

HB

215

Louie Flora

From: Friedman_Jeff [Friedman_Jeff@asdk12.org]
Sent: Thursday, April 09, 2009 5:03 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Cc: Comeau_Carol; Siegfried_Robin
Subject: HB 130 & HB 215

Dear Chair Seaton and Committee Members:

These two bills will be heard by the House Education Committee on Friday.

The Anchorage School Board is in favor of HB 130. We believe we need the flexibility to administer anonymous surveys without going to the expense of attempting to get parental permission from enough parents so the data collected is valid. It isn't that parents tend to object, it's just that the permission form sometimes gets lost along the way. We would still be required to notify parents so they had an opportunity to refuse permission. Parents who do object to these surveys tend to be well informed and get their objections in. The data from these surveys, when valid, helps us address serious social problems such as teen pregnancy and illegal drug use.

HB 215 is fairly new, and the Anchorage School Board has not had time to take a position on this bill. Our administration has noted some potential concerns. First, count periods cost money and time. Conducting a second count will divert resources from the classroom to various administrative functions in our Records, IT, Accounting, and other departments.

Second, there may not be sufficient time between submitting the second count on March 15 for DEED to do its OASIS verification before making its April 15 payment to districts. This could result in double payments to districts for the same child.

A second count period certainly has some advantages. However, it must be remembered that most schools issue contracts to staff through the end of a school year. If we hire an aide in August to assist a special education student, we can not terminate that aide simply because the special education student moved to Palmer in February. On the other hand, the Mat-Su district can't get additional funding to hire an aide of its own when that student moves without a second count period. That is why ASD previously suggested a small discretionary fund within DEED that districts could apply for when students moved during the year. That might be a more equitable way to handle the movement of some of these more expensive children during the school year.

HB 215 is complex, and may have many consequences, both intended and unintended. I hope the committee takes time to analyze this bill thoroughly and gives districts time to weigh in on this over the interim before the bill moves on.

Jeff Friedman
Anchorage School Board
1534 D Street
Anchorage, AK 99501
907-742-4699 (Home)



Alaska State Legislature

Representative Peggy Wilson
House District 2

SPONSOR STATEMENT **HB 215**

"An Act relating to student counts for school funding purposes; and repealing school experience for salary scales provisions."

HB 215 repeals salary scale limitations for hiring new out of state teachers, allowing for more competitive recruitment efforts. The bill will also average a spring and fall student count to determine school funding and make it applicable for the following school year which will give schools the ability to set budgets based on concrete funding numbers.

HB 215 will help address multiple problems facing Alaska's education system. It will help school districts hire staff for hard-to-fill positions. Specialty positions, such as therapists and special needs teachers are in high demand in school districts across the country, and we have a shortage here in Alaska. Current statutes limit the amount of out of state professional experience that may be used to establish a teacher's position on the salary scale. By repealing this antiquated statute, districts will be able to negotiate salaries on a case by case basis, this will help keep Alaska competitive with the rest of the country when vying for needed educational professionals.

Secondly, HB 215 will change the way student counts for school funding purposes are conducted. This will help schools set a budget that allows them to retain teachers. Current statutes provide for one student count held in October of each year. Funding for the same year is dependent on that count. By that time, school districts have already set their budget, and if the count doesn't match that budget schools can be forced to cut positions they had contracted for the full year, exposing themselves to lawsuits.

HB 215 will establish counts in October and in February. These counts will be averaged and then used to determine funding for the following year; allowing school districts to know the minimum funding they will get in the upcoming year and set their budgets with concrete funding numbers. There will be an additional average count using the February number, and the following October's number. If this average is higher, school funding will be increased for the current school year.

An additional benefit of having a student count in the late February is that it makes it in a school districts' best financial interest to keep students in school for the whole year. Drop out rates in Alaska are one of the highest in the nation. To better serve Alaska's youth, we need to do everything we can to improve our graduation rates and attack this problem from all angles.

