

**HB**

**199**

<TARGET><BILL>HB 199</BILL><SUBJECT>HB  
199</SUBJECT><COMM>HEDC27</COMM></TARGET>

# ALASKA STATE LEGISLATURE

## REPRESENTATIVE ALAN DICK

HOUSE DISTRICT 6

Alaska State Capitol  
Juneau, Alaska 99801  
Representative\_Alán\_Dick@legis.state.ak.us



(907) 465-4527  
1-800-491-4527  
(907) 465-2197 Fax

"STRONG VALUES IN UNCERTAIN TIMES"

### SPONSOR STATEMENT

#### House Bill 199 Funding for State Boarding Schools

Alatna  
Allakaket  
Alcan  
Aniak  
Anvik  
Arctic Village  
Beaver  
Beluga  
Bettles  
Birch Creek  
Boundary  
Central  
Chalkyitsik  
Chandalar  
Chandalar Lake  
Chicken  
Chistochina  
Chitina  
Chuathbaluk  
Circle  
Coldfoot Camp  
Copper Center  
Crooked Creek  
Deltana  
Dot Lake  
Dry Creek  
Eagle  
Eagle Village  
Evansville  
Flat  
Fort Greely  
Fort Yukon  
Fortuna Ledge  
Gakona  
Galena  
Georgetown  
Grayling  
Gulkana  
Healy Lake  
Holy Cross  
Hughes

House Bill 199 doubles for two years the per-student monthly stipend currently received by three school districts that operate residential boarding school programs, the Nenana City School District, the Galena City School District and the Lower Kuskowkim School District. In 2006 the Legislature established a monthly stipend to help cover room and board expenses incurred by school districts operating a boarding school prior to January 1, 2005.

The Nenana Student Living Center, the Galena Interior Learning Academy and the Bethel Alternative Boarding School educate collectively approximately 260 high school students from at least 50 different communities statewide. The proposed funding increase helps offset the high cost of operating a high school residential program, but does not fully cover all the expenses incurred. The school districts must still seek additional funds to meet the cost of operating a residential boarding school.

These three residential high schools, along with the state-operated Mt. Edgecumbe High School (398 students), deliver high-quality programs that positively impact the lives of the students who attend. However, the annual loss of more than 650 students from small rural high schools impacts the ability of their local school district to offer quality programs to students who elect to remain at home. When one school district gains in students and resources, the other district loses.

Hushia  
Kaltag  
Kennicott  
Kenny Lake  
Koyukuk  
Lake Minchumina  
Lime Village  
Livengood  
Manley Hot Springs  
Marshall  
McCarthy  
McGrath  
Medfra  
Mentasta Lake  
Minto  
Nabesna  
Nenana  
Nikolai  
Northway  
Nulina  
Ophir  
Rampart  
Red Devil  
Ruby  
Russian Mission  
Shageluk  
Slana  
Sleetmute  
Stevens Village  
Stony River  
Takotna  
Tanacross  
Tanana  
Tazlina  
Telida  
Tetlin  
Tok  
Tonsina  
Tyonek  
Venetie  
Wiseman

**Sponsor Statement for House Bill 199  
Funding for State Boarding Schools**

The time has come to engage all Alaskans in a dialog on how best to educate students living in rural Alaska. The proposed two-year timeframe in HB 199 provides financial relief to three school districts while allowing time for the much needed discussion.

Thank you for your support.

# FISCAL NOTE

**STATE OF ALASKA**  
**2011 LEGISLATIVE SESSION**

Fiscal Note Number \_\_\_\_\_  
 Bill Version HB199  
 () Publish Date \_\_\_\_\_

Identifier (file name) HB199-EED-ESS-3-19-11 Dept. Affected EED  
 Title "An Act amending the funding for statewide residential education programs." Appropriation K-12 Support  
 Allocation Boarding Home Grants  
 Sponsor House Education Committee  
 Requester House Education Committee OMB Component Number 148

**Expenditures/Revenues** (Thousands of Dollars)

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

	Appropriation Required	Information						
		FY 2012	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
<b>OPERATING EXPENDITURES</b>								
Personal Services								
Travel								
Services								
Commodities								
Capital Outlay								
Grants	1,640.0		1,640.0					
Miscellaneous								
<b>TOTAL OPERATING</b>	<b>1,640.0</b>	<b>0.0</b>	<b>1,640.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

<b>CAPITAL EXPENDITURES</b>								
-----------------------------	--	--	--	--	--	--	--	--

<b>CHANGE IN REVENUES</b>								
---------------------------	--	--	--	--	--	--	--	--

**FUND SOURCE** (Thousands of Dollars)

1002 Federal Receipts								
1003 GF Match								
1004 GF	1,640.0		1,640.0					
1005 GF/Program Receipts								
1037 GF/Mental Health								
Other (please identify)								
<b>TOTAL</b>	<b>1,640.0</b>	<b>0.0</b>	<b>1,640.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Estimate of any current year (FY2011) cost \_\_\_\_\_

**POSITIONS**

Full-time								
Part-time								
Temporary								

Why this fiscal note differs from previous version (if initial version, please note as such)

Initial version

Prepared by Elizabeth Nudelman, Director  
 Division School Finance  
 Approved by Mike Hanley, Commissioner

Phone 465-8679  
 Date/Time 3/19/11 4:31 PM  
 Date 3/19/2011

FISCAL NOTE

STATE OF ALASKA  
2011 LEGISLATIVE SESSION

BILL NO. HB199

**Analysis**

This bill replaces the monthly stipend rates in statute with new rates for the two year period FY2012 and FY2013.

The new rates are double the existing rates.

This bill applies to districts that were operating a statewide residential educational program for grades nine through 12 before January 1, 2005. There are three districts that qualify under this program: Galena School District, Lower Kuskokwim School District, and Nenana School District.

Stipend funding is distributed for students enrolled on the last day of the count period up to the maximum bed count approved in each programs application.

The calculation includes Galena at 175 beds x \$1,184; Lower Kuskokwim at 35 beds x \$1,006; and Nenana at 88 beds x \$968, for up to 10 months.

To: Jean Mischel - 465-2029  
From: Sheila 465-2197

27-LS0594\B.1  
Mischel  
3/31/11

AMENDMENT

OFFERED IN THE HOUSE  
TO: HB 199

BY REPRESENTATIVE SEATON

1 Page 1, following line 2:

2 Insert a new bill section to read:

3 **\*\* Section 1.** AS 14.16.200 is amended by adding a new subsection to read:

4 (c) In addition to the programs eligible for reimbursement of costs under (a) of  
5 this section, the department may approve three district-operated statewide residential  
6 educational programs that began operating after ~~July 1, 2011~~, for reimbursement of  
7 costs incurred by the district in operating the program under regulations adopted by  
8 the department."

