another three to five years.
- ATP correspondence database accounted for 56% of the total hires in rural Alaska and 9% of the hires in urban Alaska. Although correspondence does not always lead to registration with the program, ATP is constantly striving to provide assistance and accurate information regarding teaching in Alaska.

As a nearly 100% self support, non-profit organization, housed at the University of Alaska Fairbanks, ATP relies largely on district fees and teacher registration fees to maintain budget expenses. Due to the teacher shortage district participation has increased and registrant numbers have dropped. Recently we have found ourselves competing with entrepreneur from the Lower 48 attempting to launch programs such as ours. For over 25 years ATP, the program developed by Alaska School District Administrators, has provided this invaluable service to the State. However with the limited funding and declining teacher applicants, ATP is pursuing all possible funding options. Our ultimate goal is to offer free services for teachers and administrators seeking employment in Alaska.

Mr. Porter, thank you for taking the time to review the enclosed information. For more information on ATP please visit our web site at www.uaf.edu/atp. I would be happy to assist you further. Please feel free to contact our office at 907 474-6644 or email at fyvac@uaf.edu.

Sincerely,

Melissa Hill
Program Director



2000 ALASKA STATEWIDE EDUCATOR SUPPLY AND DEMAND REPORT

By
Melissa Hill

ALASKA TEACHER PLACEMENT
UNIVERSITY OF ALASKA FAIRBANKS

PO Box 756880
Fairbanks Alaska 99775
907 474-6644 907 474-6176

January 2001

ACKNOWLEDGMENTS

The 2000 edition of the Statewide Educator Supply & Demand report represents Alaska Teacher Placement's continuing commitment to provide a reliable source of information regarding the hiring of educators in the public schools of Alaska. With the use of this data, we can better anticipate and plan for future changes in Alaska's classrooms, encourage and promote enhancement of relevant academic programs in the higher education systems, and further direct Alaska's educators into high demand teaching fields.

Special thanks goes to the Alaskan school district administrators and their support staff whose dedication, professionalism, and support in supplying the data has made this report possible.

Gathering data regarding University of Alaska graduates is time consuming but extremely vital. Our sincere gratitude goes to the Education departments at the University of Alaska Anchorage, the University of Alaska Fairbanks and the University of Alaska Southeast for their diligence in forwarding required data. For compiling, analyzing and processing this data, much appreciation goes to the ATP staff whose patience, hard work and dedication to the program help make this report possible.

Finally, a great deal of thanks must go to the University of Alaska Fairbanks for its support of Alaska Teacher Placement. The continued commitment of the University of Alaska Fairbanks to its students, educators, and needs of the urban and rural districts throughout the state is to be highly commended.

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SUPPLY AND DEMAND OVERVIEW

Overview of 2000

Alaska hired 1065 new teachers this year, the demand for educators remains high for the year 2001. In several certification areas or geographical locations, the teacher shortage is at a critical level. As many as 88 positions remained opened during the start of the 2000 school year. Special Educators lead the demand with 60 unfilled positions and 36 waivers. The Urban districts are proving to be just as susceptible to the teacher shortage, with over 30 special education vacancies in Anchorage alone.

A number of factors are concurrently at work which create this untenable situation. High turnover rates are experienced in many areas. Efforts by Alaskan universities to produce teachers for the state are not adequate. There is an increasing difficulty with the recruitment of teachers from outside Alaska due in part to stagnant salaries. It is critical to Alaska's future that all the players in this game understand the elements, issues, and risks which comprise the problem, and that each take a proactive stance in reducing our critical teacher shortage. They are:

Department of Education and Early Development

This agency has been hard at work in the important area of improved teacher standards. The School Leaders Licensure Assessment, the Praxis Tests, and requirements for teachers to graduate from teacher programs equivalent to NCATE standards are all in place to what end. While no one advocates low or poor quality, the efforts to continually make certification more rigorous and more selective may be at odds with solutions to the teacher shortage. For instance, as certified teachers could not be found, 36 special education teachers are now in classrooms on "waivers."

Alaska's universities

More and more, Alaska's school districts look to the University to supply more teachers. And yet, as the numbers in this report reveal, the numbers of new teachers produced by Alaska's universities are decreasing. Although there are indeed some new and exciting programs in place (Alaska Partnership Grant for Teacher Enhancement, Rural Education Partnership Program, and the fifth year post baccalaureate programs), the prospects of graduating significantly more teachers in the high demand areas are poor. If growth is not forthcoming and fairly immediate, the need to search for teachers outside will continue to increase. Out of the 288 first year teachers hired, only 87 came from UA the other 60% came from universities in the lower 48.

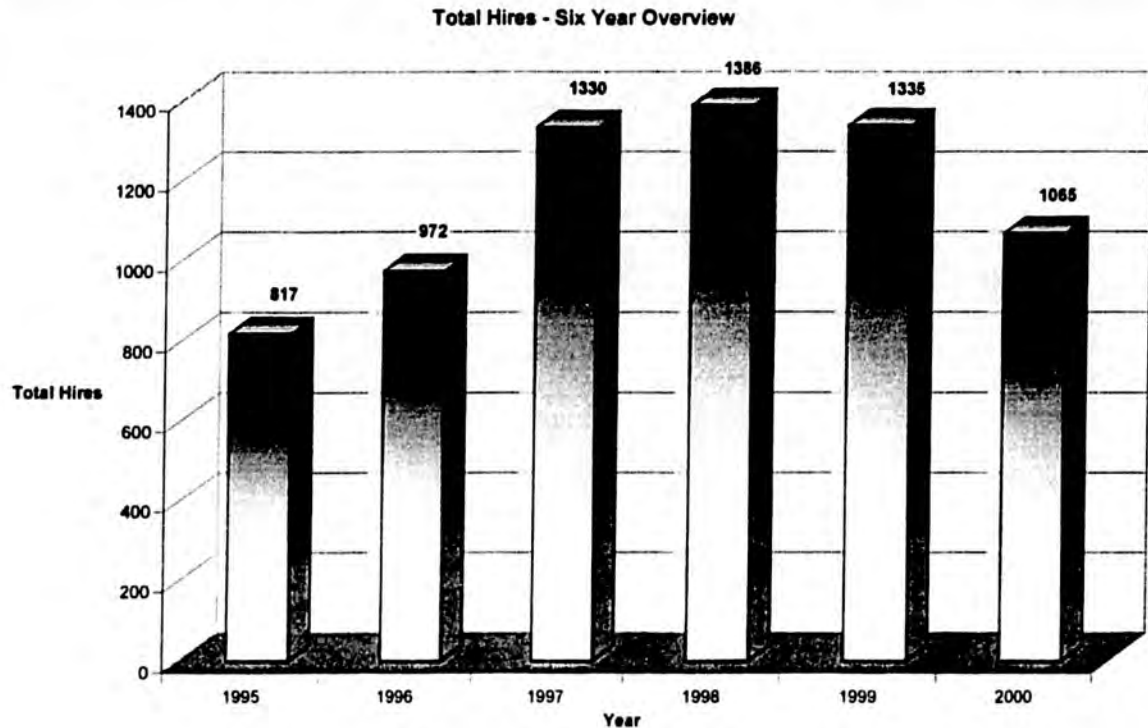
The Legislature

Increased funding in areas related to public schools is critical. In many instances, Alaska's teachers are required to teach out of their field of expertise and are not technically supported due to lack of funding. Increased funding for districts to improve teacher housing in rural areas is directly related to high turnover of rural teachers. Alaska must regain its competitive edge in salaries, benefits, retirement and incentives. Failure to take immediate steps to correct these conditions will lead to an outbreak of more teachers leaving the state for competitive salaries and signing bonuses, with fewer teachers remaining in the state to replace them.

The Legislature and the University have vowed to make Alaska Education a top priority, but without immediate implementation of salary increases, signing bonuses, reciprocity of certification and funding for rural housing, the teacher shortage is going to continue to impact both rural and urban schools.

DEMAND

Educator hiring was still high in 2000, with 1065 new contracts signed. This trend will continue into 2001, with numbers expected to remain over 1000. This number could have been higher had there been additional educators needed to fill the 88.7 vacancies remaining. Of those 88.7 vacancies still open, 60.2 of them are in Special Education. In addition 36 waivers have been granted throughout the state to alleviate the high demand of Special Education vacancies.



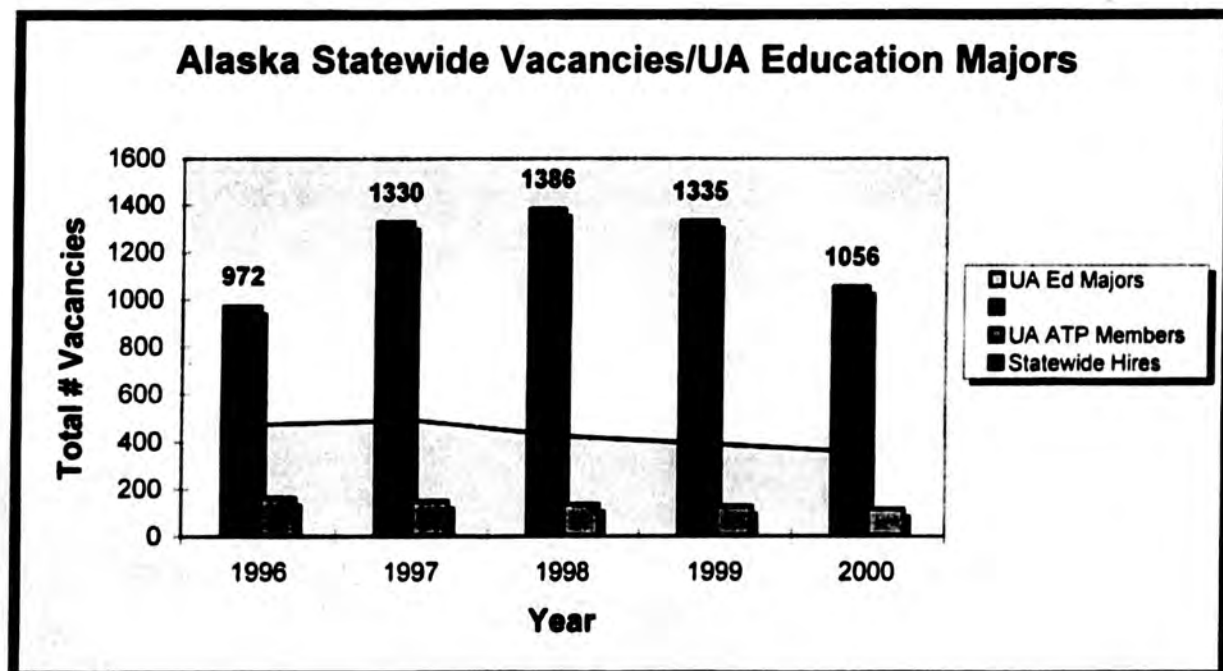
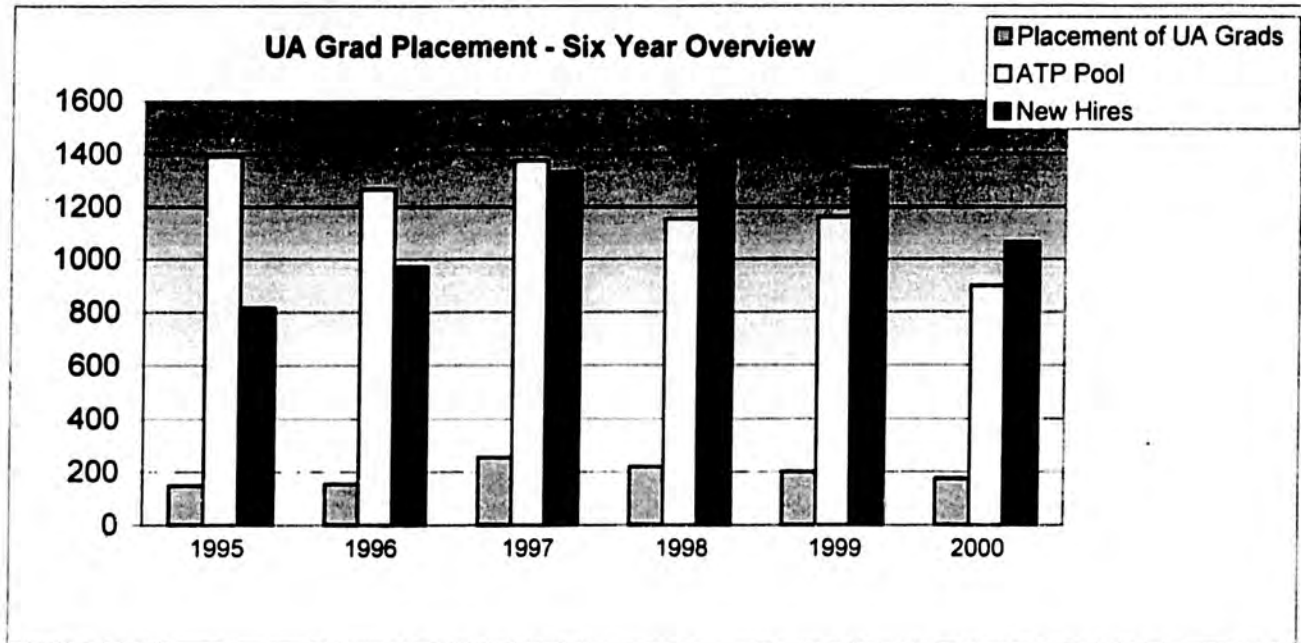
Staffing Statistics

INFORMATION	TOTAL HIRES	PERCENT OF 1065
Teaching Couples	64	6%
Males	346	32%
Females	489	46%
Alaska Resident	511	48%
First Year Teachers	288	27%
Protected Class	278	26%
Alaska Natives	43	4%
Unknown	230	22%

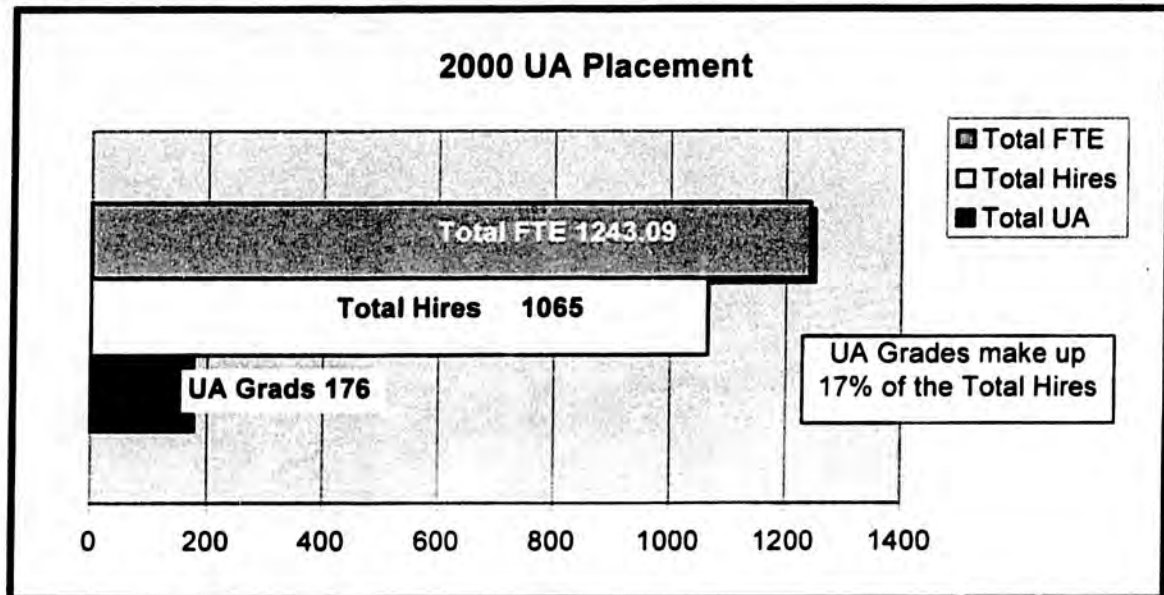
Percentages for the above statistics were taken based on a total of 1065 Hires. This is the actual number of people hired to fill the 1243.09 (FTE) positions. Of these, 489 approximately 46% were female. However, 230 hires were listed as unknown and therefore this number is assumed to be closer to 58%. Alaskan Natives make up a very small percent of the hiring pool, however some district such as Lower Kuskokwim have implemented scholarship programs for local residents and Alaskan Natives. Teachers and Administrators who complete the scholarship program have higher retention rates overall.