ALASKA STATE LEGISLATURE

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REPRESENTATIVE PEGGY WILSON
HOUSE DISTRICT 2

Sectional Analysis

House Bill 215

"An Act relating to student counts for school funding purposes; and repealing school experience for salary scales provisions."

Section 1. Requires a school district to submit to the department by March 15 of each fiscal year student count data and an ADM estimate for the current and succeeding fiscal years so state aid can be estimated.

Section 2. Establishes two consecutive student count periods, one in February and one in October and requires that they be averaged. It also defines when those counts results need to be submitted to the Department.

Section 3. Requires that a school districts state aide is determined by student counts from both preceding and current fiscal years. Seventy five percent of this aide will be distributed equally on or before the 15th day of each of the first nine months of each fiscal year (July – March). The remaining balance of state aide will be distributed equally on or before the 15th day of the last three months of the fiscal year (April – June). Prior to distribution this balance will be recomputed under **Section 4.**

Section 4. Requires that the if the average student count for the current year is higher than the averaged count from the preceding fiscal year, the department will recomputed state aid, taking into account the higher average student count.

Section 5. Repeals the statute limiting school experience for salary scale provisions.

Section 6. Defines the transition to the new student count method. In the first year the student count from the preceding school year shall be used as if it were an averaged count.

Applicable Statutes.

Sec. 14.17.500. Student count estimate.

(a) A district shall prepare and submit to the department by November 5 of each fiscal year, in the manner and on forms prescribed by the department, an estimate of its ADM and other student count data, including per school student count data, for the succeeding fiscal year upon which computations can be made to estimate the amount of state aid for which the district may be eligible under AS 14.17.400 in the succeeding fiscal year. In making its report, the district shall consider its ADM, other student count data, the pattern of growth or decline of the student population in preceding years, and other pertinent information available to the district.

(b) Part-time students shall be included in the student count data in accordance with regulations adopted by the department.

(c) When reporting a district's ADM, a part-time student who is a correspondence student may not be counted as more than one full-time equivalent student.

Sec. 14.17.600. Student counting periods.

(a) Within two weeks after the end of the 20-school-day period ending the fourth Friday in October, each district shall transmit a report to the department that, under regulations adopted by the department, reports its ADM for that counting period and other student count information that will aid the department in making a determination of its state aid under the public school funding program. For centralized correspondence study, the October report shall be based on the period from July 1 through the fourth Friday in October. The department may make necessary corrections in the report submitted and shall notify the district of changes made. The commissioner shall notify the governor of additional appropriations the commissioner estimates to be necessary to fully finance the public school funding program for the current fiscal year.

(b) Upon written request and for good cause shown, the commissioner may permit a district to use a 20-school-day counting period other than the period set out in (a) of this section. However, a counting period approved under this subsection must be 20 consecutive school days unless one or more alternate counting periods are necessary to permit a district to implement flexible scheduling that meets the district's needs and goals without jeopardizing the state aid for which the district would ordinarily be eligible under this chapter.

Sec. 14.17.610. Distribution of state aid.

(a) The department shall determine the state aid for each school district in a fiscal year on the basis of the district's student count data reported under AS 14.17.600. On or before the 15th day of each of the first nine months of each fiscal year, one-twelfth of each district's state aid shall be distributed on the basis of the data reported for the preceding fiscal year. On or before the 15th day of each of the last three months of each fiscal year, one-third of the balance of each district's state aid shall be distributed, after the balance has been recomputed on the basis of student count and other data reported for the current fiscal year.

(b) Distribution of state aid under (a) of this section shall be made as required under AS 14.17.410. If a district receives more state aid than it is entitled to receive under this chapter, the district shall immediately remit the amount of overpayment to the commissioner, to be returned to the public education fund. The department may make adjustments to a district's state aid to correct underpayments made in previous fiscal years.

(c) Upon an adequate showing of a cash flow shortfall of a district, and in the discretion of the commissioner, the department may make advance payments to a district. The total of advance payments may not exceed the amount of state aid for which the district is eligible for the fiscal year.