↓  
January 1, 2005

10 Page 1, line 3:

11 Delete "Section 1"

12 Insert "Sec. 2"

Delete 7/1/11, insert 1/1/05

HB 199 passed out of (H) Edc Cmte with  
the attach amended amendment.

Please prepare a final for 'reading across the floor.'

Sheila Peterson 4936

AMENDMENT

#1  
Uman

OFFERED IN THE HOUSE  
TO: HB 199

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7 costs incurred by the district in operating the program under regulations adopted by  
8 the department."  
9

10 Page 1, line 3:

11 Delete "Section 1"

12 Insert "Sec. 2"

Allows DEED to approve  
new programs

Allows DEED to accept  
new programs

Applies only to full year  
programs

Don't need to worry about  
explosiow - limit to 3 yrs



3/22/11

EED 2/14/2011  
 Summary Data FY2011 Residential Program Comparative Revenues  
 FY2011 Projected Data

HB 199  
 ESTIMATE  
 MAXIMUM  
 PER BED  
 COUNT

Galena			
	Residential ADM	Revenues	Residential per ADM
Foundation State Aid	198.1	2,448,657	12,361
State GF Residential Boarding Home (Dec 1 residential count paid for 159 students)	175	1,027,543	5,872
<b>Total Support per residential ADM, not including Capital</b>			<b>\$ 18,232</b>

11,954

Lower Kuskokwim			
	Residential ADM	Revenues	Residential per ADM
Foundation State Aid	38.05	599,262	15,749
State GF Residential Boarding Home (Dec 1 residential count paid for 10 students)	12	56,336	4,695
<b>Total Support per residential ADM, not including Capital</b>			<b>\$ 20,444</b>

10,146

Nenana			
	Residential ADM	Revenues	Residential per ADM
Foundation State Aid	77	1,044,570	13,566
State GF Residential Boarding Home	77	413,378	5,369
<b>Total Support per residential ADM, not including Capital</b>			<b>\$ 18,934</b>

9,768

Mt Edgecumbe			
	Residential ADM	Revenues	Residential per ADM
Foundation State Aid	398.4	3,125,938	7,848
State GF Residential Boarding Home/Facilities Maintenance	398.4	4,936,900	12,392
State receipted Federal Impact Aid	398.4	794,570	1,994
<b>Total Support per residential ADM, not including Capital</b>			<b>\$ 22,232</b>

Alaska Military Youth Academy			
	Residential ADM	Revenues	Residential per ADM
Foundation State Aid - residential w education program	486	8,526,816	17,545
Federal Grant Reduction	486	(2,700,000)	(5,556)
<b>Total Support per residential ADM, not including Capital</b>			<b>\$ 11,989</b>

Note:  
 Does not include formula grants such as NCLB, Special Education, etc. Does not include separate capital project fundi

Provided by the Department of Education

**Appendix A - Statute**

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**ALASKA STATUE**

**Chapter 14.16. SPECIAL SCHOOLS**

**Article 02. SCHOOL DISTRICTS OPERATING STATEWIDE RESIDENTIAL EDUCATIONAL PROGRAMS**

**Sec. 14.16.200. State funding for districts operating statewide residential educational programs.**

(a) A district that, before January 1, 2005, began operating a statewide residential educational program for students in grades nine through 12 that has been approved by the department under regulations adopted by the board is eligible to receive reimbursement for the costs incurred by the district in operating that program. To be eligible for reimbursement for costs, the district-operated statewide residential educational program must provide a suitable student dormitory and daily access to a public school offering the appropriate grade level.

(b) Costs that may be claimed by a district for reimbursement under (a) of this section are

(1) one round trip on the least expensive means of transportation between the student's community of residence and the school during the school year if the district expends money for the trip; and

(2) a per-pupil monthly stipend to cover room and board expenses as determined by the department on a regional basis and not to exceed the following amounts:

(A) for the Southeast Region (Region I), \$410;

(B) for the Southcentral Region (Region II), \$400;

(C) for the Interior Region (Region III), \$484;

(D) for the Southwest Region (Region IV), \$503;

(E) for the Northern Remote Region (Region V), \$592.

(c) In this section,

(1) "district" has the meaning given in AS 14.17.990;

(2) "district-operated statewide residential educational program" means a public school operated by a school district for students in grades nine through 12 that provides education, room, and board for a full school year without regard to the student's district of residence.

**Appendix B - Regulation**

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**ALASKA ADMINISTRATIVE CODE**

**4 AAC 33.090. District-operated statewide residential educational programs**

(a) A district must obtain approval from the department before operating a statewide residential educational program. A district may apply to establish and operate a new program only during a period of open applications established by the department under (c) of this section. The department will approve an initial application from a district that operated a statewide residential educational program during school year 2005 - 2006, unless the department has substantial evidence that continuation of the program is not in the public interest. Applications must include

(1) designation of the facilities that will house the residential program, including any proposal to build or renovate a facility, and the revenue sources that will support the construction or renovation;

(2) a five-year budget for the operation of the residential component of the program; the budget must specify the revenue sources that will support the proposed budget, including a provision for charging student tuition;

(3) a tuition waiver policy for families that can demonstrate financial hardship, including a definition of "hardship";

(4) an enrollment and selection policy for students applying to attend the residential program;

(5) a list of course offerings;

(6) a plan to assist students in crisis; and

(7) a staffing plan for the program.

(b) The department may require that a district supplement its application with additional information. The department may require a district to change its policies or proposed practices before approving an application. A district must operate the residential program in conformance with its approved application. A district that wishes to change any of the requirements of an approved application must submit a revised application. In determining whether to grant or deny an application, the department will consider

(1) whether the community in which the program is located has sufficient infrastructure to support the residential program;

(2) demand, current capacity, and regional needs for residential programs;

(3) the cost to provide a residential program in the applying district;

(4) the district's ability to offer a high-quality academic program to students;

(5) the health and welfare of students housed in the residential program, including the ability of the district to offer a high-quality residential program;

(6) for a revised application, whether the program has complied with the policies and practices that the district identified in its current application; and

(7) the public interest.

(c) The department will establish a period of open applications and solicit proposals from districts to establish additional statewide residential educational programs when the department determines that establishment of additional programs are warranted. The department may require that applications be targeted to provide a particular program to meet specific needs of students in the state. A period of open application and solicitation does not imply that the department will approve the establishment of any new programs. In determining whether to establish a period of open applications, the department will consider the

(1) demand for residential programs, including the demand and needs in different regions of the state;

(2) capacity of existing programs; and

(3) public interest.