SUPPLY: UNIVERSITY OF ALASKA

As evidenced by the following graphs, Alaska's universities continue to struggle with the responsibility of supplying the State with one of its most valuable resources, educators. While state vacancies remain extremely high, the number of education majors is continuing to decline. UA graduates employed in rural Alaska make up only 17% of the total vacancies. Out of the 1065 hires, only 176 were UA graduates. (176 includes, alumni and first year teachers). This proves the need for distance delivery programs.

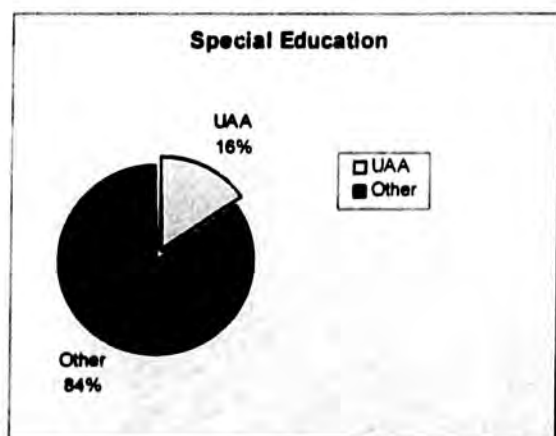
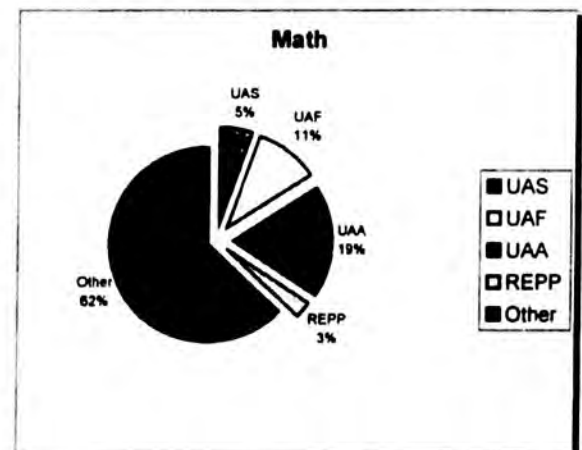


As seen in the graphs, the universities supply of teachers for Alaska school districts is not meeting the need. However, with additional funding and re-assessment of education programs, the University is working hard to increase the number of teachers, without jeopardizing the quality.



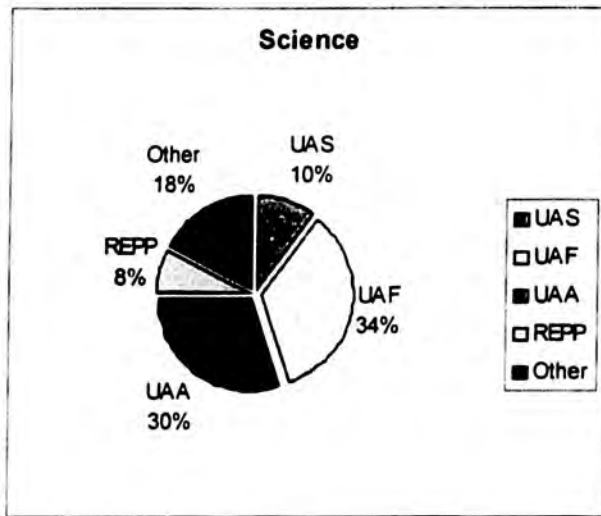
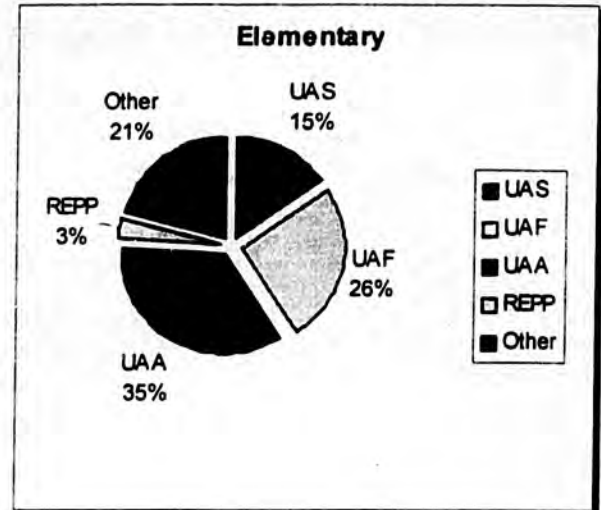
The following graphs will demonstrate the need for "other" candidates, besides UA graduates to fill Alaska's vacancies. In 1995, 8 certified math teachers graduated from UA. This number was exactly the same in 1999. However, the math vacancies across the state have doubled in that time. In 2000 the number is also insufficient to meet the states need of 38 math vacancies. This year the University produced Alaska with only 37% of its math vacancy needs.

Special education is just as grim with only 16% of the special education vacancies potentially being filled by UA grads. Of the 25 UA special education teachers only 11 of them completed the Endorsement in Mild Disabilities. The other 14 completed the Masters in Education (M. Ed) program. The majority of the M. Ed students do not enter the job market because they already have a teaching certificate. In addition some of the 11 students enrolled in the Endorsement program are teaching under waivers, bringing the percent of UA Grads contributing to the special education hiring pool well below 10%.



These numbers also assume that all the graduates will stay in Alaska. With the high turnover rate and increased demands placed on special education teachers the demand remains high and the supply low. The shortage of special education teachers is impacting both urban and rural school districts. Anchorage reported a total of 33.45 vacant positions and granted 23 waivers for special education. Adding to the dilemma is the 36 teachers who have expunged their special education endorsement from their teaching certificate.

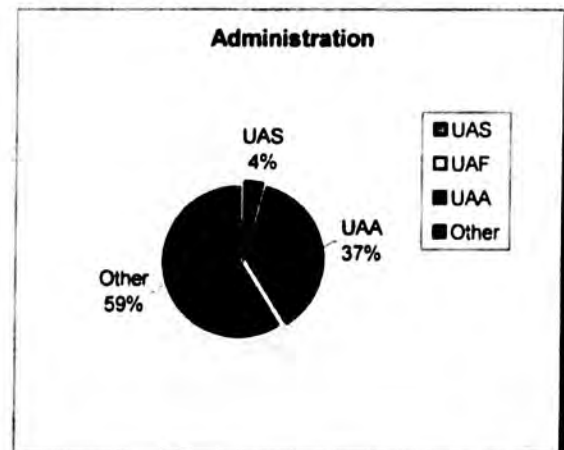
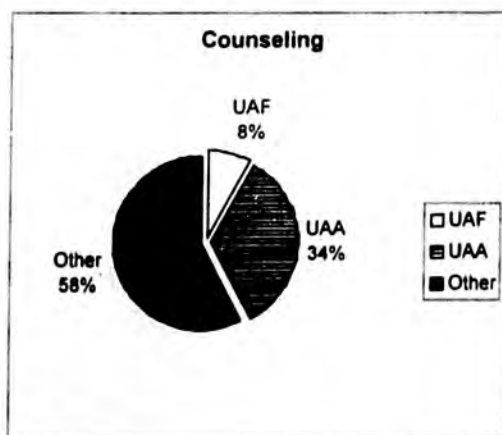
The elementary picture is somewhat better, with UA producing nearly 80% of the need. However, again these numbers only reflect the number of elementary teachers graduating from UA. Of the 181 elementary hires only 34 were UA graduates. If all the elementary majors wished to stay in Alaska, 80% of our vacancies could be filled. This is good, but of the 250.5 elementary vacancies filled in Alaska, 161.5 of them were filled in rural Alaska. If we could entice more teachers to stay in Alaska and if we can get them to venture into rural Alaska, then Alaska Schools would not have to rely so much on teachers from the lower 48 to fill their vacancies.



Science is another area that has grown due in part to the large number of students attaining teaching certificates after completing a Bachelors Degree in the Sciences. Realizing that jobs in their related fields are competitive and sometimes scarce. Many students explore the option of teaching in Alaska. The REPP program is also a good indication of that trend.

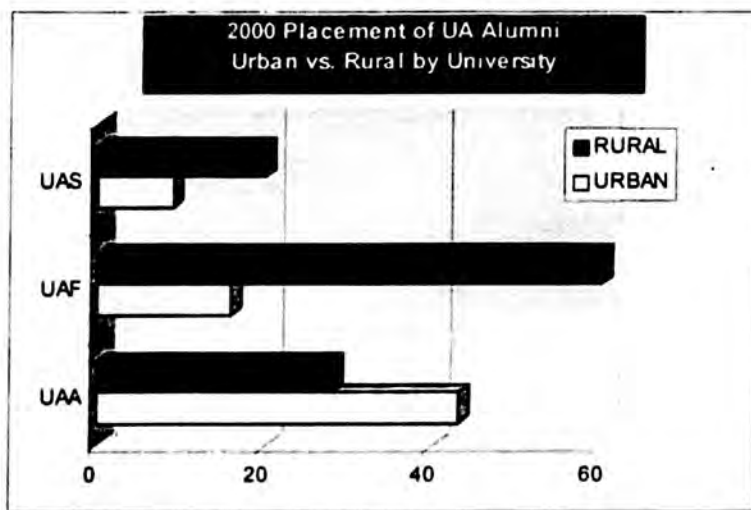
Interns are prospective teachers who have received a bachelor's degree and then complete a one-year internship in a public school through the Rural Educator Preparation Partnerships program (REPP).

ATP has worked with many of these students to assist them in seeking sponsorship as a candidate/intern. Many of the REPP students are hired by the district that sponsors them.



2000 UA Supply							
Endorsement Areas	UAS	UAF	UAA	REPP	TOTAL	Demand	UA %
Superintendent	2	0	0	0	2	13	15%
Principal	2	0	19	0	21	51	41%
Computer	8	0	0	0	8	13.5	59%
Counselor	0	3	13	0	16	37.8	42%
Early Childhood	10	0	0	0	10	38.75	26%
Elementary	38	64	88	8	198	250.5	79%
English	3	1	13	2	19	70.86	27%
Industrial Arts	0	1	0	0	1	16.39	6%
Math	2	4	7	1	14	37.7	37%
Music	0	1	1	0	2	20.1	10%
Physical Education	0	2	5	0	7	12	58%
Science	4	14	12	3	33	40	83%
Social Studies	2	3	31	0	36	25.21	143%
Special Education	0	0	25	0	25	161	16%
Speech Pathology	0	0	0	0	0	15	0%

The above chart assesses the Universities' impact on the demand of the listed endorsement areas. The University Academic Plan clearly addresses the importance of teacher preparation with an emphases to produce 150 new K-12 teachers each year, with a special focus on preparation of teachers for rural schools. Again these numbers assume all students will remain in Alaska.



Some districts are actively involved in promoting local students to pursue teaching degrees. Several rural districts offer scholarships and grants to encourage and promote Alaska local or Native teacher hire. The Lower Kuskokwim School District has 27 Alaskan Natives currently employed, compared to Fairbanks, which only has 18. Such programs greatly enhance the state's need to fulfill demands for teacher diversity, and retention.

Alaska Teacher Placement visits UA campuses with an appeal to all education majors to consider teaching in rural Alaska. Efforts are made to make UA students more aware of the exciting professional challenges a one-, two-, or multi-room school in a rural site has to offer. However, as the UA Grad Placement graph (page 5) indicates, only a small percentage of all UA Grads choose this option. This leaves a very limited supply of local teachers—in all endorsement areas—for both rural and urban sites. Every attempt must be made to recruit qualified candidates for Alaska's schools, first from within the State, and then from outside. Alaska's number one resource will always be Alaskan students and Alaska's experienced teachers, but the fact remains that the needs cannot be met solely from within.

The UAF School of Education supplied the following information on UAF placement of educators.

Hiring data on UAF School of Education program completers

In May 2000, for the first time, the Alaska Department of Education & Early Childhood provided hiring data on UAF education program completers. Licensure information on program completers from 1990 to was tracked by UAF. 1553 people have completed a teacher education program at UAF since 1990 leading to certification for elementary, secondary, physical education, music, and guidance and counseling.