Sec. 14.20.220. School experience for salary scales.

(a) *[Repealed, Sec. 52 ch 6 SLA 1984].*

(b) *[Repealed, Sec. 52 ch 6 SLA 1984].*

(c) *[Repealed, Sec. 52 ch 6 SLA 1984].*

(d) *[Repealed, Sec. 35 ch 46 SLA 1970].*

(e) For teachers holding bachelors' degrees, not more than six years of school experience outside the state may be substituted for a like period of school experience in the state when a teacher's position on the salary scale is established, and, for teachers holding masters' degrees, not more than eight years of school experience outside the state may be substituted for a like period of school experience in the state when a teacher's position on the salary scale is established.

(f) *[Repealed, Sec. 23 ch 37 SLA 1986].*

(g) In this section, "school experience" means a full-time elementary or secondary teacher in a public or nonpublic school as defined in AS

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candidates:5058

districts:62

resumes:1530

jobs:53

Alaska Teacher Supply & Demand

It is possible to learn quite a bit by looking at the annual supply and demand of teachers and school administrators across the state of Alaska.

We are frequently asked about the chances of being hired are for a school district, job category or school district. Well, this is our best information about the supply and demand of jobs by region and school district.

Trends can tell educators where jobs are likely to be found, and give some guidance as to patterns in high needs, and low needs certification areas. We only have overall numbers from this report, not specific data by certification area.

Warning: Don't read TOO much into trend data. Statistics are useful, but only one piece of the puzzle.

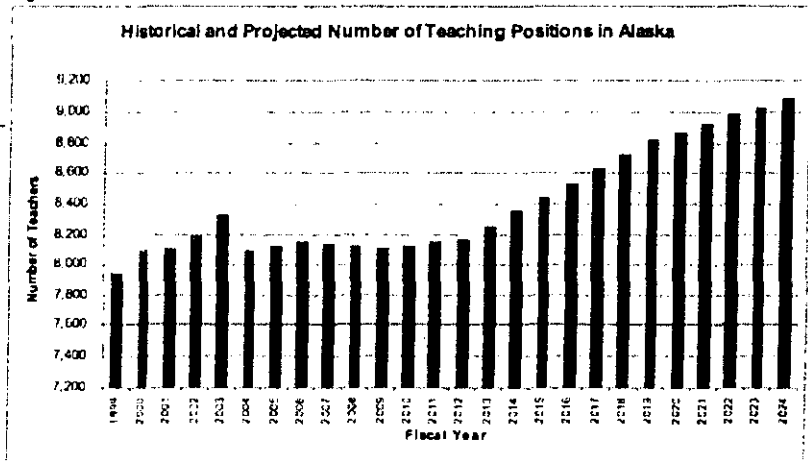
- [Download Supply & Demand Report](#)

Supply & Demand in Context

Teacher supply and demand describes the ebb and flow of certified educators - teachers and administrators really - into and out of school districts in the state.

Why should you care? The supply and demand in any profession impacts the amount and characteristic of openings for new entrants.

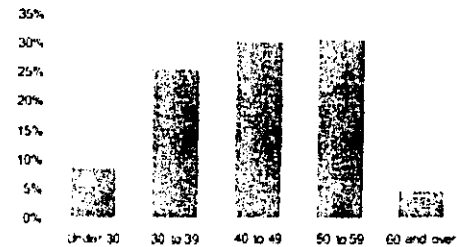
We have taken the ISER data, and looked patterns of need to determine where openings are likely to occur.