(d) This section does not prevent a governing body from establishing an in-district residential educational program that is not eligible for state support for the operation of the residential aspects of the program.

(e) A district that operates an approved statewide residential educational program shall submit an annual report to the department. The report must include the

(1) number of applications received by the program;

(2) number of students accepted into the program;

(3) students' communities and districts of residence at the time of application for enrollment;

(4) students' academic achievement results;

(5) date of, reason for, and number of withdrawals from the program during the school year;

(6) number of expulsions from the program during the school year;

(7) number of students receiving a tuition waiver; and

(8) other information requested by the department with respect to the program.

(f) On December 1 of each school year, a district that operates an approved statewide residential educational program shall submit to the department an application, on a form provided by the department, for payment of a stipend under AS 14.16.200 (b)(2). The district is eligible for payment of the lesser of actual cost to house the student or the amount allowed in AS 14.16.200 (b)(2) for each residential student who is housed by the district on the last day of the student count period under AS 14.17.600 , and whose parents or guardians do not reside in the community in which the program is located. If appropriations are insufficient for the residential component of approved statewide residential educational programs, the department will reduce each district's entitlement by a pro rata amount as determined by the department.

(g) The department may withdraw its approval for a district to operate a statewide residential educational program if the department determines that continued operation of the program is not in the public interest. In making this determination, the department will consider

(1) the health and safety of the students in the residential program;

(2) whether students at the program have demonstrated sufficient academic achievement; in making this determination, the department will consider all evidence of student academic achievement and improvement, including evidence of

(A) students' scores and improvement of students' scores on statewide student assessments under 4 AAC 06.710; and

(B) the program's record of demonstrating adequate yearly progress under 4 AAC 06.805, and the reasons for its success or failure to demonstrate adequate yearly progress;

(3) the demand for the program;

(4) the cost of operating the program;

(5) whether the program has complied with the policies and practices that the district identified in its application; and

(6) the existence of alternative methods of meeting the needs of students.

**History: Eff. 10/22/2006, Register 180**

**Authority: AS 14.07.020**

AS 14.07.060

AS 14.07.165

AS 14.16.200

# GALENA CITY SCHOOL DISTRICT

GALENA, ALASKA 99741  
PHONE (907) 656-1205  
FAX (907) 656-2238

SUPERINTENDENT  
Jim Smith



## RURAL ALASKA EDUCATION CHALLENGES

- Declining Enrollments
- Teacher Shortages
- Native Drop-out Rates
- Rising Social Problems; Alcohol / Drugs / Sexual Offenders
- Low Rural Student Performance, Alaska Native Gap
- Need for available vocational training
- Access to health services
- Increased Energy Costs
- Increased Retirement Costs
- AK. Native Graduation Rate (43%)

## Galena Regional Learning Center Solutions

### Existing Facilities

- 1) Currently used
- 2) New BRAC Space
- 3) 400 plus beds avail.
- 4) Supportive Community
- 5) High Rural Construction costs
- 6) Controlled Living Environment

### 12-Year Success Story

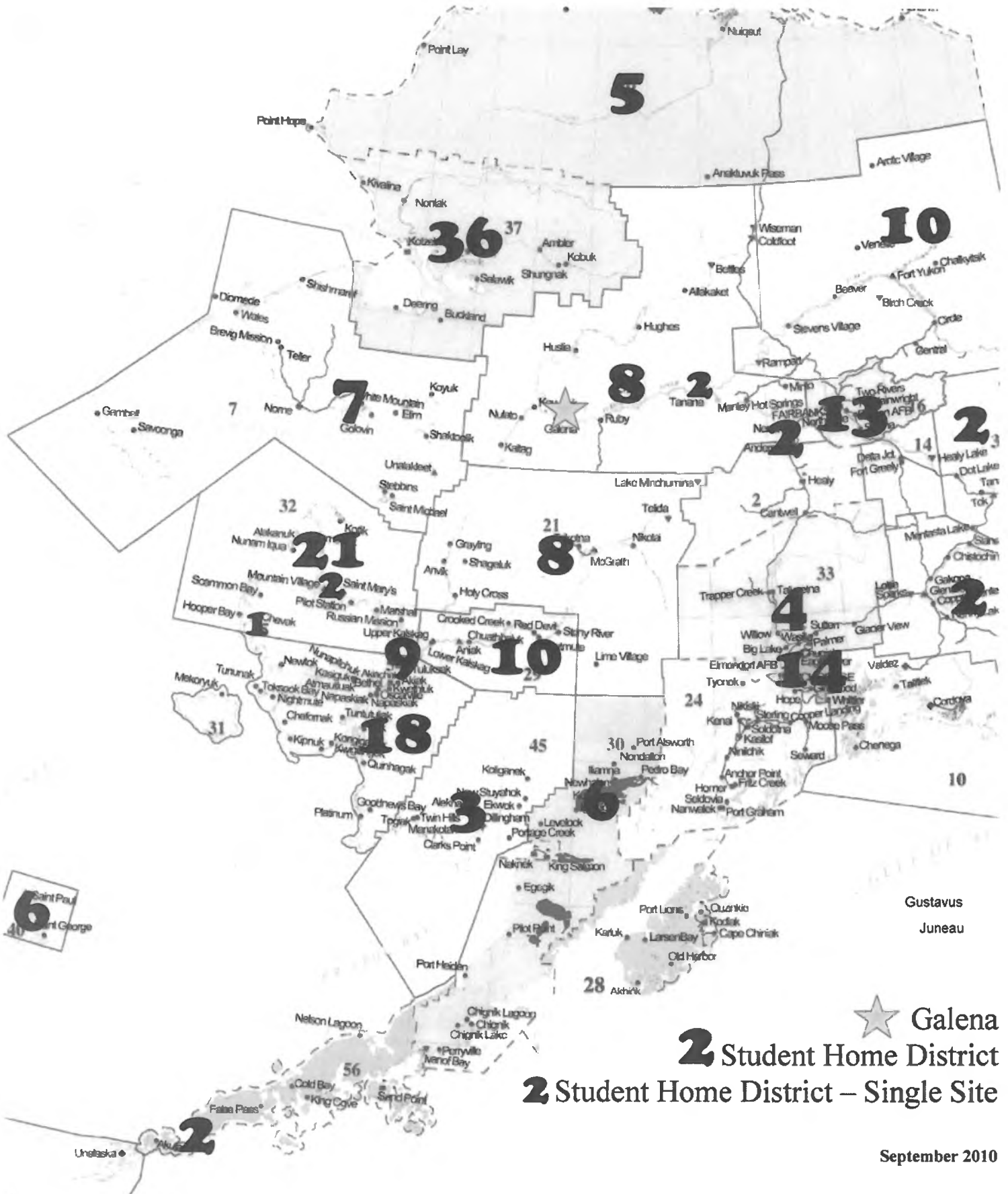
- 1) High Grad. Rate
- 2) Strong AYP scores
- 3) 90 % Alaska Native
- 4) Post Sec. Certified Training Programs
- 5) Provides ADM \$ Savings
- 6) Supports Family Choice
- 7) Supports Student Work Ethic
- 8) Minimal Drop-out rate
- 9) 130 students from 53 Alaska Communities