- ◆ Approximately 60% received licensure in elementary education (K-8)
- ◆ Approximately 30% received licensure in secondary education (7-12)
- ◆ Approximately 5% received licensure for Guidance & Counseling (M.Ed.)
- ◆ Approximately 5% received licensure for physical education and music (K-12)

Districts employing the largest numbers of teachers from UAF education programs in the 1999-2000 year were:

- ◆ Fairbanks - 298
- ◆ Lower Kuskokwim - 43
- ◆ Anchorage - 42
- ◆ Mat-Su - 18
- ◆ Northwest Arctic Borough - 17
- ◆ Kodiak Island - 16

467 UAF education program completers were employed by an Alaska School District in 1998-99. 180 Alaska Native students are on the list and 9 Native Americans who are not Alaska Native contributed to that number. 111 Alaska Native/American Indian teachers on the list were employed by Alaska school districts in 1999-00 school year, 18 percent of the total number of UAF graduates employed that year. Of the Alaska Natives/American Indians not employed, we know the following:

- ◆ 20 percent of the students on the list finished their program in the 1999-00 academic year so they were not yet eligible for employment in the 1999-00 year
- ◆ approximately 25 percent are employed in education related jobs
- ◆ at least 7 percent were voluntarily taking a year off (usually young mothers)
- ◆ some have retired
- ◆ some are deceased
- ◆ others have not been contacted

88 Alaska Native/American Indian teachers on the list were employed by Alaska school districts in the 1998-99 school year, 19 percent of the total number of UAF graduates employed that year. Districts with the largest numbers of Alaska Natives (and/or American Indians) employed in the 1999-00 year were:

- ◆ Lower Kuskokwim with 27
- ◆ Fairbanks with 18
- ◆ Lower Yukon with 7
- ◆ Kodiak Island with 6

UNIVERSITY OF ALASKA PLACEMENT THROUGH ATP

UA graduates receive ATP's services free of charge for the year following graduation, and all education majors are encouraged to register. ATP's director visits UA education classes and students are made aware that the majority of ATP's placement is in rural districts. As this type of service may not meet their needs, many UA graduates choose not to register with ATP. Others do register knowing they may not be interested in teaching in a rural site.

Job Fair Volunteer Program

ATP offers first year UA Grads the opportunity to volunteer at the Anchorage Job Fair in April. Each year ATP selects between 10 to 12 students to take part in this exciting event. The Placement of UA Volunteers is always nearly 100%. Volunteers are given a per-diem and room in exchange for their assistance. ATP is seeking ways to expand the UA Student Job Fair Volunteer program.

STATEWIDE:

- ◆ 124 University of Alaska graduates registered with ATP. This number is down 77 from last year.
- ◆ 78 of these UA graduates accepted positions in 2000.
- ◆ A total of 108 UA graduates were reported as new hires in 2000.
- ◆ UA graduates hired through ATP services account for 7% of the total number of educators hired in Alaska in 2000.
- ◆ 212 first year graduates registered with ATP, of them 108 were first year UA graduates. First year graduates accounted for approximately 20% of the hires in 2000
- ◆ Of the 12 UA Volunteers that ATP sponsored at the Job Fairs, 11 accepted positions.

UNIVERSITY OF ALASKA ANCHORAGE:

- ◆ Of the 29 University of Alaska Anchorage graduates registered with ATP, 16 accepted positions. The student participation is down by 60%. UAA grads overall only account for 3% of the total hires across the state.

UNIVERSITY OF ALASKA SOUTHEAST:

- ◆ Of the 32 University of Alaska Southeast graduates registered with ATP, 21 accepted positions. UAS grads overall account for approximately 2% of the total hires across the state.

UNIVERSITY OF ALASKA FAIRBANKS:

- ◆ Of the 63 University of Alaska Fairbanks graduates registered with ATP, 41 accepted positions.

ALASKA TEACHER PLACEMENT

HOW WE BEGAN

Prior to 1974, recruitment for teaching vacancies in Alaska was independent in each district. In some cases, administrators traveled to a likely area, rented a room, and placed an advertisement in the local newspaper. Much past hiring was done "sight unseen" in response to letters of inquiry from teacher candidates in other states. This haphazard approach contributed to high turnover as many teachers had little or no knowledge of the community or environment and left after one year of service. The State Department of Education was frequently the recipient of "I want to teach in Alaska" letters, but could not devote the time or resources to an employment service of such a complex nature.

In response to the frustration expressed by the State Department of Education and district personnel, the Career Planning and Placement Office of the University of Alaska Fairbanks agreed to become a clearinghouse and referral center, providing employment services to districts who chose to participate. Funding was provided by UAF. The placement services primarily served rural and railbelt districts such as Lower Yukon, Pribilof, Delta-Greely, Alaska Gateway, Haines, Bering Straits, and Nome.

As demand for employment services increased, the Alaska Association of School Administrators successfully lobbied the legislature on behalf of UAF for a full-time position, and **"Alaska Teacher Placement"** was born.

Today, due to the ongoing commitment of the University of Alaska Fairbanks and school district administrators, ATP continues to grow. ATP once served only a handful of administrators (less than 50% of the school districts). Now, 100% of Alaska's 53 school districts are ATP participants. Alaska Teacher Placement prides itself on its close relationship with the school districts, facilitating the hiring of educators best suited to each specific cultural setting.

The number of educators who annually register with ATP has declined with the teacher shortage, but the number of districts utilizing ATP services has increased tremendously. ATP's staff has increased to handle this larger workload and the variety of services has also increased. ATP's professional staff provides career counseling for education majors, assistance in resume writing, interviewing, and other job-seeking skills. The filing system has developed into a computerized program that allows for individualized referrals. The ATP staff maintains two websites; one for prospective educators and one for district administrators to search for applicants online.

ATP is a department within the Division of Career Services and is located in Fairbanks. For the future, we see Alaska Teacher Placement continuing to provide a much-needed service to the education community statewide, and to provide accurate information and referral for teachers "Coming into the Country".

RECRUITMENT

Even with the large number of registrants dually endorsed, shortages still exist in certain endorsement areas. To assist Alaska's school districts in meeting these demands, ATP increased recruitment efforts with particular emphasis on selected endorsement areas. Recruitment trips were made to universities in Oregon, Washington, Idaho, Montana, Arizona, Minnesota, New Mexico and Utah. Information sessions were presented to hundreds of educators, encouraging them to register with ATP and discover the opportunities in the Alaska school system. Other recruitment efforts included attending the Alaska Special Education Conference and advertising in the AAEE (American Association for Employment in Education) manual. Attending the NWAEE Conference has proven to be an excellent resource for establishing relationships with other university education placement personnel. Recruitment advertising via the Internet is extensive, with Job Track, and other online posting sites. In addition increased advertisements in newspapers and educational magazines has been incorporated.

ATP has a "Cooperating University" network with universities throughout the United States. Information is sent to the career centers and education departments at these cooperating campuses for dispersal to their students, alumni and faculty. Teaching shortages, vacancy opportunities, and job fair details are publicized along with application procedures. The response to these efforts is always encouraging, with a significant number of registrants applying from these universities. Districts have also realized the need to recruit. Many use retired staff living in the lower 48 to attend job fairs and conduct interviews for them.

THE FUTURE

As the need for qualified teachers' reaches an all time high. The State legislators and University of Alaska Statewide are exploring options to alleviate the situation. More collaboration and networks are developing every day and energetic plans are being implemented to increase the recruitment effort, promote higher retention in rural Alaska and provide adequate resources for teacher training.

These efforts have proven to be a huge responsibility, but with hard work and collaboration they are making a difference. President Hamilton has vowed to increase funding to expand education degree programs. Initiatives like House Bill 37, which will bring back a Loan Forgiveness Program for educators is being addressed by representatives. The Alaska Personnel Development Team, being funded through Alaska's State Improvement Grant: Quality Education in the Last Frontier is another great example of networking.

So how does ATP fit into the above network? As the Statewide Education clearinghouse ATP is on the front line of the recruitment effort. The ATP director serves as an active member on the Statewide Improvement Grant Committee. ATP has supplied house representatives with considerable data. The director has given testimony on various house bills. ATP staff provides information to President Hamilton regarding the teacher shortage and issues that surround teacher retention. Whenever possible ATP takes an active roll in collaborating with constituents invested in Alaska education. For over 25 years ATP has provided this invaluable service to Alaska.

SUPPLY: ALASKA TEACHER PLACEMENT

During 2000 the ATP registrant pool numbered 901. The number of qualified teachers and administrators seeking positions in Alaska has been steadily declining over the years. In 1994, the registrant pool was 300 more and the vacancies 500 less. Today many hard-to-fill positions remain unfilled due to a shortage of qualified applicants. Information concerning supply and demand by endorsement area follows: The supply is the ATP registrant pool, and the demand is the total number of new openings listed as "Filled Positions: Rural and Urban for 2000. As is apparent from this table, if a candidate was endorsed in the high demand/low supply area, with strong qualifications and references, and was willing to relocate to any location in Alaska, the chance of acquiring a position was excellent. For example, with only 125 special education teachers registered, 93 were hired for rural positions. If the candidate is endorsed in a high supply/low demand area (such as social studies), placement becomes more competitive. Teachers with expertise in more than one area are much more employable in rural Alaska than those singularly endorsed.

2000 Supply and Demand

Endorsement Area	ATP Registrant	Filled Positions		2000 Vacancies	Endorsement Area	ATP Registrant	Filled Positions		2000 Vacancies
		Urban	Rural				Urban	Rural	
Superintendent	109	2	11	13	Home Ec.	2	1	2	3
Assistant Superintendent		3	5	8	Industrial Arts	24	1.5	14.89	16.39
Principal		6	45	51	Library	11	6	6	12
Assistant Principal		4	12	16	Math	70	15.5	22.2	37.7
Teacher Principal		9	13.5	22.5	Media	0	0	0	0
Art	19	4.5	1	5.5	Middle/Jr. High	16	4	15.5	19.5
Bilingual Bicultural	0	3.5	2.2	5.7	Music	19	13	7.1	20.1
Business Education	8	2	3	5	Physical Education	39	6	6	12
Computer	12	2.5	11	13.5	Occupational Therapy	0	3.2	2	5.2
Counselor	40	11.8	26	37.8	School Psychology	10	5	6	11
Early Childhood	15	15	23.75	38.75	Reading	21	13.1	11.07	24.17
Elementary	310	89	161.5	250.5	Science	141	17.5	22.5	40
English	101	24.5	46.36	70.86	Social Studies	108	11	14.21	25.21
Foreign Language *	38	9	2.83	11.83	Special Education	125	68	93	161
Generalist	25	4.5	96.76	101.26	Speech Pathology	3	8	7	15
Gifted Talented	0	7.85	6.3	14.15	Other	37	21	28.07	49.07
Health	17	1.5	0.2	1.7	TOTAL FTE		393.45	724.94	1118.39

ATP Registrant - represents individual endorsement areas, multiple endorsements are common. Not all registrants meet Alaska Certification requirements. Registrants include job fair participants and referral applicant pool.

In District Transfers	
Superintendent	7
Assistant Superintendent	5
Principal	22
Assistant Principal	8
Teacher/Principal	15
Central Office	9

Of the 13 total superintendent vacancies in 2000, 7 of them were In District Transfers. Of the 8 assistant superintendent vacancies, 5 were In District Transfers. Of the 51 principal vacancies, 22 were In District Transfers.

* Foreign Language	
Russian	0
Japanese	2
Spanish	7.43
French	0
German	0.56
Yupik	0
Latin	0

Of the 16 assistant principal positions, half were In District Transfers. Teacher/principal positions are administrative positions that include a teaching load. 15 of the 22.5 FTE positions were In District Transfers.

* Foreign Language vacancies are divided up into the specific language areas.

PROGRAM EFFECTIVENESS

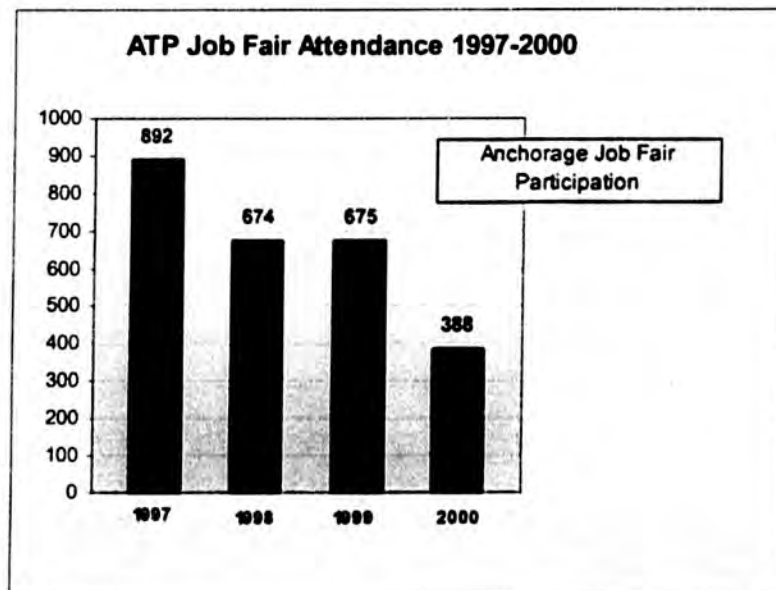
All total, there were 901 people registered with Alaska Teacher Placement in 2000. Of these, 473 were offered positions. The following table shows the number of people registered for Alaska Teacher Placement's programs.

2000 Total ATP Program participation

Program	Number of Participants
Referral Program	580
April Job Fair - Anchorage	388
Summer Job Fairs - Fairbanks	133
Lower 48 Job Fair - Minneapolis	94

Many registrants participate in more than one program. ATP offers several job fairs to facilitate the hiring process. The spring job fair is the largest with 40-45 districts attending to share information about their district and interview potential personnel. The summer fairs held at the UAF campus are of a smaller scale, but more direct in the hiring practices. Contracts are often offered on site. People do not have to register with ATP to participate in the April job fair, but do have to register to be involved in one or more of the summer job fairs. For this reason, the number of participants for all programs exceeds the number of actual registrants.

The following graph indicates the decrease in the ATP Job Fair attendance compared to the vacancies, which is a direct reflection of the teacher shortage. Other factors contributing to the declining numbers are stagnant salaries in Alaska, signing bonuses in the lower 48 and the rural living conditions that prove too difficult for some "city" folks.



The Alaska Teacher Placement Anchorage Job Fair held in April every year is a good indication to the declining number of educators seeking employment in Alaska. Although ATP has increased advertisements throughout the lower 48 and increased recruitment efforts the numbers attest to the teacher shortage trend.