Here's what we found of particular interest to job candidates:

- School population drives the number of teacher openings
- Alaska's school population (ADM) is expected to remain fairly stable until 2009
- School ADM is expected to increase significantly from 2010 on
- Alaska requires between 8,100 - 8,200 teachers working each year
- About 35% of Alaska's teaching force is between 50 and 59 years old
- Alaska allows retirement after 20 years of service
- About 33% of current teachers (2,700 or so) will likely retire by 2010
- Alaska replaces (turns over) 14% of its teachers yearly for various reasons
- 1134 teachers are either new to Alaska teaching, or moving each year!
- Alaska universities only graduate 220 - 230 teachers each year
- Alaska needs between 900 - 1000 teachers from Outside each year
- Lowest Turnover: Urban (sort of!) districts with 10% - 13% annually
- Highest Turnover: Southwestern, Interior & Western rural districts with 26% - 28% annually

Age Distribution of Alaska Public School Teachers, FY 2004



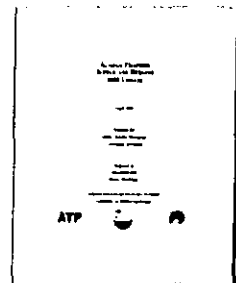
Average Teachers Hired by District

We took data from the ISER 2005 Supply & Demand Report, and calculated the average number of teachers hired by each district in a typical year. ISER used data gathered over five schools between 1998 and 2003.

Average Number of Teachers Hired by District (1998-2003 Sys - Based on ISER Supply & Demand Report)							
District	% Turnover	# Teachers	# New Hires	District	% Turnover	# Teachers	# New Hires
Alaska Gateway	21%	37	8	Kodiak	14%	190	27
Anchorage Region	12%	5	2	Kuspuk	34%	46	16
Alutians East	39%	24	12	Kenai Peninsula	35%	50	18
Anchorage	19%	2,656	285	Lower Peninsula	31%	271	86
Arctic region	12%	10	2	Lower Yukon	26%	147	37
Denali State	33%	65	21	Matanuska-Susitna	17%	254	26
Eastern Bay	17%	21	4	Mt. Edgecumbe	13%	14	0

Chatham	26%	22	6	Nenana	27%	26	7
Chugach	25%	14	4	Nome	23%	52	12
Copper River	14%	42	6	North Slope	21%	186	39
Cordova	18%	35	6	Northwest Arctic	26%	158	41
Craig	21%	31	7	Pelican	50%	4	2
Delta Greely	19%	52	10	Petersburg	10%	47	5
Denali	27%	29	8	Pribilof	34%	12	4
Dillingham	28%	40	12	Saint Marys	38%	13	5
Fairbanks	10%	917	92	Sitka	11%	110	12
Galena	14%	57	8	Skagway	21%	13	3
Haines	17%	31	5	Southeast Island	30%	13	4
Hoonah	16%	21	3	Southwest Region	31%	66	20
Hydaburg	41%	10	4	Tanana	46%	7	3
Iditarod	48%	36	17	Unalaska	13%	18	2
Juneau	13%	343	45	Valdez	12%	60	7
Kake	22%	15	3	Wrangell	13%	33	4
Kashunamiut	20%	23	5	Yakutat	31%	17	5
Kenai	12%	633	76	Yukon Flats	35%	37	37
Ketchikan	11%	145	16	Yukon Koyukuk	38%	30	11
Klawock	21%	10	2	Yupik	30%	21	6
Alaska Average	14%	8,076	1,131	Note: Latest data is from 4 school years ago.			

2005 Supply & Demand Update



Alaska Teacher Placement (ATP) has contracted with the Institute of Social and Economic Research (ISER) between 2005 and 2007 to identify and analyze trends in K-12 educator supply and demand in the State of Alaska, including teacher turnover rates.

This report is an analysis of Alaskan teacher supply and turnover data from 1999-2004, and projects supply and demand data for the next five years.

Is There a Teacher Shortage?

Concern has been expressed in recent years about a potential shortage of qualified teachers for the nation's schools. A number of factors are seen as contributing to shortfalls: Student enrollment is growing, the teaching corps is aging, and many teachers are nearing retirement age. Finding enough qualified teachers has been a problem for many schools and districts around the country, especially in Alaska. Often this difficulty has been seen as evidence of a national shortfall in qualified educators.