### Social Reforms

- 1) Resiliency Life Program
- 2) Safe Harbor for students
- 3) Cultural Focus
- 4) Vocational Training Focus



# GILA Student Home District



**From:** Lisa Shelby  
**Sent:** Thursday, March 17, 2011 9:34 AM  
**To:** eric.caldwell@alaska.gov  
**Cc:** Jim Smith; Chris Reitan  
**Subject:** RE: Information Request

Good morning Mr. Caldwell,

Here is the information you requested for Galena Interior Learning Academy re: our 2010 graduates. Sorry for the delay in getting this to you.

GPA 3.5+	GPA 3.0 - 3.49	GPA 2.5- 2.99	Total # graduates
9	8	7	24

Please let me know if you need any additional information.

Sincerely,  
 Lisa Shelby  
 GILA Principal

**From:** Caldwell, Eric J (EED) [<mailto:eric.caldwell@alaska.gov>]  
**Sent:** Wednesday, March 16, 2011 2:05 PM  
**To:** Jim Smith  
**Cc:** Jim Smith  
**Subject:** Information Request  
**Importance:** High

Good afternoon, Jim.

The commissioner's office is requesting information, and hope to have it as soon as possible. Unfortunately, I could not reach either you or Melissa Robbins by phone. Could you provide the following information about GILA's 2010 graduates today, or at latest by 10am tomorrow morning:

**Breakout of Galena Interior Learning Academy's 2010 Graduates:**

- Number of graduates with GPA of 3.5 or higher
- Number of graduates with GPA of 3.0 to 3.49
- Number of graduates with GPA of 2.5 to 2.99
- Total number of graduates

Thank you so much for your assistance. I look forward to hearing back from you soon.

Sincerely,  
 Eric Caldwell  
 Research Analyst III

Alaska Department of Education & Early Development  
 Assessment, Accountability, & Information Management  
 Teaching & Learning Support  
 Phone: (907) 465-8435 | Fax: (907) 465-8400

3/21/2011

# Galena City School District

Resolution #10-01; 1-19-2011

## State Support for GILA Residential Hall and Dining Hall Facilities

WHEREAS, Galena City School District with the support of the City of Galena and Loudon Tribal Council has operated the second largest high school boarding school (Galena Interior Learning Academy) in the state of Alaska for over 13 years; and

WHEREAS, Galena Interior Learning Academy student population for FY11 comes from 56 communities; and

WHEREAS, the savings to the state foundation program generated by these students' travel to Galena's lower "district cost factor" is substantial, and higher boarding subsidies would allow these funds to follow the student, and

WHEREAS, Galena Interior Learning Academy's core clientele is Alaska Native, a segment of Alaska's population that is at extreme risk for dropping out of school, and

WHEREAS, attending Galena Interior Learning Academy is an alternative to dropping out for many students by providing a viable, rural academic and career technical option; and

WHEREAS, Galena Interior Learning Academy is an option for students who are wards of the state and for some who leave unhealthy home situations; and

WHEREAS, of the 176 rural high school programs state-wide, 35 have less than 20 students and another 78 have less than 10 students. Challenged program offerings and choice in these small schools often present families looking for expanded curricular offerings for their child, and

WHEREAS, the Galena Interior Learning Academy, with existing infrastructure and well-established programs, is in an excellent position to serve as a regional education center, should the State of Alaska shift to a regional model for the delivery of education in rural Alaska; and

WHEREAS, current state funding for student residence and food services falls tremendously short of actual costs; and

WHEREAS, diesel fuel provided through the Base Realignment and Closure process provides some support for school operations for an additional five years and presents a five year planning window; and

WHEREAS, GILA school campus operation and utility costs will double once transition fuel support is gone; and

WHEREAS, School District dollars alone cannot support additional boarding school costs; and

WHEREAS, Alaska's state boarding school receives full residential and food costs support; now

THEREFORE BE IT RESOLVED that the Galena City School District, City of Galena, and Loudon Tribal Council request the State of Alaska provide additional funding for the staffing and operations of Galena Interior Learning Academy student residence hall and dining hall facilities.

BE IT FURTHER RESOLVED that the Galena City School District, City of Galena, and Loudon Tribal Council request the State of Alaska provide additional funding for the maintenance of Galena Interior Learning Academy student residence hall and dining hall facilities.

Adopted by the Galena City School District Board of Trustees this 19<sup>th</sup> day of January 2011.

\_\_\_\_\_  
GCSD Board President, Ed Pitka

\_\_\_\_\_  
GCSD Superintendent, Jim Smith

\_\_\_\_\_  
City of Galena Mayor, Russ Sweetsir

\_\_\_\_\_  
Loudon Tribal Council Chief, Chris Sommer

## Current Residential School Funding Short-Fall

The objective of this request is two-fold: (1) present the number of rural students currently served at Nenana and Galena Boarding Schools and (2) to discuss Alaska's educational support to these rural Alaskan education providers.

### A. Galena Interior Learning Academy

GILA 198 students this fall coming from 58 communities, most of them rural and remote. Over 93% of the students are Alaska Native.

### B. Nenana Learning Center

Nenana brought 80 rural students on board.