ATP is actively seeking additional funding from the state and the University of Alaska system. These funds will allow us to decrease fees and increase the applicant pool.

As is evident from the table below, educators who limit their participation with ATP to one program are not as successful as those who participate in several. ATP placed 49% of those educators who registered only in the referral program, but placed 76% of those who participated in the referral program and the April job fair. The best place for many educators to begin their job search is at the spring job fair in April when districts are building their personnel files for use at a later time when positions become vacant. 50% of all ATP hires trace back to early registration with the referral service and the spring fair.

ATP Program Effectiveness	Participated	Placed	Percent
Registrant	238	117	49%
April Job Fair	184	97	53%
Summer Job Fairs	133	70	53%
Minneapolis Job Fair	94	38	40%
Anchorage Job Fair & Referral	203	154	76%
Minneapolis Job Fair & Referral	36	18	50%
Summer Job Fairs & Referral	132	84	64%

ATP FACTS

- ◆ ATP correspondence database tracked over 600 hires that accepted jobs in **rural** Alaska. Contributing to 56% of the hires. Although not all correspondence with prospective applicants leads to the use of ATP services, ATP is constantly assisting educators seeking information on teaching jobs in Alaska. In addition we answer calls regarding certification, retirement, geographic location and demographics. The ATP staff must be well educated to deal with these involved questions.
- ◆ ATP correspondence database tracked over 100 hires that accepted jobs in **urban** Alaska. Contributing to 9% of the hires. Applicants seeking positions in urban areas are always encouraged to consider teaching in other schools located on the road system.
- ◆ The ATP Registrant online database system accounted for 241 of the hires, 23% in **rural** Alaska. The Anchorage job fair accounted for 19% with 199 hires registered. And 117 hires used ATP services prior, accounting for 11%. Through previous services, current services and correspondence ATP accounted for 95% of placement in **rural** Alaska.
- ◆ The ATP Registrant online database system accounted for 27 of the hires, 3% in **urban** Alaska. The Anchorage job fair accounted for 3% with 30 hires registered. And 38 hires use ATP services prior, accounting for 4%. Through previous services, current services and correspondence ATP accounted for 17% of placement in **urban** Alaska.
- ◆ Through previous services, current services and correspondence with Alaska hires, ATP accounted for 89% of placement throughout Alaska.
- ◆ 45 Alaska School District participated in the Anchorage Job Fair. With over 150 district representative attending.
- ◆ 18 Districts participated in the Minneapolis Job Fair and 27 Districts participated in the June Job Fair held at the University of Alaska Fairbanks.

ALASKA SCHOOL DISTRICTS

This table shows the number of educators hired by endorsement area. As is evident, hires by endorsement areas can be very cyclical (such as: science); what is high one year could be quite low the next. Some educators are endorsed in multiple subject areas. It is important to take this hidden factor into consideration; a teacher may be hired under one certification but also be required to teach another.

8 Year Survey of New Educators Hired by Endorsement								
ENDORSEMENT	1993	1994	1995	1996	1997	1998	1999	2000
Superintendent	9.0	19.0	7	12	14	13	9	6
Asst. Superintendent	3.0	7.0	0	1	4	2	2	3
Principal	31.0	32.0	29	37	57.5	38	42	29
Asst/Vice Principal	10.0	12.0	8	11	14.7	7.5	9.5	8
Principal/Teacher	8.5	20.0	19	30	22.5	13	15	7.5
Central Office		7.0	11	17.6	14	23	20.5	17.82
Art	8.5	5.5	6.5	8.5	9.8	13	10	5.5
Bilingual/Bicultural	9.5	5.0	10.4	5	9.5	15.5	7	5.7
Business Education	12.0	6.0	2	4.3	10	9.5	4	5
Computer Science	6.0	6.5	4.5	7.2	18.5	12.5	14	13.5
Counselor	27.0	23.0	23	23	45.5	53	47.5	37.8
Early Childhood	9.0	8.0	28.4	16.5	41.3	63	45.4	38.75
Elementary	207.0	189.0	217	210	380.5	350.5	376.6	250.5
English	42.0	35.0	41.5	58.9	103.7	91	88.5	70.86
English as Sec Lang						9	9.5	0
Foreign Language	11.0	10.6	8.5	14.1	13	24	16.5	11.83
Generalist	23.0	61.0	37	25.8	68.5	71.5	43.5	101.26
Gifted/Talented	8.4	5.2	12.5	9.5	12.5	14	15	14.15
Health	3.0	2.0	1.5	5	4.5	2	5	1.7
Home Economics	6.0	3.8	6	5	2.5	3	5	3
Industrial Arts	9.4	14.5	13.5	19	17.5	25	17	16.39
Library/Media	7.0	11.0	15	16	12.5	21.6	12.5	12
Long Term Substitute	4.0	25.0	8	10	8	13	8	0
Mathematics	44.0	31.5	31.5	46.8	70	65	63	37.7
Middle School	22.0	31.5	29.5	34.5	31.5	20.7	22	0
Music	35.0	23.0	12.8	18.1	22.7	30.5	28	19.5
Occupational Therapists	4.5	1.5	4	3	3	4.8	7	20.1
Physical Education	11.0	11.4	9.3	16.1	23.7	31	26.5	12
Reading Specialist	8.5	5.8	10.5	13	10.7	8	18.8	5.2
School Psychologists	11.0	10.0	8	9	11.6	12.3	9	11
Science	24.0	37.0	23.5	42.2	48.2	66.6	65.3	24.17
Social Studies	20.0	15.0	18	27	37	56	41.8	40
Special Education	127.0	116.0	135.3	131.25	151	161.2	176.5	25.21
Spec Ed/Early Childhood				22.5	6	2	4	161
Speech Pathologists	22.0	18.0	19.5	21.3	15	19.5	25.5	15
Other	37.0	15.2	5.8	41	14.8	20.8	25	49.07
Total	820.3	824	817	972	1329.7	1386	1335	1079.21
2000 Totals do not include in-district transfers for administrative positions.								

This table shows the 2000 positions filled by each district. The total district staff numbers are included in this table to help the reader keep the turnover percentages in perspective. An 8-10% turnover is normal for natural attrition. In any given year, Alaska's rural sites can experience resignations from up to 47% of their staff. This high turnover can be due to many reasons, but one of the main reasons seems to be poor housing and harsh living conditions. The number of first year teachers being hired increases each year. Are they being given the support needed for success? The University of Alaska Fairbanks is seeking a post-hiring course for first year teachers. Courses such as these in addition to Alaskan Native Studies are essential to teacher retention rates. Many rural sites do not have adequate funding to give them the resources for success.

Positions Filled by Districts									
District	New Hires		Total Staff	District Turnover	District	New Hires		Total Staff	District Turnover
	Admin	Teacher				Admin	Teacher		
Alaska Gateway	0	6	42	14%	Kodiak	0	23	221	10%
Aleutain Region	0	2	6	33%	Kuspuk	2	14	52	31%
Aleutians East	1	16	43	40%	Lake & Pen	0	24	67	36%
Anchorage	12	215	3477	7%	L. Kuskokwim	4	71	335	22%
Annette Island	1	5	35	17%	Lower Yukon	5	48	164	32%
Bering Strait	3	58	201	30%	Matanuska	6	85	910	10%
Bristol Bay	2	2	28	14%	Nenana	2	12	33	42%
Chatham	2	9	30	37%	Nome	3	11	60	23%
Chugach	0	3	16	19%	North Slope	6	53	231	26%
Copper River	0	8	52	15%	NW Arctic	6	49	199	28%
Cordova	2	3	38	13%	Pelican	1	1	4	50%
Craig City	0.5	9	37	26%	Petersburg	0	6	54	11%
Delta	0	0	65	0%	Pribilof	2	4	13	46%
Denali	0	5	36	14%	Sitka	2	7	128	7%
Dillingham	2	15	51	33%	Skagway	2	12	14	100%
Fairbanks	1	48	1087	5%	Southeast Is.	0	3	25	12%
Galena	1.5	9	75	14%	Southwest R.	0	5	97	5%
Haines	0	0	36	0%	St. Mary's	7.5	28	20	178%
Hoonah	1	3	25	16%	Tanana	0	1	10	10%
Hydaburg	0	5	12	42%	Unalaska	1	6	36	19%
Iditarod	3	14	51.5	33%	Valdez	2	11	73	18%
Juneau	5	25	407	7%	Wrangell	0	6	36	17%
Kake	1	3	15	27%	Yakutat	1	7	19	42%
Kashunamiut	1	6	26	27%	Yukon Flats	7	16	42	55%
Kenai	6	39	737	6%	Yukon Koyukuk	1	15	85	19%
Ketchikan	2	13	168	9%	Yupit	3	23	42	62%
Klawock	0	0	18	0%	SESA	0	3	21	14%

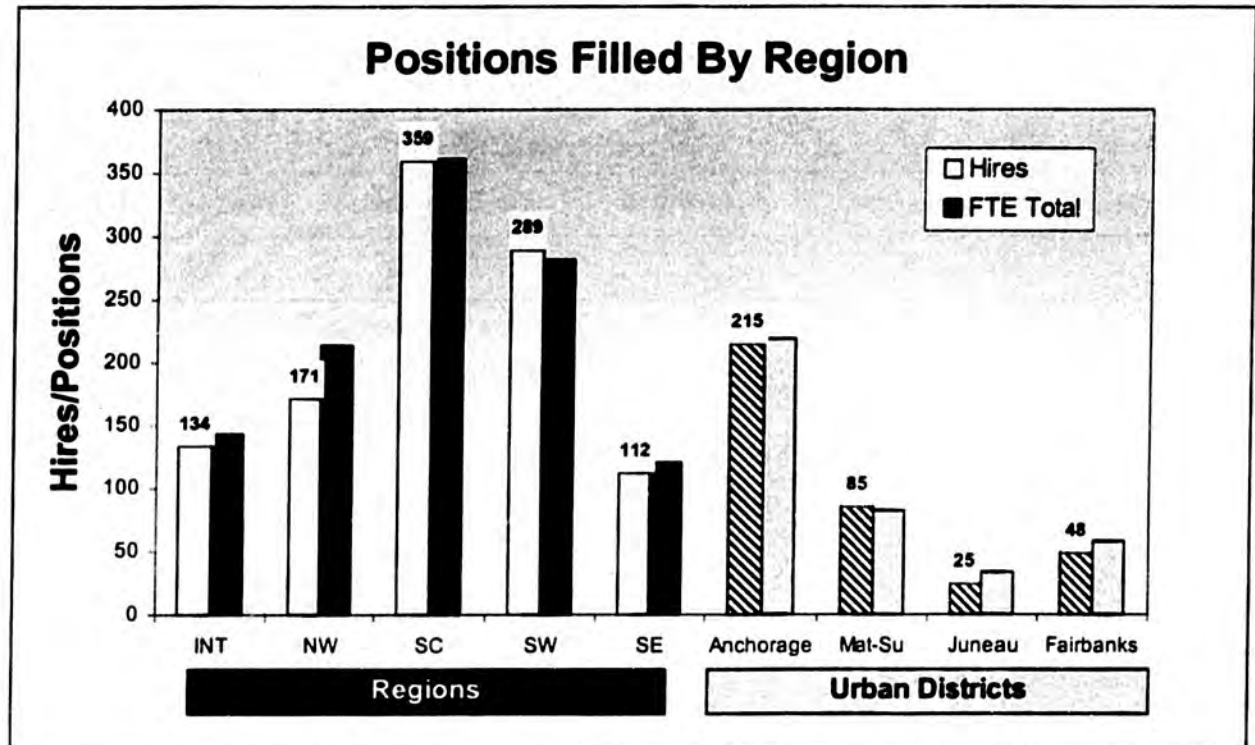
Average Turnover for the following:

URBAN DISTRICTS	7%
RURAL DISTRICTS	20%
ALL DISTRICTS	12%

History of District Turnover

District	1997		1998		1999		2000		Average
	Staff	Turnover	Staff	Turnover	Staff	Turnover	Staff	Turnover	
Alaska Gateway	48	31%	45.25	24%	40.5	4%	42	14%	15%
Aleutian Region	4	0%	9.5	33%	9.5	42%	6	33%	19%
Aleutians East	36	57%	37	15%	41.5	32%	43	40%	26%
Anchorage	3009	7%	3100	15%	3143	9%	3477	7%	8%
Annette Island	39	17%	37	16%	34.3	3%	35	17%	9%
Bering Strait	172	35%	198.5	24%	202	35%	201	30%	24%
Bristol Bay	29.75	0%	28	7%	28	3%	28	14%	3%
Chatham	33	29%	29	26%	27	10%	30	37%	16%
Chugach	17.5	0%	17	6%	12	8%	16	19%	4%
Copper River	46.97	28%	48.5	11%	48.5	11%	52	15%	13%
Cordova	34.5	21%	41	5%	35.3	10%	38	13%	9%
Craig City	31	17%	30	23%	33	15%	37	26%	14%
Delta/Greely	50	0%	75	11%	68	4%	65	0%	4%
Denali	30	15%	33	11%	30.5	24%	36	14%	13%
Dillingham	51	10%	54	34%	51	19%	51	33%	16%
Fairbanks	1044.33	0%	1065	10%	1129	8%	1087	5%	5%
Galena	34	24%	56	48%	70	36%	75	14%	27%
Haines	30.8	19%	11.7	23%	37	7%	36	0%	12%
Hoonah	25	0%	20	11%	21.5	4%	25	16%	4%
Hydaburg	15	28%	10	57%	12	50%	12	42%	34%
Iditarod	42.25	34%	47	39%	51	31%	51.5	33%	26%
Juneau	276.35	18%	371.7	10%	381	21%	407	7%	12%
Kake	17	0%	17.6	17%	16.6	23%	15	27%	10%
Kashunamiut	21	29%	27	33%	27	35%	26	27%	24%
Kenai	668	12%	730.5	8%	733	11%	737	6%	8%
Ketchikan	141.2	10%	165	13%	170.7	11%	168	9%	9%
Klawock	21.5	0%	18.5	6%	18.5	5%	18	0%	3%
Kodiak	199.95	0%	209	11%	216	15%	221	10%	7%
Kuspuk	51	38%	56	22%	56	31%	52	31%	23%
Lake & Peninsula	56.5	54%	69	36%	73	36%	67	36%	32%
Lower Kuskokwim	298.5	17%	329	16%	327	22%	335	22%	14%
Lower Yukon	170	26%	181	23%	162	13%	164	32%	16%
Matanuska	736.15	9%	872	4%	869	13%	910	10%	7%
Nenana	13	24%	17	47%	25	27%	33	42%	25%
Nome	58.5	15%	63.5	16%	65	21%	60	23%	13%
North Slope	204.25	35%	237	23%	234	27%	231	26%	21%
Northwest Arctic	152	22%	170	30%	186	29%	199	28%	20%
Pelican	5	55%	5	0%	4	31%	4	50%	22%
Petersburg	55.5	0%	54	18%	54	9%	54	11%	7%
Pribilof	21.5	37%	15	38%	13.5	15%	13	46%	23%
Sitka	121	10%	129	12%	133	11%	128	7%	8%
Skagway	13	0%	14	40%	14	14%	14	100%	14%
Southeast Island	29	26%	27	9%	27	35%	25	12%	18%
Southwest	72	25%	91	30%	92	26%	97	5%	20%
St. Mary's	13	12%	15.5	13%	12	39%	20	178%	16%
Tanana	11	0%	11	25%	11	36%	10	10%	15%
Unalaska	32.6	27%	34	24%	34	25%	36	19%	19%
Valdez	69.5	0%	67	13%	68	10%	73	18%	6%
Wrangell	41.2	0%	38	16%	39	15%	36	17%	8%
Yakutat	16	20%	18	35%	19	35%	19	42%	23%
Yukon Flats	53	30%	48	25%	45	25%	42	55%	20%
Yukon Koyukuk	58	36%	63	37%	73	19%	85	19%	23%
Yup'it	38	0%	37	41%	38	47%	42	62%	22%
SESA	21.6	15%	18.5	11%	19	6%	21	14%	8%

This graph depicts the number of positions filled by each region for 2000. For a key of districts in each region see below. The cities are also included in the regions.