However, the United States does not have an overall shortage of teachers. Indeed, nationally, more teachers are trained than are needed on an annual basis. Nonetheless, there is a lopsided distribution of educators, both in terms of the geographic location of available teachers and in the numbers of teachers trained in particular fields. For example, there are shortages of teachers in specific subject areas, including special education, mathematics, and science (Darling-Hammond & Sykes, 2003).

Still, retaining current teachers, rather than training new ones, is the larger problem nationally. Ingersoll (2003a, 2003b) found that increasing student enrollment and teacher retirements due to an aging workforce are not the primary causes of teacher shortages. Rather, the major factor driving teacher shortages is teacher turnover, both from educators migrating to new positions and from those leaving the teaching profession altogether, prior to retirement age. Studies have found that between 40 and 50 percent of new teachers leave the profession within the first five years of their teaching career (Ingersoll and Kralik, 2004).

Factors in Teacher Turnover

The primary reasons for educator dissatisfaction (in national studies) were poor salaries, poor administrative support, and student discipline problems.

While these studies offer important findings, they do not fully address the unique circumstances in Alaska that contribute to teacher turnover. For instance:

- Many schools in Alaska are in remote locations accessible only by plane or boat, so access can be both expensive and difficult.
- Housing availability and housing costs are often problematic (NANA Pacific, 2004), and in some rural Alaskan communities, teacher housing even lacks water and sewer hookups.

- Health care, shopping options, entertainment, and other "city" amenities can be quite limited.
- Teachers in rural schools are often required to teach multiple subjects across several grade levels.
- Cultural differences can create difficulties, especially for those who come to Alaska from the "lower 48" states. Alaska is home to many Alaska Native cultures; each having distinct languages, belief systems, traditions, and cultural practices, and it can be difficult for non-Native educators to learn how to work effectively within Native communities.

No comprehensive study of teachers who leave their jobs has been conducted in Alaska. However, McDiarmid, et. al., (2002) surveyed a sample of teachers in Alaska (n=135) who left their jobs at the end of the 2000-2001 school year, to try to understand why teachers either changed districts or left the career of teaching entirely.

When asked why they changed districts, the vast majority of teachers cited personal or family reasons (80%). Many also indicated they wanted to reside elsewhere (63%), were dissatisfied with district administrative support (61%), community support of the school (51%) or school board support (45%).

Affordable housing and higher quality housing were also significant concerns (46% and 38%).

Salary was only a concern for 22 percent overall, although teachers moving between urban districts were much more likely to change positions due to salary (50%) than rural educators (14%).

Better medical care was of concern to rural educators (30%) and not at all (0%) for urban teachers changing districts.

When asked to explain why they left teaching completely, subjects cited family or personal reasons (59%), the choice to pursue another career (50%), dissatisfaction with job description or responsibilities (45%), and dissatisfaction with community support of the school (37%). Better salary or benefits were only cited by 21 percent of those leaving the teaching profession. Health issues were another significant reason for teachers' departure (18%).

- Download the Alaska Teacher Supply & Demand Report 2005 in PDF format.

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Since the ATP website uses a wiki database engine, you can add links that you think are good by simply creating an account, and directly editing any page yourself!

Adding your links, resources and suggestions to the ATP website is quite easy once you give it a try, and you won't break anything. You can even create new pages, and upload pictures.

Together we can build a better website, and a social network of Alaska teachers, administrators and job candidates helping each other!

- Register to be an ATP Editor
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supply_and_demand.txt · Last modified: 12/03/2006 02:20 by johncn

Louie Flora

From: James Elliott [jelliott@crsd.k12.ak.us]
Sent: Friday, April 10, 2009 8:22 AM
To: Rep. Peggy Wilson; Rep. Paul Seaton
Subject: HB 215

Follow Up Flag: Follow up
Flag Status: Yellow

I am writing in support of the proposed changes in the experience credits for outside teachers. Alaska cannot produce anywhere near the number of new teachers districts require annually. Thus, the proposed change will allow districts in Alaska to compete for effectively with their counterparts in other states.

Please make my statement in support of the the subject legislation a part of your committee's record.