### C. Current State Support establish in 2006

Sec. 14.16.200 presented payment in two perspectives per each student; 1) one round trip airfare from home residence to the school site if the school district expends the money, and 2) a per pupil monthly stipend to cover board and room expenses as determined by the department on a regional basis and not to exceed the following amounts:

- (A) Southeast Region I, \$410
- (B) South-central Region II, \$400
- (C) Interior Region III, \$484
- (D) South-east Region IV, \$503
- (E) Northern Region V, \$592

## I. Galena/Nenana Revenues vs. Costs

- (A) Residence Hall & Food Services: 255 students average cost per student- \$17,136
- (B) State 14.16.200 support: average state paid per 255 students -\$5,872
- (C) Deficit to be secured from other sources: \$ 1,971,368 Galena & \$901,120 Nenana

## II. Projected Fiscal Cost

- (A) Current revenues cover only 34% of actual cost in Galena and Nenana.
- (B) Necessary "additional" funds to support Galena and Nenana Residential Schools food & Lodging costs for current student counts.
- (C) **\$2,872,488**

# Nenana Student Living Center

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Presentation: Support for HB 199  
House Education Committee  
March 23, 2011

# NSLC Student Capacity & Enrollment

- NSLC Licensed Capacity: 88 students

- NSLC Actual Capacity: 104 students

  - 52 Girls

  - 52 Boys

- 2010-11 Enrollment

  - October 22, 2010: 77 students – 28 boys/49 girls

  - Count @ Winter Break: 67 students – 24 boys/43 girls

  - Count After Break: 62 (including 7 new students)

  - March 23, 2011: 58 students – 22 boys/36 girls

# Where do the Students come from?

- In FY'11:

27 communities

- Over the 10 years the NSLC has been open:

33 communities

Top 10 Communities with Most Students in the Program:

Mountain Village (LYSD)

Kongiganak (LKSD)

Emmonak (LYSD)

Kaltag (YKSD)

Tyonek (KPBSD)

Nulato (YKSD)

Alakanuk (LYSD)

Koyukuk (YKSD)

Toksook Bay (LKSD)

Scammon Bay (LYSD)

# NSLC Graduates

- 93 Graduates (2001 – 2010) - Able to Contact 83
  - 4-Year College Graduates: 4
  - 2-Year or Other Program Graduates: 9
  - Currently Attending College or Other Training: 21
  - Serving or Served in Military: 8
  - In the Workforce: 47



**Nenana City School District  
Nenana Student Living Center**

	<b>Fiscal Year 2010 Actual Amount</b>	<b>Fiscal Year 2011 Budgeted Amount</b>
<b>Student Count</b>	<b>84</b>	<b>77</b>
<b>Revenues</b>		
<i>Student Stipend AS 14.16.200(b)(2)</i>	\$ 365,904	\$ 335,412
<i>Student Travel AS 14.16.200(b)(1)</i>	\$ 71,013	\$ 77,964
	<b>\$ 436,917</b>	<b>\$ 413,376</b>
<b>Expenditures *</b>		
<i>Wages and Salaries</i>	\$ 343,925	\$ 397,371
<i>Employee Benefits</i>	\$ 251,778	\$ 300,368
<i>Professional &amp; Technical</i>	\$ 9,396	\$ 23,000
<i>Staff Travel</i>	\$ 2,218	\$ 2,000
<i>Student Travel</i>	\$ 77,294	\$ 80,000
<i>Communications</i>	\$ 16,213	\$ 15,000
<i>Utilities services</i>	\$ 8,248	\$ 8,500
<i>Energy</i>	\$ 131,042	\$ 112,500
<i>Repairs and Maintenance</i>	\$ 25,825	\$ 16,500
<i>Facilities</i>	\$ 141,480	\$ 141,480
<i>Insurance</i>	\$ 18,939	\$ 19,500
<i>Supplies, Materials and Media</i>	\$ 21,966	\$ 23,750
<i>Office Supplies</i>	\$ 2,400	\$ 6,000
<i>Food</i>	\$ 77,478	\$ 80,000
<i>Other Expenses</i>	\$ 806	\$ -
<i>Equipment</i>	\$ 12,777	\$ 7,000
	<b>\$ 1,141,785</b>	<b>\$ 1,232,969</b>
<b>(Deficiency) of revenues over expenditures</b>	<b>\$ (704,868)</b>	<b>\$ (819,593)</b>

<b>Per student expenditures</b> <small>(annual, excluding student travel &amp; facilities)</small>	<b>\$ 13,136</b>
<b>Monthly over 9 months of the school year</b>	<b>\$1,460</b>

*\* Expenditures include all direct program costs, no provision is made for maintenance and administrative support . The amount for "Facilities" is paid to the City of Nenana for the utilization of the Living Center and provides support to the City to make half of the annual loan payment used for the construction of the Living Center.*

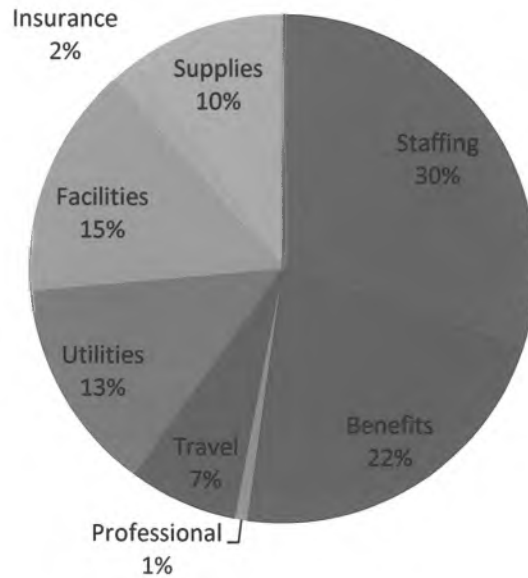
**Nenana City School District  
Nenana Student Living Center**



**Fiscal Year  
2010  
Actual  
Amount**

<b>Staffing</b>	\$	<b>343,925</b>
<b>Benefits</b>	\$	<b>251,778</b>
<b>Professional</b>	\$	<b>9,396</b>
<b>Travel</b>	\$	<b>79,512</b>
<b>Utilities</b>	\$	<b>155,503</b>
<b>Facilities</b>	\$	<b>167,305</b>
<b>Insurance</b>	\$	<b>18,939</b>
<b>Supplies</b>	\$	<b>115,427</b>
	\$	<b>1,141,785</b>

**Nenana Student Living Center  
2010 Actual Expenditures**





A word from the president

# Alaska must improve education options

By: Margie Brown, CIRI president and CEO

Gov. Sean Parnell recently asked me to offer suggestions about education reform in Alaska. My views are shaped by my family's own experiences with Alaska's education system. This generational view begins with my grandfather, Adams Hollis Twitchell.

My grandfather was mostly a self-educated man with a mind inclined to natural science and a hunger for life-long learning. His life in western Alaska would come to include owning and operating sternwheelers, trading posts and reindeer herds. And it would include raising a family and providing his children with opportunities for formal education.

Educating children in remote, rural Alaska then was much different than today. For grandfather's children, including my father, Ben Twitchell, formal schooling began at the mission at Holy Cross. After receiving encouragement from his Jesuit teachers, my father traveled alone to Fairbanks from the small community of Flat to attend high school and, upon graduation, the Agricultural College and School of Mines (now UAF).

Traveling away from home for schooling was the only realistic option at the time. Much more recently, the decision in the Molly Hootch lawsuit and the resulting Tobeluk consent decree changed schooling options dramatically. Coming providentially at the same time as wealth poured into state coffers from Prudhoe Bay royalties, these legal actions led to the state opening 105 secondary schools in rural Alaska, providing children throughout the state with an option to attend high school in their own communities, including, for the first time, in rural Alaska.