District Per Region Key

SOUTHEAST Annette Island Chatham Craig City Haines Hoonah Hydaburg Juneau Kake Ketchikan Gateway Klawock Pelican Petersburg Sitka Skagway Southeast Island Wrangell Yakutat	NORTHWEST Bering Strait Nome North Slope Borough Northwest Arctic Borough	SOUTHWEST Aleutian Region Aleutians East Bristol Bay Dillingham Kashunamiut Kodiak Island Kuspuk Lake and Peninsula Lower Kuskokwim Lower Yukon Pribilof Southwest Region St. Mary's Unalaska Yupiit	SOUTHCENTRAL Anchorage Chugach Cordova Kenai Matanuska Susitna Valdez SESA
INTERIOR Alaska Gateway Copper River Delta Greely Fairbanks Galena Iditarod Nenana Denali Tanana Yukon Flates Yukon Koyukuk			

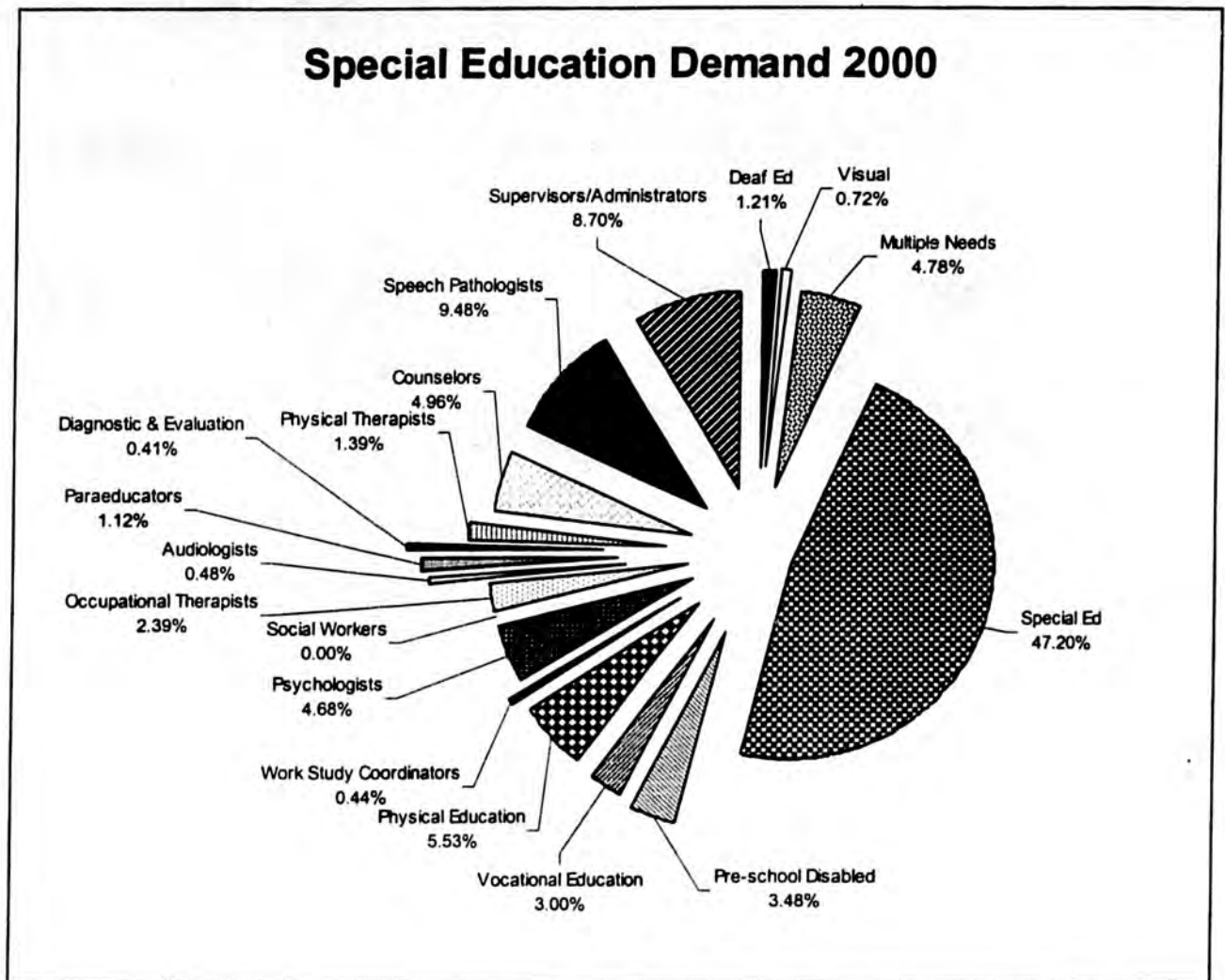
2000 SALARIES BY DISTRICT					
District	Base Teacher	Master Teacher	Top Teacher	Base Principal	Top Principal
Alaska Gateway	\$35,016	\$39,568	\$63,379	\$71,000	\$73,000
Aleutian Region	\$32,660	\$37,383	\$62,092	\$70,000	\$80,000
Aleutians East	\$37,183	\$40,219	\$64,507	\$74,000	\$77,000
Anchorage	\$30,079	\$32,971	\$57,555	\$60,000	\$79,970
Annette Island	\$34,099	\$39,214	\$63,083	\$65,000	\$76,000
Bering Strait	\$36,453	\$39,743	\$62,771	\$68,194	\$81,185
Bristol Bay	\$33,667	\$37,943	\$58,446	\$60,000	\$75,000
Chatham	\$33,920	\$59,164	\$59,164	\$60,000	\$63,000
Chugach	\$31,730	\$35,330	\$53,330		
Copper River	\$34,500	\$37,500	\$58,500	\$64,230	\$69,170
Cordova	\$33,456	\$38,930	\$58,091	\$62,000	\$77,630
Craig City	\$31,123	\$36,057	\$57,631	\$63,000	\$69,458
Delta	\$32,348	\$34,963	\$55,718	\$59,590	\$75,548
Denali	\$3,234	\$65,500	\$65,500	\$70,837	\$73,337
Dillingham	\$36,337	\$64,225	\$64,225	\$66,820	\$80,344
Fairbanks	\$32,733	\$36,661	\$61,865	\$59,992	\$86,234
Galena	\$35,368	\$39,931	\$59,701	\$80,000	\$92,000
Haines	\$29,620	\$51,220	\$56,620	\$68,137	\$73,004
Hoonah	\$31,618	\$37,309	\$64,349	\$62,930	\$68,000
Hydaburg City	\$33,577	\$37,623	\$58,000	\$65,000	\$55,000
Iditarod Area	\$32,779	\$37,696	\$62,936	\$43,651	\$76,190
Juneau	\$31,418	\$34,560	\$61,268	\$62,000	\$61,288
Kake City	\$32,500	\$37,300	\$58,100	\$62,000	\$62,000
Kashunamiut	\$38,000	\$56,000	\$62,000	\$78,000	\$80,000
Kenai	\$33,000	\$81,748	\$34,068	\$57,888	\$58,150
Ketchikan	\$33,000	\$36,545	\$60,380	\$61,588	\$82,571
Klawock	\$30,555	\$36,000	\$60,723	\$65,000	\$82,000
Kodiak	\$33,155	\$37,598	\$66,973	\$72,160	\$82,060
Kuspuk	\$35,092	\$38,951	\$62,923	\$47,653	\$80,090
Lake & Peninsula	\$34,000	\$51,150	\$60,357	\$64,175	\$71,080
Lower Kuskokwim	\$36,226	\$39,726	\$65,957	\$69,500	\$86,000
Lower Yukon	\$34,379	\$39,880	\$63,543	\$65,311	\$82,183
Matanuska Susitna	\$31,347	\$61,127	\$61,127	\$52,277	\$82,389
Nenana	\$30,883	\$34,049	\$56,729	\$60,000	\$66,000
Nome	\$33,093	\$36,402	\$64,531	\$63,477	\$77,567
North Slope	\$39,974	\$43,993	\$66,107	\$79,800	\$99,975
Northwest Arctic	\$36,163	\$55,132	\$68,865	\$77,600	\$86,663
Pelican	\$33,581	\$37,774	\$58,251		\$70,000
Petersburg City	\$31,019	\$36,207	\$60,487	\$62,410	\$76,000
Pribilof	\$35,158	\$38,000	\$63,966	\$55,000	
Saint Mary's	\$34,933	\$36,124	\$60,084	\$56,167	
Sitka	\$31,799	\$58,935	\$60,069	\$60,317	\$78,496
Skagway	\$32,494	\$49,484	\$58,543	\$50,000	
Southeast Island	\$29,784	\$34,626	\$56,590		
Southwest Region	\$35,560	\$38,760	\$60,452	\$72,500	\$76,500
SESA	\$31,281	\$36,094	\$64,427	\$68,900	\$76,400
Tanana	\$35,080	\$39,171	\$60,409	\$78,000	
Unalaska City	\$37,639	\$41,026	\$65,760	\$69,900	\$79,800
Valdez City	\$36,210	\$39,831	\$69,568	\$72,038	\$85,989
Wrangell	\$29,634	\$32,598	\$54,823	\$57,773	\$79,438
Yakutat	\$33,000	\$34,317	\$58,615	\$63,000	\$63,000
Yukon Flats	\$33,496	\$62,464	\$64,338	\$66,000	\$62,000
Yukon Koyukuk	\$34,885	\$56,799	\$56,799	\$59,184	\$74,613
Yupit	\$36,777	\$40,171	\$49,130	\$61,292	\$67,292
Average	\$33,083	\$42,720	\$60,385	\$64,429	\$75,523

Base Salaries taken from 2000 ATP District Surveys

1998-1999 ADMINISTRATOR SALARIES BY REGION

SUPERINTENDENT	SE	SC	SW	INT	NW	AK
AVG. SALARY	\$78,272	\$105,600	\$91,938	\$87,582	\$105,500	\$89,695
AVG. DAYS	248	257	253	256	255	253
PRINCIPAL ELEMENTARY	SE	SC	SW	INT	NW	AK
AVG. BASE SALARY						\$57,345
AVG. TOP SALARY	\$72,708	\$74,486	\$74,296	\$69,937	\$80,706	\$73,741
AVG. DAYS	201	205	209	200	207	204
PRINCIPAL HIGH SCHOOL	SE	SC	SW	INT	NW	AK
AVG. BASE SALARY						\$57,470
AVG. TOP SALARY	\$74,662	\$81,906	\$76,862	\$79,610	\$83,559	\$80,273
AVG. DAYS	206	215	217	214	211	213
PRINCIPAL K-12	SE	SC	SW	INT	NW	AK
AVG. BASE SALARY						\$58,623
AVG. TOP SALARY	\$62,407	\$70,685	\$78,728	\$75,553	\$80,059	\$76,809
AVG. DAYS	211	201	210	210	207	218

ASSOCIATION OF ALASKA SCHOOL BOARDS: 1997-98 SCHOOL ADMIN. SALARY & BENEFITS REPORT

SPECIAL EDUCATION DEMAND OF ALASKA IN 2000

The demand for Special Education teachers in Alaska continues to far exceed the supply. At this time, there are:

- ◆ 36 students are teaching under special education waivers. Due largely to the fact that the state has mandated that teachers with a special education endorsement are required to take a special education position in a district before a waiver will be granted to another teacher. In essence special educators are being forced into the classroom.
- ◆ The Department of Education reported that 38 teachers have expunged their special education endorsement from their Alaska teacher certificate. The majority of the teachers who are choosing to expunge their endorsement are from the urban areas. Some smaller districts have been denied waivers.
- ◆ The total unfilled positions for special education was reported to be 69 which has more than doubled since last year.

2000 Special Education Teachers

Number (FTE) and type of teacher employed and needed to
provide special education and related services for students with disabilities.