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Louie Flora

From: Dave Jones [DJones2@KPBSD.k12.ak.us]
Sent: Thursday, April 09, 2009 4:06 PM
To: Rep. Paul Seaton
Cc: Louie Flora
Subject: HB 215

Dear Representative Seaton,

Thank you for the opportunity to be able to talk with you today concerning HB 215. I have done further review of HB 215 since our discussion, and would like to offer some further input on the bill. It seems that the more times I read the bill, the more I realize it affects multiple areas and could potentially have some unforeseen consequences.

I like the repeal of the teacher experience cap for out of state candidates and the attempt to set a base support amount. However, I have some concerns that the attempt to address drop out rates by using a second count period will in fact result in a financial disincentive for districts. Historical enrollment trends in our district indicate that our enrollments reach a low point in approximately February and then build to their highest levels in the fall. I believe that the effect of averaging a second count in February will lead to overall decreased funding support from the state.

I would like to have further time to determine the actual effects of this bill, and to see if we could come up with alternative solutions to the drop out problem without negatively affecting our financial support. Therefore, I am requesting that this bill be held in the House Education Committee for the interim.

Thank you for your consideration of my request and for your efforts on behalf of education.

Dave Jones
Assistant Superintendent
KPBSD
714-8857

Louie Flora

From: Dennis Niedermeyer [dennis@niedserv.com]
Sent: Thursday, April 09, 2009 4:07 PM
To: Rep. Paul Seaton
Cc: Dave Jones; Jeans, Eddy (EED); Melody Douglas
Subject: HB 215

Dear Representative Seaton,

I have just become aware of a recently introduced bill (HB 215) which would significantly alter the existing funding mechanism for Alaska Schools. This proposed bill is a MAJOR departure from the existing foundation entitlement calculation mechanism and should require an extensive public review and study, prior to it being passed out of committee and or enacted.

My cursory review of this bill indicates that it would severely impact districts with declining enrollment such as Kenai and Ketchikan. It will also undo years of work to establish a better mechanism to allow Districts some assurance of a known funding amount for the current year. As an example, using counts from February, as proposed in the bill, to determine in part the current year funding entitlement would result in school funding that could not be determined until the end of April or May and possibly after school was out. This added additional unknown factor in establishing budgets and program planning; and is untenable for Alaskan Schools.

I believe that advancing this bill without further input and study could potentially damage the system for financing of public education system in Alaska.

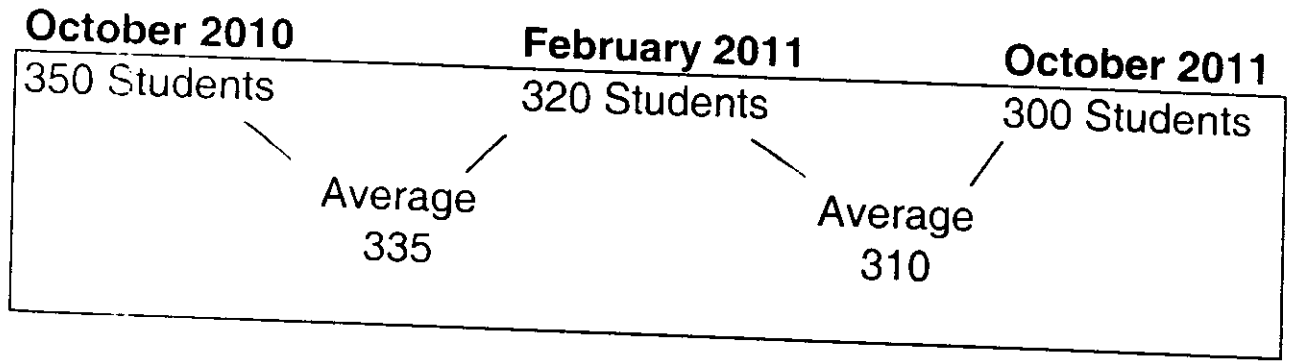
I would request that you consider holding HB 215 in your committee until such time as public hearing can be held and an extensive analysis of the impact on affected schools and districts can be evaluated.