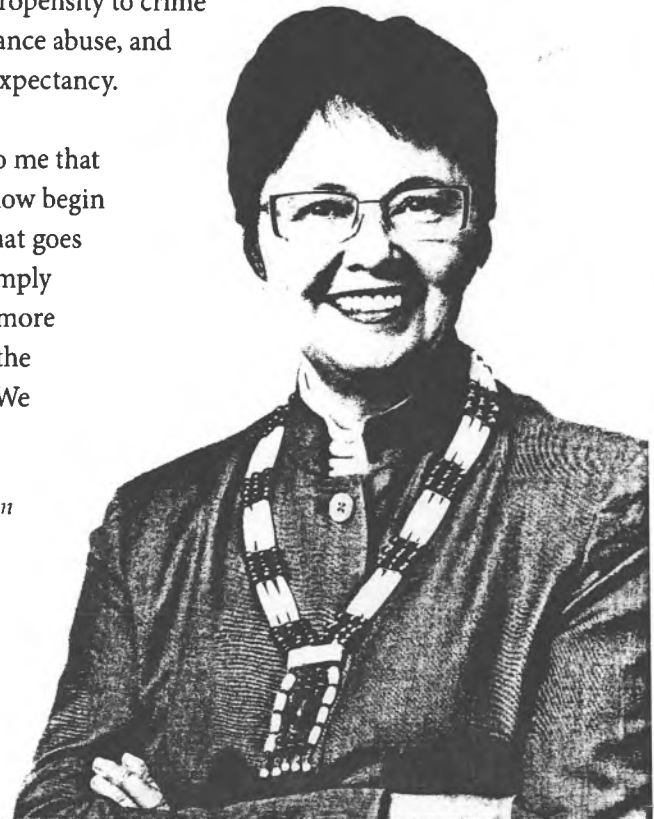
While the 1972 Molly Hootch decision was a landmark, the world has changed dramatically in the last 39 years. I believe it is now time to reassess the impacts of that decision.

Clearly there were excellent outcomes from the Molly Hootch lawsuit and Tobeluk consent decree. Parents of grade school children no longer faced the prospect of moving their entire family from home villages so that their children could attend grade school - the very decision my parents made when they decided they must move our family from the village of Takotna.

However, we must honestly assess the performance of today's high school students in small village schools. Ignoring the shortcomings of rural education threatens to leave a generation of high school students undereducated and unprepared for college or trade school. And in today's increasingly competitive world, undereducation places these students at a severe disadvantage. Why? Because we know that educational attainment directly correlates with virtually every quality of life measurement, including employment, income, propensity to crime and substance abuse, and even life expectancy.

It seems to me that we must now begin a dialog that goes beyond simply throwing more dollars at the problem. We need to

*continued on reverse side*



consider systemic change. I believe that establishing residential high schools in Alaska's regional centers should be a key component of this dialog because it has been shown that higher student densities enable economies of scale that provide more and better education programs and services for fewer dollars.

I acknowledge that there is fear in the Alaska Native community about regional residential schools. We still have a generation of Alaska Natives who were uprooted to boarding schools. In keeping with the appalling policies of the federal government at the time, these schools made a concerted effort to separate children from their Alaska Native culture, the result of which was, not surprisingly, harmful.

But our culture, nation and world have evolved dramatically since 1972. In today's more culturally sensitized world, we can create residential regional high schools where enhancement, not destruction, of Alaska Native culture is promoted; where high academic standards are expected and pursued; where academic offerings are supplemented with a full and robust array of extracurricular school opportunities;

and where students are highly functioning, resilient and prepared to take on life's challenges.

I urge Gov. Parnell and his administration to work with the Alaska Native community to begin a dialog that will lead to systemic change and improvement of our state's rural education system. And I urge Alaska Native leaders to join me in engaging in this dialog with open minds and hearts. We must all make education a statewide priority and act to implement systemic changes that will close Alaska's academic performance gaps before it is too late.

We owe it to our children to act, not from fear, but from our vision of what can be.

*Margie Brown is president and chief executive officer of CIRI and is Yup'ik from the Interior village of Takotna, Alaska. She graduated from Oakridge High School in Oakridge, OR and earned a Bachelor of Science in Biology from the University of Oregon and a Master of Business Administration from the University of Colorado.*



Photo: Otto Geier Collection, Elmer E. Rasmussen Library, University of Alaska Fairbanks

*Margie Brown's father, Ben Twitchell, (backrow, third person from the left and wearing a bow tie) in a 1929-1930 Agricultural College and School of Mines student body portrait.*



A Time for Change  
Improving Education Delivery for  
Alaska's Small Rural High Schools

February 23, 2011

Jerry Covey  
JSC Consulting, LLC

## **Overview**

This paper addresses three issues critical to the success of small rural high schools and makes recommendations to state policy makers.

### **ISSUE I: Education Issues in Small Rural High Schools**

Alaska's present small rural high-school system shaped by the Molly Hooch decision has remained largely unchanged since it was implemented in 1976; however, the education environment these schools operate in has changed dramatically over the last 35 years.

At the time of their creation, rural education attendance area (REAA) and rural borough school districts operated in a stable environment that lacked competition from other state-funded schools. Since that time, state-funded residential boarding schools, correspondence programs, and charter and home schools have emerged that draw many students who might otherwise attend small rural high schools. In addition to competition from other schools, small rural high schools have been impacted by population shifts from rural to urban communities, significant increases in the cost of education delivery without attendant increases in operational funding, and increasing performance demands from employers, universities and post-secondary training schools, and state and federal governments.

During the 2008-09 school year, Alaska had 126 small rural high schools with 30 or fewer students; 72 of these schools had 10 or fewer students; 110 were off the road system.

Over 84% of the students attending small rural high schools are Alaska Natives. These students are the group with the highest dropout rate and the lowest achievement levels. They also comprise the majority of students that attend the smallest and most remote high schools with the most limited curriculum. The schools these students attend are consistently among the lowest-achieving schools in the state.

Educator turnover in rural school districts is higher than in other parts of the state, and overall a greater percentage of teachers are teaching courses they are not highly qualified to teach. Teachers in small rural high schools are spread thin just to teach the minimal requirements for graduation and have little time and fewer resources at their disposal to deliver much needed advanced academic, enrichment, and career and technical education courses.

Although Alaska's rural high-school system meets legal muster, it is presently stretched beyond its capacity to deliver programs and services that meet the academic and career and technical education needs of its students. Performance data that compares the achievement and graduation and dropout rates of students in small rural high schools with those who attend large rural high schools and residential boarding schools bears this out.