Certification	New Hires		Retained Staff		Vacant Positions	Total Demand		Waivers #	Related Services Contracted
	Certified	Not Cert.	Certified	Not Cert.		Certified	Not Cert.		
Deaf Ed	3.5	3	15	3	4.2	22.7	6	0	2
Visual	2	0	10.35	0	1.2	13.55	0	2	5
Multiple Needs	9	6	78.5	9.5	2	89.5	15.5	0	5
Special Ed	165.33	12.77	693.57	28	20	878.9	40.77	34	15.5
Pre-school Disabled	11	4	51.5	1	2.75	65.25	5	0	1
Vocational Education	13.29	1	41.72	0	1.25	56.26	1	0	0
Physical Education	4	0	99.4	0	0.25	103.65	0	0	2
Work Study Coordinators	0	0	7.2	0	1	8.2	0	0	0
Psychologists	14.75	0	66.45	1	6.55	87.75	1	0	17.1
Social Workers	0	0	0	2	0	0	2	0	0.1
Occupational Therapists	3.25	0	40.1	0	1.5	44.85	0	0	20.75
Audiologists	1	0	8	0	0	9	0	0	6
Paraeducators	0	189.42	6	626.97	15	21	816.39	0	1
Diagnostic & Evaluation	0	0	6.75	4	1	7.75	4	0	4
Physical Therapists	1.25	0	19.7	0	5	25.95	0	0	20.5
Counselors	19.5	1	73	0	0.5	93	1	0	2
Speech Pathologists	21.75	0	149.4	0	6.5	177.65	0	0	15
Supervisors/Administrators	20	0	142.7	0	0.25	162.95	0	0	3
TOTALS	289.62	217.19	1509.34	675.47	68.95	1867.91	892.66	36	119.95

SALARY AND COST OF LIVING INFORMATION

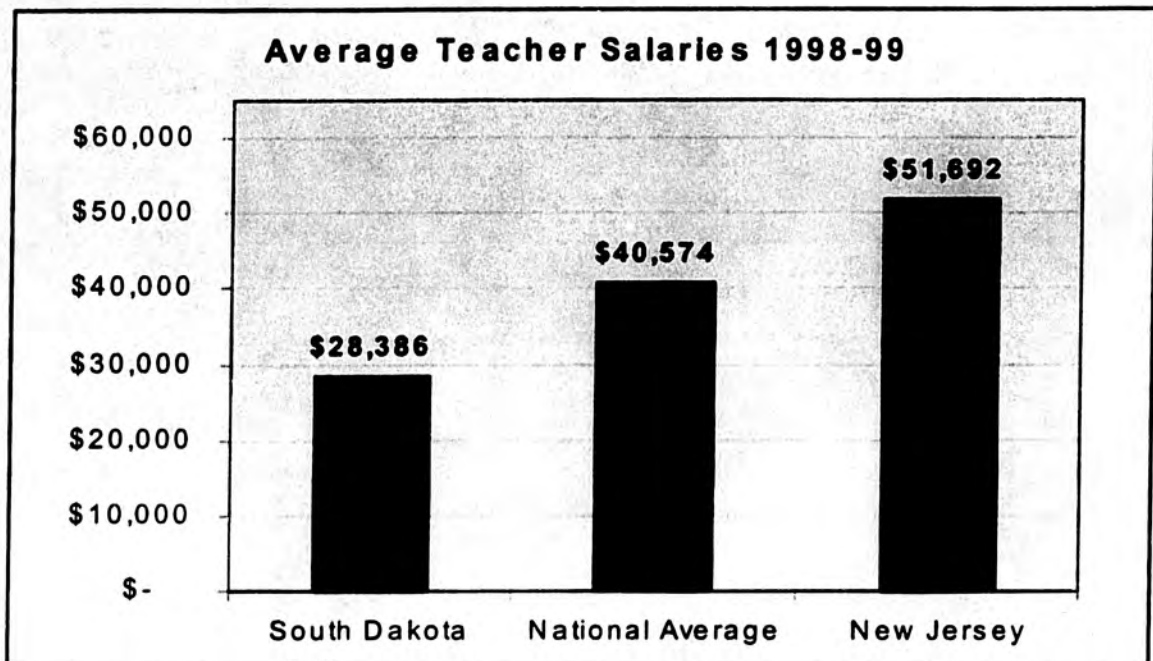
SALARIES

Alaska's salaries have seen very little change since 1994. Since that time, they have only risen 4%. Compared to 1998 salaries, the base teacher salary has increased by .5%. On average of salary fluctuation and increase, Alaska ranks dead last over a the ten period (1987-1997) according to the American Federation of Teachers. However, Alaska's beginning teacher salaries are still the highest in the nation. Alaska's educators have one of the highest compensation rates in the nation. However, several districts do not compensate for years of experience. Last year Matanuska-Susitna did not offer new hires years of experience. In the past Anchorage new hires start at base salary regardless of years of experience.

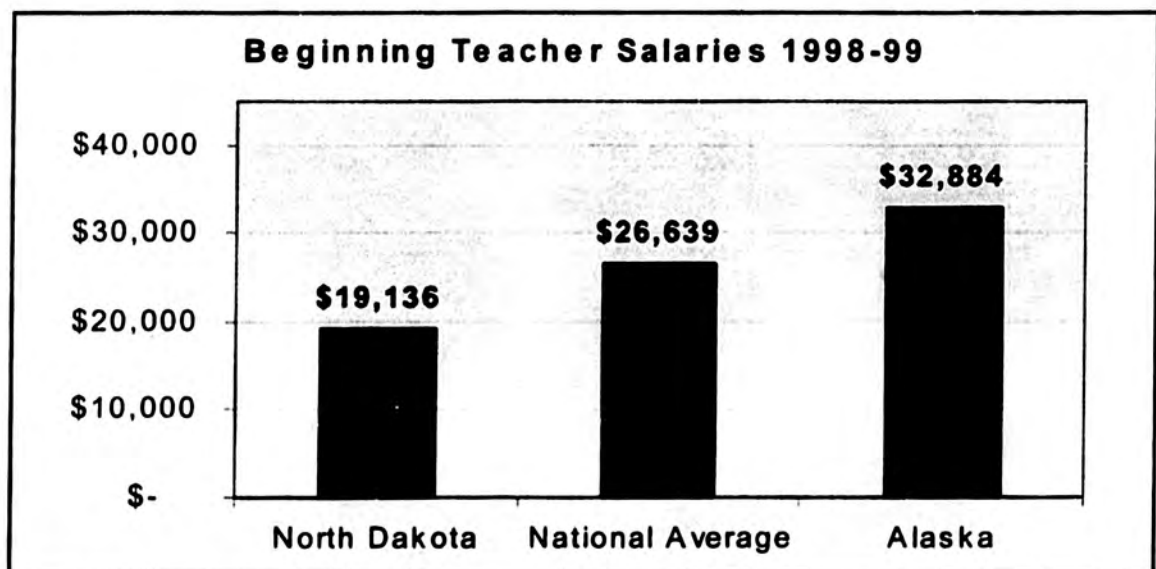
According to statistics compiled by the American Federation of Teachers, after adjustment to the cost-of-living index, Alaska's salaries rank among 22 in the U.S. www.aft.org

Ma-Maximum Salaries Adjusted By 1996 Accra Cost-Of-Living Index					
	Ma			Accra	
	Maximum	Steps	Rank	COL Index	Adjusted Ma-Max
1 Rochester, NY	68,863	36	1	106.5	64,660
7 Fort Wayne, IN	45,919	18	35	91.4	50,240
8 Virginia Beach, VA	48,735	19	20	97.8	49,831
10 Greensboro, NC	45,410	30	38	92.7	48,986
11 Columbus, OH	51,028	15	12	104.3	48,924
19 Minneapolis, MN	47,939	11	24	100.4	47,748
22 Houston, TX	43,777	26	47	94.3	46,423
23 Grand Rapids, MI	49,875	11	15	107.7	46,309
24 Raleigh, NC	46,228	30	32	100.3	46,090
25 Dallas, TX	45,608	26	37	99.1	46,022
26 Newport News, VA	44,946	31	41	97.8	45,957
27 Tucson, AZ	45,000	31	40	98.1	45,872
29 Jersey City, NJ	67,975	17	2	149.5	45,468
55 Phoenix, AZ	43,277	13	52	102.5	42,221
56 Portland, OR	46,081	14	33	109.2	42,199
60 Denver, CO	43,210	13	54	104.4	41,389
62 Spokane, WA	42,937	16	59	104.5	41,088
67 Tacoma, WA	41,824	13	69	104.0	40,215
76 Las Vegas, NY	40,116	11	81	103.3	38,834
77 Fresno, CA	40,268	6	80	103.8	38,794
78 Anchorage, AK	48,624	11	22	125.7	38,683
79 Albuquerque, NM	39,329	26	85	101.8	38,634
81 Montgomery, Al	35,459	25	95	93.0	38,128
86 Washington, DC	46,382	13	31	126.5	36,666
87 Wichita, KS	34,285	12	97	94.5	36,280
88 Birmingham, AL	36,564	12	91	101.7	35,953
89 San Diego, CA	42,462	12	63	119.4	35,563
90 Los Angeles, CA	40,963	10	75	117.2	34,951
91 Boston, MA	49,723	8	16	144.4	34,434
92 New York, NY	56,275	20	6	165.0	34,106
93 Sacramento, CA	37,191	12	89	114.0	32,624
96 Seattle, WA	35,881	12	93	114.8	31,255
97 Baton Rouge, LA	29,365	14	100	99.7	29,453
Average	\$44,694	18		106.6	\$42,128

NATIONAL TRENDS



American Federation of Teachers



American Federation of Teachers

National Rankings			
		Average Teaching Salary	Base Teaching Salary
1.	New Jersey	\$ 51,692.00	\$ 29,112.00
2.	Connecticut	\$ 50,277.00	\$ 31,391.00
3.	New York	\$ 49,686.00	\$ 30,808.00
4.	Michigan	\$ 48,711.00	\$ 27,822.00
5.	Pennsylvania	\$ 48,457.00	\$ 29,793.00
6.	Alaska	\$ 48,275.00	\$ 32,884.00
7.	District of Columbia	\$ 48,275.00	\$ 30,000.00
8.	California	\$ 46,326.00	\$ 29,105.00
9.	Rhode Island	\$ 46,289.00	\$ 26,237.00
10.	Illinois	\$ 45,286.00	\$ 28,954.00
11.	Massachusetts	\$ 44,051.00	\$ 28,055.00
12.	Oregon	\$ 43,789.00	\$ 28,589.00
13.	Delaware	\$ 43,223.00	\$ 29,981.00
14.	Maryland	\$ 42,545.00	\$ 27,605.00
15.	Nevada	\$ 42,528.00	\$ 28,482.00
16.	Indiana	\$ 41,159.00	\$ 26,171.00
17.	Ohio	\$ 40,734.00	\$ 23,087.00
18.	Hawaii	\$ 40,416.00	\$ 28,315.00
19.	Minnesota	\$ 39,809.00	\$ 24,462.00
20.	Wisconsin	\$ 39,374.00	\$ 24,839.00
21.	Georgia	\$ 38,993.00	\$ 37,908.00
22.	Washington	\$ 38,530.00	\$ 23,645.00
23.	Colorado	\$ 38,157.00	\$ 25,489.00
24.	Virginia	\$ 37,709.00	\$ 25,777.00
25.	New Hampshire	\$ 37,405.00	\$ 24,406.00
26.	North Carolina	\$ 36,883.00	\$ 25,338.00
27.	Vermont	\$ 36,697.00	\$ 25,435.00
28.	Florida	\$ 35,916.00	\$ 24,402.00
29.	Alabama	\$ 35,820.00	\$ 29,092.00
30.	Tennessee	\$ 35,490.00	\$ 22,645.00
31.	Kentucky	\$ 35,383.00	\$ 24,387.00
32.	Iowa	\$ 35,007.00	\$ 24,333.00
33.	Maine	\$ 34,906.00	\$ 24,962.00
34.	Kansas	\$ 34,634.00	\$ 23,006.00
35.	Arizona	\$ 34,582.00	\$ 26,163.00
36.	South Carolina	\$ 34,506.00	\$ 23,827.00
37.	Texas	\$ 34,448.00	\$ 26,261.00
38.	West Virginia	\$ 34,248.00	\$ 23,316.00
39.	Idaho	\$ 34,062.00	\$ 20,814.00
40.	Utah	\$ 34,007.00	\$ 22,957.00
41.	Wyoming	\$ 33,480.00	\$ 22,836.00
42.	Missouri	\$ 33,463.00	\$ 25,164.00
43.	Nebraska	\$ 32,880.00	\$ 22,611.00
44.	Arkansas	\$ 32,761.00	\$ 21,273.00
45.	New Mexico	\$ 32,161.00	\$ 24,393.00
46.	Louisiana	\$ 32,000.00	\$ 23,500.00
47.	Montana	\$ 31,536.00	\$ 31,536.00
48.	Oklahoma	\$ 31,107.00	\$ 31,107.00
49.	Mississippi	\$ 29,550.00	\$ 21,346.00
50.	North Dakota	\$ 29,002.00	\$ 19,136.00
51.	South Dakota	\$ 28,386.00	\$ 21,376.00
	US Average	\$ 39,292.22	\$ 26,682.66

American Federation of Teachers



Alaska Teacher Placement

Serving Alaskan School Districts and Educators for over 25 years!

Welcome to the Alaska Teacher Placement web site! Your first link to the adventure of a lifetime!

ATP is the statewide clearinghouse for placing educators in Alaskan school districts. We are a nonprofit organization, housed within the University of Alaska Fairbanks Career Services Department, working as a liaison between educators and Alaska's school district administrators.

Our Program



- Registration
- Application form
- Services
- Fee Information
- Permanent Placement Files
- Publications

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- 2000 Job Fair Information
- Choosing the Right Job Fair
- Registration
- Fees
- Tips
- E-mail us with Questions
- Travel Information

Alaska Certification



- How do I become Certified?
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- Annual Supply and

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On the Road



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Exclusively for Registrants



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- Career Services Guide

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Alaska Teacher Placement

PO Box 756880

Fairbanks AK 99775-6880

E-mail: fyatp@uaf.edu

Phone: 907 474-6644 Fax: 907 474-6

Hours of Operation

Monday - Friday 8AM to 5PM Alaska Standard Time
Location on the 5th Floor of Gruening Bldg. on
Campus!

Come visit us if you're in town!



Links to the Alaska Teacher Placement home page must have written authorization from ATP.

Alaska State Legislature

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BUDGET SUBCOMMITTEES
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DEPT. OF LAW

Representative Joe Green
District 10

SPONSOR STATEMENT - CSHB 43

"An Act relating to forgiveness of certain student loans"

Alaska is facing a serious shortage of qualified teachers in both rural and urban areas. This shortage affects the quality of education for our young people, and in turn, jeopardizes their ability to meet the challenges that lay ahead.

CSHB 43 is being introduced as a method to attract and retain education professionals. In addition to attracting qualified teachers, it provides an incentive for individuals to attend a college or university located within the state of Alaska.