Your consideration of my input is appreciated.

Sincerely,

Dennis Niedermeyer
Retire Alaska School Business Official

HOLY SEE	331	147	79	37	515	02/01/2009
HONDURAS						
BAY ISLANDS	104	54	32	14	172	10/01/2001
LA CEIBA	113	67	39	17	197	03/01/2009
SAN PEDRO SULA	176	62	36	15	253	04/01/2009
TEGUCIGALPA	170	66	38	17	253	04/01/2009
TELA	116	56	33	14	186	10/01/2008
[OTHER]	75	33	22	8	116	01/01/2006
HONG KONG						
HONG KONG	335	115	63	29	479	02/01/2008
HONG KONG NAVY CONTRACTING DEPT	335	115	63	29	479	02/01/2008
HUNGARY						
BUDAPEST	153	65	38	16	234	03/01/2007
PAPA	104	50	30	13	167	03/01/2008
[OTHER]	86	38	24	9	133	12/01/2005
ICELAND						
AKUREYRI						
05/01 - 08/31	185	90	50	22	297	03/01/2009
09/01 - 04/30	146	86	48	22	254	03/01/2009
KEFLAVIK-GRINDAVIK	127	60	35	15	202	03/01/2009
NAVSTA KEFLAVIK	127	60	35	15	202	03/01/2009
REYKJAVIK	162	79	45	19	260	03/01/2009
[OTHER]						
05/01 - 08/31	128	69	40	17	214	03/01/2009
09/01 - 04/30	92	66	38	17	175	03/01/2009
INDIA						
AGRA	138	51	31	13	202	10/01/1998
BANGALORE	364	88	49	22	474	11/01/2006
CHENNAI						
Name change to Chennai (formerly Madras) effective 1 May 97.	248	68	39	17	333	11/01/2006
GOA	194	55	33	14	263	04/01/2009
HYDERABAD	297	72	41	18	387	11/01/2006
KOLKATA						
Eff. 01 FEB 2007, Calcutta, India, renamed to Kolkata, India	253	70	40	18	341	02/01/2008
MUMBAI	389	101	56	25	515	01/01/2008
NEW DELHI	380	85	48	21	486	01/01/2007
PUNE	273	58	34	14	345	02/01/2007
TRIVANDRUM	182	45	28	11	238	01/01/2005
[OTHER]	150	53	32	13	216	12/01/2005
INDONESIA						
BALI						
01/16 - 12/14	178	106	58	26	310	05/01/2008
12/15 - 01/15	243	112	61	27	382	05/01/2008
BANDA ACEH	80	54	32	13	147	12/01/2007
BANDUNG	82	41	26	10	133	10/01/1998
BATAM	87	34	22	9	130	10/01/1991
JAKARTA	121	90	50	22	233	10/01/2006
JAYAPURA	127	32	21	8	167	11/01/2000
MEDAN	90	45	28	11	146	10/01/2008
SURABAYA	90	68	39	17	175	06/01/2008
TIMIKA, IRIAN JAYA	254	54	32	14	322	06/01/2000
YOGYAKARTA						



Funding For 2011 School Year
335*BSA

Amendment

1

Alper

Offered in the **House EDU Committee**

By: Representative Wilson

To Bill Number: HB 215

Version: 26-LS0456/T

Date: 4/10/09

Delete Sections: 1,2,3,4,6.

Retain: **Section 5**

Amendment 1

Offered in the **House EDU Committee** By: Representative Wilson

To Bill Number: HB 215

Version: 26-LS0456/T

Date: 4/10/09

Delete Sections: 1,2,3,4,6.

Retain: **Section 5**

Memo

From: Louie Flora, Staff, Rep. Seaton
To: Legal Services
RE: final bill request
Date: April 10, 2009

The attached amendment was incorporated into HB 215 version 26-LS0456\T which was adopted by the House Education Committee and passed from committee this morning.

Please incorporate into a final to be read across the floor as soon as possible.

Thanks,

Louie