## **ISSUE 2: Competition Between Residential High Schools and Small Rural High Schools**

In addition to the REAA and borough or city schools available to rural students, there are three large residential schools that accept students from anywhere in the state and deliver both educational and residential-living services. All of these schools are funded primarily by the state and are financially impacted by where students choose to attend school.

Alaska's three largest residential high schools, Mt. Edgecumbe High School, Galena Interior Learning Academy, and Nenana City Schools deliver high-school programs to approximately 650 students from mostly rural communities. These schools consistently outperform both large and small rural high schools in terms of attendance, achievement, and graduation rates.

Residential high schools deliver high-quality programs that positively impact the lives of the students who attend them. Unfortunately, they negatively impact the ability of rural school districts to deliver quality programs to students in small high schools. A consequence of the residential school system drawing almost 700 students annually from small rural high schools is that it pits one system against the other. When one part of the system gains in students and resources, the other part must lose. It should not be this way.

### **The Impact of Residential High Schools on Small High Schools**

The impact of residential boarding schools on the 120+ small rural high schools is significant. Specifically, residential high schools annually attract many talented students and remove millions of dollars of school funding from small high schools.

Estimating that the average rural student generates \$15,000 in state aid and taking that number times 650 (the approximate number of students who attend the above residential schools) equates to 9.75 million dollars in funding that goes to residential schools instead of other rural school districts.

Rural districts find themselves in an untenable position. They annually project their enrollment and make employment and other resource commitments only to find that significant numbers of students they budgeted for opted to attend residential boarding schools. Exacerbating the situation even more is the fact that students who drop out of residential schools often return to their local high schools. In those situations, the residential schools keep the funding and districts where the students return must provide educational services without the resources to pay for them.

The financial impact of students attending residential schools on other rural districts equates to:

1. Less revenue to deliver education services.
2. A greater percentage of the budget to operating costs.
3. Fewer teachers.
4. The loss of talented students.

5. Reduced ability to deliver academic and career and technical education courses.
6. Lower student achievement levels.
7. Increased dropout rates.

### **ISSUE 3: Improving Educational Delivery for Students in Small Rural High Schools**

Small rural high schools are an important part of Alaska's education delivery system and are vital to the health and stability of rural communities. It is clearly in the state's best interest to maintain the current system and improve the quality of education they are able to deliver.

A variety of effective distance delivery methods are used to deliver educational services to small high-school students. Advances in technology continue to provide additional opportunities for cost effective delivery of quality programs to students. However, among the most important learning opportunities are those that can only be delivered in person and require resources, infrastructure, and learning opportunities not available in small rural high schools.

Leveling the educational playing field for small rural high school students will require providing them access to learning environments comparable to those provided by large rural comprehensive high schools and residential high schools. Students attending small rural high schools must have the opportunity to participate in advanced academics, career and technical education programs, partnerships with regional training centers, apprenticeship programs, and UA rural campuses.

#### **Create Residential Learning Centers Located in Rural Hub Communities**

Regionally-based residential learning centers in rural hub communities would capitalize on existing infrastructure such as large high schools, regional training centers, UA rural campuses, and regionally-based employers to deliver short- and long-term academic, career and technical education programs, apprenticeship, and other programs that offer critical learning opportunities. These centers could operate on a year-around basis.

#### **Benefits of Establishing Regionally-Based Residential Learning Centers**

1. Students attending small rural high schools would have nearby access to short- and long-term courses and programs that their local school is unable to deliver.
2. State education funding would remain in a student's home district.
3. Rural school districts could collaborate and partner with other organizations on course delivery and cost-sharing arrangements.
4. Students participating in these programs would have direct access to post-secondary technical centers, rural university campuses, and apprenticeship opportunities that train local students for local jobs.

5. Courses could include practical hands-on learning important to life in rural Alaska and be delivered on a year-round basis.
6. Help students to qualify for the Governor's Scholarship Program.

### **Fund Programs That Work**

In the absence of action by the state to address the needs of students attending small rural high schools, some school districts have developed programs and obtained funding from other sources to meet their students' academic, social, and career and technical education needs that cannot be addressed in small high-school settings.

Outstanding examples of short-term residential programs are the Northwestern Alaska Career and Technical Center (NACTEC) operated by Nome City Schools and Bering Strait School District and Chugach School District's Voyage to Excellence (VTE) program. Each of these districts has procured and operates facilities without state support and has provided students with high-quality residential programs for several years and actively partners with other rural school districts to serve the needs of their students. Northwest Arctic Borough School District currently relies on a grant to operate a magnet school that partners with the Alaska Technical Center and Chukchi College to deliver programs for grades 11-14 that prepare students for careers in rural Alaska. Lower Kuskokwim School District is using grant funds to partner with the Alaska Native Science and Engineering Program (ANSEP) at UAA to deliver coursework that prepares students for entry into the ANSEP program. The program currently relies on a district approved boarding-home program to provide residential services.

These models, and others like them, are outstanding examples of what could be delivered by regional learning centers and made available to all rural high-school students. Programs such as these should be approved by the State Board of Education and funded as residential programs by the state.

### **Recommendations to State Policy Makers**

1. Contract for regional surveys of rural high-school students, parents, educators, school-board members, employers, and community leaders to determine local interest in constructing residential facilities in regional hub communities to improve small high-school delivery options.
2. Approve the construction of residential facilities for rural hub school districts that are currently operating magnet schools and/or residential boarding-home programs (Northwest Arctic Borough School District and Lower Kuskokwim School District).
3. Establish a process to consider, approve, and fund regionally based district-operated residential programs that are currently supported by external sources.
4. Revisit the stipend amount for residential programs and fund all existing and new short- and long-term residential programs at a level that is equitable based on the cost of delivery.
5. Maintain, but do not expand the capacity of current residential high schools.