CSHB 43 allows individuals who have graduated from an in-state college or university and are working in the teaching profession at a public elementary or secondary school to be eligible for up to 75% forgiveness of their total student loan, plus interest.

Passage of this bill should ease the financial burden of post-secondary education, aide the recruitment efforts for teachers by making Alaska a more desirable place for teachers to stay and earn a living, and it should make significant strides in relieving the current teacher shortage in Alaska.

HOUSE BILL NO. 43

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SECOND LEGISLATURE - FIRST SESSION

BY REPRESENTATIVE GREEN

Introduced: 1/10/01

Referred: House Special Committee of Education, Health, Education and Social Services, Finance

A BILL**FOR AN ACT ENTITLED**

1 "An Act relating to reimbursement of certain student loans; and providing for an
2 effective date."

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

4 * Section 1. AS 14.43 is amended by adding a new section to read:

5 **Sec. 14.43.142. Reimbursement of borrowers employed as public school**
6 **teachers.** (a) The state shall reimburse a borrower who has received an
7 undergraduate degree from a college or university, is employed at a public elementary
8 or secondary school within the state as a teacher, and has complied with
9 AS 14.43.120. The amount to be reimbursed under this section is the portion of the
10 payments made by the borrower for a loan made under AS 14.43.110 equal to the
11 following percentages of the total loan received plus interest, up to a total of 50
12 percent of the total loan plus interest:

- 13 (1) one year employment, 10 percent;
14 (2) two years employment, an additional 10 percent;

1 (3) three years employment, an additional 10 percent;

2 (4) four years employment, an additional 10 percent;

3 (5) five years employment, an additional 10 percent.

4 (b) The loan amount reimbursed to the borrower may not exceed the loan
5 amount paid by the borrower to the state. Notwithstanding any other provision of law,
6 while a person's loan is being reimbursed by the state under (a) of this section, that
7 person may not receive forgiveness of a loan under any other provision of this chapter.

8 (c) Reimbursement under (a) of this section is subject to appropriation by the
9 legislature. Money obtained from the sale of bonds by the Student Loan Corporation
10 under AS 14.42.220 may not be appropriated for the payment of reimbursement of
11 loans.

12 * Sec. 2. The uncodified law of the State of Alaska is amended by adding a new section to
13 read:

14 APPLICABILITY. This Act applies to loans entered into on or after July 1, 2001, and
15 to a person's employment that occurs on or after July 1, 2001.

16 * Sec. 3. This Act takes effect July 1, 2001.

FISCAL NOTE

STATE OF ALASKA
2001 LEGISLATIVE SESSION

Fiscal Note Number: _____

Bill Version: HB43

() Publish Date: _____

Revision Date/Time (Note if correction): _____

Dept. Affected: Education

Title: An Act relating to reimbursement of certain student loans; and providing for an effective date.

BRU: ACPE

Sponsor: Rep. Green

Component: Student Loan Operations

Requester: (H) Special Comm. On Education

Component Number: 213

Expenditures/Revenues

(Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous		169.9	339.9	509.8	679.8	849.7
TOTAL OPERATING	0.0	169.9	339.9	509.8	679.8	849.7

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES ()						
-------------------------------	--	--	--	--	--	--

FUND SOURCE

(Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF		169.9	339.9	509.8	679.8	849.7
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)						
TOTAL	0.0	169.9	339.9	509.8	679.8	849.7

Estimate of any current year (FY2001) cost: _____

0.0

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This legislation prospectively changes the terms and conditions of loans issued under the Alaska Student Loan Program to allow for a reimbursement of loan principal and interest for a borrower, under certain conditions.

Alaska Student Loans are made available through the sale of bonds issued and subject to the terms of a Trust Indenture. Bond covenants would prevent use of corporation cash to fund the reimbursement proposed.

Operationally, a data management process would need to be developed and staff designated to track the employment status of borrower remaining or returning to Alaska.

To estimate the cost of this legislation, loan originations are assumed to be \$50,000,000 each year beginning with the 2001-2002 academic year. A percentage of eligible borrowers was estimated based on the number of Alaska teachers currently in repayment of an Alaska Student loan.

Prepared by: Sheila King, Finance Officer

Division: Finance

Phone 465-6757

Date/Time 2/2/01 9:00 AM

Approved by: Diane Barrans, Executive Director

Date 2/2/2001

Agency: Alaska Commission on Postsecondary Education

For distribution information, call the Governor's Legislative Office

(Rev 11/2000 OMB)

Page 1 of 1

February 5, 2001

The Honorable Con Bunde, Chair
House Special Committee on Education

The following is provided in response to your request for comments or issues relative to: HB 37, HB 43, and HB54, currently before your committee.

Background: To date, several different legislative proposals have been introduced in an effort to address specific or general Alaska worker shortages. The concept is that if the State provides some level of financial relief from Alaska Student Loan debt in return for professional service performed in Alaska, the state will benefit by improved retention of teachers, or other professionals, in the state.

CS for HB37 (w/amendments accepted by the committee on 1/31/01) relates to creation of a forgiveness program for borrowers employed as public school teachers.

This bill offers benefits prospectively to individuals who borrow state student loans beginning in the 2001-2002 loan year. The benefits proposed consist of up to 50% forgiveness of principal and interest in return for up to 5 years of service as a teacher.

Related comments or issues:

Funding

- Although proposed CS deletes the section that recognized that the Alaska Student Loan Corporation may not fund this program from money obtained from the sale of bonds, ACPE has submitted a fiscal note identifying the need for an appropriation to fund this forgiveness program. Absent an appropriation, there would be no funds available for the benefit program.

Anticipating that positive change in the financial health of the ASLC could lead to interest in utilizing a portion of ASLC income to pay for existing or new programs, the board last year sought and received a statutory mechanism that allows it to identify a return of funds to the state while still staying on track with reducing loan costs and insuring a stable financial base.

- No monetary cap exists in the bill to limit the amount of the benefit to a specific amount thereby establishing a motive for restraint in borrowing and some parity among forgiveness program beneficiaries.

Administration

- The legislation does not provide direction for prioritization or allocation of funds in the event of a shortfall. The shortage of teachers statewide varies greatly, and in the event of a funding shortfall, the program may be paying

benefits to individuals who successfully obtain highly sought after teaching posts, but be insufficient to be available to schools with hard-to-fill posts that periodically stand vacant even into the start of the school year.

- The language of the bill indicates that the borrower may have up to 50% of the loan forgiven but no more than what has already been paid by the borrower to the state. Because loans are currently scheduled for repayment on a 15-year schedule, the effect of this provision is that the benefit may have to be paid over a greater than five-year period unless the borrower accelerates repayment.
- No provision is made for loss of this benefit if the borrower defaults on the loan.
- No provision is put in place to require the service to begin within a set period of time. This creates a situation where a borrower may return and teach at some point in the distant future when the loan has already been repaid, by requesting benefits be paid in the form of cash reimbursement.
- The sponsor has indicated that he intends this to be applicable to principals and others with teaching certificates who work in the school system, however, the bill lacks the necessary specificity to insure that is the interpretation of the law over time. A straightforward reading of the bill would result in the requirement that beneficiaries be employed as teachers and not simply have a teaching credential.

Efficacy

- Given the stated objective of the bill's sponsor, to assist in addressing the teacher shortage, the fact that the bill can only be used as an incentive with Alaska student loan borrowers, these provisions provide no tool to recruit the other 70% of nonresident workers reportedly necessary to meet annual demand.

HB43 (re: 2/5/01 work draft scheduled for 2/7/01 hearing) relates to creation of a forgiveness program for borrowers who receive their education degrees in Alaska and are employed as public school teachers.

This bill offers benefits prospectively to individuals who borrow state student loans beginning in the 2001-2002 loan year. The benefits proposed consist of up to 75% forgiveness of principal and interest in return for up to 5 years of service as a public school teacher.

Related comments or issues:

Funding

- ACPE is providing a fiscal note identifying the need for an appropriation to fund this forgiveness program. Absent an appropriation, there would be no funds available to pay for the benefit program.

Anticipating that positive change in the financial health of the ASLC could lead to interest in utilizing a portion of ASLC income to pay for existing or new programs, the board last year sought and received a statutory mechanism that allows it to identify a return of funds to the state while still staying on track with reducing loan costs and insuring a stable financial base.

- No monetary cap exists in the bill to limit the amount of the benefit to a specific amount thereby encouraging restraint in borrowing; providing some parity among program beneficiaries; and, assisting in budgeting and appropriation requests.

Administration

- The legislation does not provide any benefit to borrowers who attend some portion of their degree program at an Alaskan school but who do not receive a degree. However, it would provide a benefit to borrowers who similarly attended only a portion of their program, but did receive a degree from an Alaska institution.

A straightforward read of the bill would indicate that borrowers in the former circumstances are ineligible for any benefits while the students in the latter circumstances will be eligible for the benefits on all loans, regardless of whether they actually borrowed those funds to attend an Alaska institution.

The sponsor may want to seek legal advice as to any constitutional issues that could arise from this treatment of borrowers/residents.

- The legislation does not provide direction for prioritization or allocation of funds in the event of a shortfall. The shortage of teachers statewide varies greatly, and in the event of a funding shortfall, the program may be paying benefits to individuals who successfully obtained highly sought after teaching posts, but be insufficient to be available to schools with hard-to-fill posts that periodically stand vacant even into the start of the school year.
- No provision is made for loss of this benefit if the borrower defaults on the loan.
- No provision is in place to require the service to begin within a set period of time. This creates a situation where a borrower may return and teach at some point in the distant future after the loan has already been repaid, and demand that the benefits be paid in the form of cash reimbursement.

Efficacy

- Given the stated objectives of the bill's sponsor, to aid the recruitment efforts for teachers and relieve the current teacher shortage in Alaska, the fact that the bill rewards only Alaska student loan borrowers with degrees from Alaskan institutions, it provides no tool to recruit the other 70% of workers reportedly necessary to meet annual demand.

HB54 (re: 1/30/01 work draft scheduled for 2/7/01 hearing) relates to creation of a new Loan Condition for Alaska Student Loans.

This bill offers an interest reduction benefit prospectively to individuals who borrow state student loans beginning in the 2001-2002 loan year. The benefit proposed consists of up to 1% reduction in interest in return for receiving a certificate or degree and employment in Alaska.

Related comments or issues:

Funding

- ACPE anticipates providing a fiscal note identifying the cost in reduced earnings of the Corporation associated with this benefit to certain borrowers.

Anticipating that positive change in the financial health of the ASLC could lead to interest in utilizing a portion of ASLC income to pay for existing or new programs, the board last year sought and received a statutory mechanism that allows it to identify a return of funds to the state while still staying on track with reducing loan costs and insuring a stable financial base.

This year the ASLC continued to reduce its annual lending rate, reduced the loan origination fee, and set aside funds to provide some cost reduction for existing high-rate loans. The structure of this bill is of concern because it would make the proposed rate reduction mandatory, regardless of the ASLC's financial ability to absorb the reduction. The Corporation will have to take this cost into consideration when setting its lending rate and impair our ability to aggressively reduce costs on all loans. In other words, it could lead to necessary increases in rates to insure the affordability of a mandatory reduction of this kind.

Administration

- No provision is made for loss of this benefit if the borrower defaults on the loan.

D-12

PO Box 221061
Anchorage Ak 99522
January 19, 2001

To Whom It May Concern, State Legislature:

I noticed the Anchorage News recently contained an article regarding changes upcoming to the student loan program, one being to reduce the interest rate for upcoming and some older loans. More recently there also was discussion on 2 bills, one which may waive 10% a year for 5 years if a student teaches in Alaska, the other if they work in the state five years.

Prior changes to the program that I am aware of include: to pay tuition at UAA/UAF for students in the top 10% of their class. And before this, bankruptcy laws were modified to require loans to be repaid and could not be included in bankruptcy, and involved federal rules as well. And before that, there was a program that forgave a portion of the student loan for working in the state.

We all know of the "brain drain" from Alaska as kids find what they consider better opportunities elsewhere. Also, we recognize there are problems with the state colleges not providing certain degrees which is another reason students go elsewhere. As well as leaving to experience living outside of Alaska, or in a dorm. When kids remain or return to the State this helps the local economy as well as bringing perspectives back to the state. However, at this time I do not actively advocate any student to use the loan program, which I will digress on further.

I have personally been involved in several experiences which I will share:

1 - The extent of student loan debt versus future student earnings when student graduated varies widely. My son Brian Lauver, has 2 major dollar loans exceeding 40K, my daughter Jennifer Henson the same. My son filed a bankruptcy and had to forgo a car and paying medical bills, but had to retain the student loans, at an interest rate of 15% when considering all the deferrals he needed for several reasons. The State makes arrangements to pay only interest, to pay more in the future as graduated payments, which results in expensive interest-earning only, deferrals, etc. None of these are really much of a solution, and they ALL give the state more money, more money is made off the backs of poor students, and the interest rate then goes from the 8% originally signed for, up to 15% when applied w/ deferrals!

2 - My husband and I give funds for both kids toward living, or the payments you can say, and feel we are not able to retire until we resolve the issue. And, we are not the only parents helping out - I know of many other parents who do the same, and seriously regret using the program, advise others NOT to use the program. It is reminiscent of Citibank and others who offer easy money, credit, to students, and then they can easily and often do, go in over their heads.

3 - As a parent I have a major concern and several issues with how the program is administered and how it adversely impacts students. I will list these and also provide suggestions to consider to make the situation an improved and more fair one:

- 1- **By law** the extent of interest over the life of the loan is to be identified in signed documents, and a poor job is done in this area. Students often require deferrals where they require for example, one year of experience often required in a field to qualify for going further in a master's program, eg, physical therapy in the case of my daughter, Jennie Henson.
- 2- **The rules also for grants are geared to what parents make**, which then precludes grants for the students. **HOWEVER**, it is the student not the parents who receives the funds, is responsible to repay! And of course, these students are at the beginning of the wage structure, low...
- 3- **The State loan billings and statements are quite a challenge to understand and follow.** I have an MBA and have difficulty even after I called for explanations. The principal owed is never shown

accurately. I asked for statement of what the payoff is and never received an answer in the advent we funded the loans elsewhere.

Recommend for changes:

1. A full audit of the program, what works and what doesn't work. Get the input of students and public who have used the program. Bring together equity to the old parts and merge w/ better new parts of the program.
2. What are the program objectives, what to achieve? If you want to have good Alaskans continue to live in Alaska and contribute, then come back with some sort of waiver table, based on the importance, contribution of the field of work, etc. I am pleased to see the latest proposal, in the Anchorage News this week. If the recent rollback of interest went back several years and w/ certain restrictions, reach further back to other struggling students who are still paying off their debt, in all fairness and to be equitable.
3. Add interest forgiveness where the deferrals are tied to qualifying for continuing ed as in my daughter's example. Or some other solution to hold down the indefinite nature of deferrals and how it tremendously increases what is owed.
4. Add debt and interest forgiveness up to varying ranges where students complete their program and return to Alaska, and are working and contributing to the economy and well being of all Alaskans. This could be a table based on work area, eg, bush nursing or teaching, etc, versus business degree in Anchorage. However, Please, Please, Please, make it retroactive to help kids already struggling so hard to pay their debt, to make it and keep their program going. My daughter thinks of returning and may make enough money to live, but my son is thinking of leaving because he barely makes \$15/ hour, prospects aren't great, he is working on a Master's degree at this time, and his job pays his tuition. But we help both with their payback...
5. Recognition for higher education programs beyond graduate, and special treatment. Allow waiver of payback for hard to fill jobs.
6. Increased availability of grants to be used directly to students in lieu of loans with more ability than in the past, improve conditions to use. Less reliance on what parents make.
7. Truth in lending, let students know what they are really in for to pay back, including stress on the deferrals. Do something similar to a sabbatical, where some time off is forgiven, be it 2 semesters of 4, with no interest charged.
8. Strengthen the rules of payout from student to colleges, so funds can be returned to the State where they are not seriously needed. The students sometimes take the funds and use for low priority items - tighten the justification for use.
9. Encourage business such as my son's to promote the local college programs by offering to pay tuition or books, or allow time off. I think this has great potential, to my son it's like making a bit more money. A lot of jobs tell the employees they will get so much education while working anyway, and these types of hires which are enthused by this promotion should be good hires where they are looking for growth on the job. It helps both very much.

I believe if you would survey the public you would get other good ideas. I would be willing to help in this project. I would appreciate a response. If my kids received some relief on their paybacks, my husband and I could really retire, and afford to stay in Alaska.

Sincerely,



Fay R. Lauver
907-271-5304
907-349-9511



Alaska State Legislature

Please enter into the record my testimony to the House Education Committee
committee name
HB 37, HB 43, + HB 54
Committee on Student Loan Forgiveness, dated 02/05/01
bill # / subject

I am in favor of any legislative bill that pertains to student loan forgiveness and would give my support to those efforts. Because of the critical shortage of policemen, nurses, and teachers; I do not think it would be wise to limit the student loan forgiveness program to only teachers, but to extend it to other critical public service jobs as well. I am not in favor of limiting the program to only those students who attend college in Alaska. It is my understanding that because of scheduling problems, it is difficult to complete an education degree in a timely manner at UAA, and students should not be penalized for attending college out of state. If the purpose of the bill is to encourage those who successfully complete a college education to return to Alaska for employment, then it should not matter where they receive their education. Perhaps an additional percentage amount above the current proposed 10% per year for each year of employment, up to five years could be added for those students who choose to attend college in Alaska. This would act as an additional incentive and help to offset the extra costs incurred due to the extra time it would take to complete a similar program in Alaska. I do believe that such a program should be retroactive. There are undoubtedly many individuals who have already completed their educations with the help of the Alaska Student Loan program who could benefit from such a program. Many may have left the state looking for more favorable employment opportunities and may be lured back by the prospect of reducing their student loan debt. Others who are currently living and working in the state would be encouraged to continue to do so if the benefits were great enough. If the student loan forgiveness program were to begin in June 2001 as proposed, it would be a minimum of five years before those students would be educated and prepared to enter the labor force. That leaves us with a critical shortage of trained professionals for a critical length of time.

Signat: Janette K. Rodgers
Testifier Janette K. Rodgers

Vote ID# 00468523
Representing (optional)

43725 Pass Drive Soldotna AK 99669
Address

907 262-5547
Phone number:



Alaska State Legislature

Please enter into the record my testimony to the HOUSE EDUCATION COMMITTEE
HB 37, HB 43, HB 34 committee name
 Committee on STUDENT LOAN DEFERMENT dated 2/5/01
 bill # / subject

I URGE YOUR SUPPORT OF ANY BILL THAT WOULD FORGIVE A PORTION OF ALASKA STUDENT LOANS TO GRADUATES WHO REMAIN IN THE STATE AND IN A PUBLIC SERVICE CAREER WHETHER IT BE TEACHING, NURSING, PUBLIC SAFETY, OR OTHER PUBLIC SERVICE WORK. I AM CERTAIN IT WOULD BENEFIT THE STATE BY ENCOURAGING OUR BRIGHTEST AND MOST MOTIVATED YOUNG PEOPLE TO REMAIN IN THE STATE AFTER COLLEGE.

BETWEEN OUR SON, DAUGHTER, AND SON-IN-LAW, THEY ARE REPAYING OVER \$70,000⁰⁰ IN STUDENT LOANS. OUR DAUGHTER AND SON-IN-LAW HAD TO RE-LOCATE OUT OF STATE AFTER THEY WERE UNABLE TO FIND TEACHING JOBS IN ALASKA WHERE THEY COULD BOTH WORK IN THE SAME COMMUNITY. IT WAS ESSENTIAL THAT THEY BOTH BE EMPLOYED BECAUSE OF THE WEIGHT OF THEIR STUDENT LOAN OBLIGATION.

PASSAGE OF SUCH A BILL, IF RETROACTIVE, WOULD BE A GOOD INCENTIVE FOR THEM TO RETURN. HAD SUCH A PROVISION EXISTED, IT WOULD HAVE DISCOURAGED THEM FROM LEAVING IN THE FIRST PLACE.

I KNOW OF MANY OTHER SIMILAR EXAMPLES.

Signed:

Testifier

CHARLES R. RODGERS

Representing (optional)

PO Box 293, ANIAK, AK 99557

Address

(907) 762-5547

Phone number

- I have two issues I would like to address concerning the Alaska Student Loan Forgiveness Legislation (HB 43, HB 54, HB 37).

1. As the current bills are written they create a two tier system which punishes the many Alaskans who have made sacrifices and dedicated their lives to the teaching profession. Please change the language in the starting date to include all former and current Teacher Education students who have current Alaska Student Loans which are paid to date with no outstanding payment, penalties or interest. I would prefer to include only students that are going to or have gone to school in the state of Alaska.

Also, make sure that the forgiveness is directed to loans taken out for teacher education programs only. My proposal is not intended to compensate participants for monies paid on their Alaska Student Loans prior to July 1, 2001.

2. The legislation needs to have language that clarifies the responsibilities of the state of Alaska and the student in the event the State opts to cancel the program.

My first proposal offers immediate help to the current teacher shortage. Without such changes the effectiveness of this legislation is very limited.

If in the course debating such a bill the legislature decides to offer lower interest rates as a solution that would be great. Or if the legislator believes it can offer some kind of forgiveness to all students, no matter where they went to school or what type of academic program they studied, that would be great too.

However, I'm sure that you will have to eliminate somebody due to the fiscal responsibility of the State. My contention is that all current legislation eliminates many of the people that have supported the Alaska Student loan program and Alaska colleges, and therefore the legislation is unfair, exclusive and it abandons/ takes advantage of the very people that can and have helped with the problem you are trying to remedy. Alaskans with current Alaska Student loans should be the last, not the first to be eliminated from any forgiveness program. I plead to you to seriously consider my proposal.

I am currently seeking a teaching position in the state. I received my type A teaching certificate in November 2000. I am 42 years old and a third generation Alaskan. All my undergraduate work was done at UAA with absolutely no financial assistance except my Alaska Student Loans. I went to school full and part-time, what ever I could do while working full-time to support my family (three children and my wife). My wife and I made many sacrifices as I completed my life-long goal to become a teacher. My current Alaska Student Loan Payment is \$390. Please include me and many other Alaskans in my situation who at this time are excluded from current legislation. Please note that our decision to become a teacher was not based on any forgiveness program, moreover we should not be penalized monetarily for our sincere dedication to the teaching profession.

Sincerely

Karl W. J. Romig
PO Box 762
Cooper Landing AK, 99572
(907) 595-1232

Susan Phillips Cushing
1423 Bay Avenue
Homer, Alaska 99603
(907) 235-8115

February 3, 2001

Senator John Torgerson
Representative Drew Scalzi
Representative Con Bunde
Representative Gary Stevens

RE; ALASKA STUDENT LOAN/BRAIN DRAIN

Dear Friends:

In a brief report on APR, I heard that you are discussing the "Brain Drain" of our young adults who receive the Alaska State Student Loan. Since I have a son who graduated from Yale University in May, 2000, I would like to comment for purposes of your arguments.

My son is in debt to the State of Alaska to the tune of \$35,000. As well, he is in debt to the U.S. Federal Government to the tune of \$20,000. He is not singing along with a happy melody! His monthly payments are broken out at \$353.00 Alaska and \$220 U.S., a total of \$573.00/month. Presently he is working in New York at \$9.00/hour. His take home pay is \$1200/month. His rent is \$600/month. You do the math. He cannot make the loan payments and also eat.

Is this your problem? Not really. Loans were taken out with one goal in mind: to obtain not just a good education, but a great education, regardless of the earning power of that degree.

When you discuss forgiveness clauses for the Alaska State Loan, I ask you to consider them earnestly. My son would be very tempted to return to Alaska to work, with a forgiveness factor for his loan indebtedness. Eventually, he might be tempted to stay, as he would be re-established in his home state.

Secondly, doesn't it seem almost corrupt to have 28 Billion dollars in our Alaska Permanent Fund while young people, such as my son, are trying to pay loans at very high interest (8-9%) back to the state for their education? You might respond by saying he should have applied to the University of Alaska. However, I need not remind you that state funding to our own state institution has been so paltry that even a "good education" there was questionable in 1996. Of course, many of our Senators and Representatives have been educated "outside", and they are here in Alaska serving.

BILL BACKUP

It is my hope that all of you will SERVE WELL, and make some changes based on real time needs rather than bantering back and forth with statistics that paralyze action.

Thank you for your kind attention to my thoughts.

Sincerely,

A handwritten signature in cursive script that reads "Susan Phillips Cushing". The signature is fluid and somewhat stylized, with the first name "Susan" being the most prominent.

Susan Phillips Cushing

Lifelong Alaskan who left in 1965 for Claremont Colleges in California and returned.

REP CON BUNDE,

2001 JAN 30 TUES P

REF: SB 123, FREE CONFERENCE, 11 PAGES
SUB: ALASKA STATE STUDENT LOANS

ENCLOSED IS 3 PAGES OF SB 123, AND ON PAGE 3 LINES 13 AND 14 ARE CIRCLED. THIS HAS DIRECT BEARING ON HB 37, HB 43, AND HB 54.

IN 1970 STUDENT LOANS WERE LIMITED TO \$2,500 PER YEAR, AND IN 1982 SHARPLY INCREASED TO \$6,000 PER YEAR. THEN IN 1996 ANOTHER INCREASE TO \$8,500 PER YEAR. THIS WAS FOR UNDERGRADUATES (P1 L9).

HOWEVER IN 1996, P3 L13-14 WERE ADDED STATING A \$60,000 limit OVER 8 YEARS. CURRENTLY STUDENT LOANS TOTAL BETWEEN \$150-\$300 MILLION FROM ABOUT 21,000 BORROWERS. THERE IS NO WAY TO TELL HOW MANY WILL REACH THE \$60,000 limit.

THIS SITUATION WAS CREATED IN 1996 WHEN THE LEGISLATURE PASSED SB 123, AND UNFORTUNATELY THE GOVERNOR SIGNED IT. THERE ARE NO PROVISIONS FOR THE LEGISLATURE TO CORRECT THE BILL.

WHAT THE BILL DOES IS CREATE AN INTERNATIONAL STUDENT LOAN FUND. ALASKA DOLLARS ARE MOVING IN LARGE NUMBERS TO OUT OF STATE COLLEGES, AND ALSO OUT OF THE COUNTRY.

PROPOSED CORRECTIONS:

- (1) REDUCE THE LIMIT TO \$35,000 FROM \$60,000. P3, Ls 13-.
- (2) NO ALASKA DOLLARS FOR OUT OF STATE RELIGIOUS SCHOOLS.
- (3) SET A TOTAL VOLUME DOLLAR LIMIT THAT CANNOT BE INCREASED WITHOUT THE LEGISLATURE APPROVAL. THIS IS TO PREVENT A RAPID JUMP TO OVER ONE BILLION IN COSTS BY THE END OF THE DECADE. I RECOMMEND A LIMIT OF \$200 MILLION.
- (4) ALASKA STATE STUDENT LOANS CANNOT BE TIED TO THE ALASKA STATE PERMANENT FUND.

SENATORS HAVE FAILED TO MAKE CORRECTIONS, SENATOR PHILLIPS SAID THERE IS NO BILL TO LIMIT STUDENT LOANS. SENATOR HALFORD SAID HE'S CONCERNED ABOUT IT, SENATOR PARNELL SAID I WAS RIGHT, BUT COULD NOT GET THE VOTES NECESSARY TO MAKE CORRECTIONS.

HB 37, HB 43, HB 54 COULD BE FUNDED IF SB 123 IS REDUCED. THE STATE SHOULD NOT PAY BOTH WAYS. THERE IS NOTHING STATING THE DIFFERENCE BETWEEN DEGREED TEACHERS IN ALASKA VERSUS OUT OF STATE. THE AMOUNTS PROPOSED ARE EXCESSIVE.

PROPOSED CORRECTIONS:

(1) TEACHERS WHO DEGREED IN ALASKA AND BECAME CERTIFICATED.

(A) two years employment, 10 percent

(b) three years employment, 10 percent

(c) four years employment, 10 percent

(d) five years employment, 10 percent

40 percent.

FINALLY ITS NOT THE LEGISLATURE'S JOB TO PROVIDE A TOO GENEROUS STUDENT LOAN PROGRAM THAT ^{WOULD} ~~TRAIN~~ ~~PEOPLE~~ PEOPLE FOR OUT OF STATE JOBS.

Thanks and Good Luck

Joe



Joe Strang
PO Box 92014
Anchorage, AK 99509

R-SPENARD