Margie Brown  
President/CEO, Cook Inlet Region Incorporated (CIRI)  
Testimony before the House Education Committee  
March 23, 2011

MARGIE BROWN, President and CEO, Cook Inlet Region Incorporated (CIRI) Alaska Native Corporation, described the Native corporation, which she represents, and said:

I am not a professional in the education business. ... I am a product in part of the state of Alaska, and its education system in earlier years. But I am very interested in this issue in particular, and I note that the materials that I sent to the chairmen actually have been distributed to you. These are my views about the time and the need, urgent I believe, ... to address how students are educated, particularly in rural Alaska. I'm involved with several advisory boards and committees at the University of Alaska in Anchorage, and have been alarmed by the statistics that show that 70 percent of the students that arrive at that university campus require some form, sometimes even several years, of remedial education before they can begin their college level classes. ... I think that is ominous and it should send alarm signals in all of our brains, that we are producing a generation of students that appear to come to the university system ... unprepared for university level classes; ... what is the issue, particularly in rural Alaska. ... I am a believer, that we now, 39 years past the monumental Molly Hootch lawsuit, and the Tobeluk decision that followed that established schools in small villages throughout Alaska, that it's time for us to think, look back, [and] analyze what it is that is very good about those lawsuits, ... the following legal actions, ... the action by the State of Alaska to comply, and what is it that is not working ... well. I am from Takotna, ... from a family who chose to leave the village because there was no school opportunity for me and my siblings. I was going into the third grade and, when the school closed for lack of school population, this of course [being] territorial days and long before the Molly Hootch

decision. So I know that sacrifice that my family made, to pick us up from the life that they loved and move us to where we could get an education. ... To the extent that the litigations, ... the states actions, and the establishment of schools in small villages for grade school children, and even middle school children, has come about, I think ... is a good thing; ... grade school children need to be with their parents. ... The opportunity to [attend school] and stay in your village ... is very important. ... We need to look more carefully when children get older and get to the high school age. I know we have this issue about what happens when students go to residential schools and what happens to their villages, and what happens to their school in their villages, and I think that's because we are trying to do both. ... I'm not certain that we can do [both] and not, as you suggest Chairman Dick, harm the students that stay back in the village. ... I'm just now becoming familiar with this particular piece of legislation, and I think the dialogue around having [these] two years to look very carefully at how we organize our school system is totally appropriate, and to the extent that this gives these three schools better breathing room; I'm all for that. But I am mostly for this dialogue. I sit atop a corporation that is doing a lot of tremendously exciting things in the state, and I would like to look out to the people who were raised and educated in Alaska, and look to a gainfully employable work force of shareholders, of people who live in urban centers, of people who come from rural Alaska. ... I think this idea that we must now look at some systemic change is totally appropriate, and I encourage the dialogue. I would welcome, I would be happy to participate if you would like me to do so. I do think that this is not about changing the formula, [or] arguing about the formula, this is really has to be about systemic change, and we do, as you suggest, need to get about [change]. ... I fear we are going to leave a whole generation of young people behind because they exit our school system undereducated.

9:27:12 AM

REPRESENTATIVE FEIGE asked if the CIRI Native Corporation has considered starting a private high school for its shareholders.

MS. BROWN reported that the Cook Inlet Tribal Council, a CIRI affiliated non-profit organization, is working to establish a residential facility in Anchorage, for 40 high school students, located near Bartlett High School. She said this may also serve to address another issue, which is the population of young homeless students from villages who need a safe educational environment. Bartlett High School currently affords the tribal council space for a school within a school program, and it would be incorporated into the residential plan. Thus, in the Anchorage area, a particular population of Native students is receiving attention from CIRI.

9:28:42 AM

REPRESENTATIVE FEIGE queried whether other Native corporations are considering similar action.

MS. BROWN stated that the day's agenda includes a meeting with the presidents and CEO's of the twelve regional corporations, and a meeting with the governor. She said education reform, and the concepts she has mentioned, will be on the agenda. Two years ago, at a similar CEO meeting, this concern was expressed. A call was made for change in how education is delivered in the state, and a unified belief was stated that it is a systemic issue and not about arguing over formula and funding. She said:

We all recognize, and we've been using this term 'boarding school' ... in this hearing, and I'm trying to move away from that term, because we know, as Alaska Native leaders that there has been a lot of harm fostered on people in past years through the boarding school concept; where the desire was to actually remove people from their Alaska Native culture. We recognize that, I acknowledge it. I know in putting this paper out [speaker raised an article titled, "Alaska must improve education options" reprinted from the January 2011 issue of "Raven's Circle"] that there is some risk that people will be offended. However, I do believe our conditions are such, that we have a different kind of society now ... and ... we can find a way to have these schools and actually empower, and encourage, and nurture Native culture, as opposed to trying to damage it. I believe the other CEO's are there too; they said that two years ago, and I think they'll say it again today to

the governor. We know it has to be a careful dialogue where you engage the local community. This is not something that can be forced down on people. ... You ... are truly going to have to have buy-in, and you are going to have to engage the Alaska Native community in a very, very heartfelt and sincere way. But I believe if we do that, we can get there, because everybody wants their children to have the best opportunity, and that is good for the state, ... [the] communities, and that's what parents want throughout the state.

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REPRESENTATIVE CISSNA encouraged the conversation to continue over the interim and build better communication regarding the basic necessities.

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MS. BROWN stressed that this could be a highly charged issue due to the subject matter, children's education, and the social impacts that the villages will experience. She concurred that for this to succeed the local elders, and the children to be served, need to buy-in to the idea and feel ownership. She provided an anecdote to illustrate her point, of how a school janitor enlisted the help of students to turn a frequently, graffiti marred wall into a mural; which they prized and protected. She continued, stating:

You really do not want to create a system of haves and have not's. I like the idea of going to school year around, I like the idea of perhaps two or three weeks in your residential regional center, and maybe a week back home; but for that you go year around with some

time off for subsistence activities. Obviously we want children to understand and value their subsistence activities. But I think these are all part of the dialogue, where you can keep kids engaged with their village, ... and with their parents. Maybe it's not for the full four years; maybe it's for the last two. ... There are so many options that need to be considered, that we ought to be able, with all of our collective thoughts ..., to figure out a program that doesn't diminish the villages ... and yet provides ... rich opportunities for students. ... You have to have a student body of some size to really deliver a high school experience, and that doesn't happen when you have ... 72 schools with less than 10 students in high school; that just doesn't happen. I think there are a lot of formulas that could be looked at, and a lot of different ways you could organize school, including year around school, that would allow time back in the village and also to participate in a regional experience.

9:40:02 AM

REPRESENTATIVE FEIGE opined that the system is too dispersed to provide a meaningful education, and said the Native Corporations are in a good position to help with this effort; in the bully pulpit. He acknowledged the cultural stripping that occurred at one time, and stressed the importance for the Native corporations to understand their role for affecting educational change.

9:42:34 AM

REPRESENTATIVE SEATON noted that a number of districts are successful, and are highly regarded/rated. He cited the St. Mary's school district, which has a 90 percent graduation rate, with 87 percent of postsecondary students requiring no remedial classes. The legislature is not able to impose specific aspects, on particular districts, which would result in the reformation of state operated schools. Trying to make a one-size fits all education plan is difficult, and would affect the already successful schools; even within districts. The time frame of working with the legislature, and changes that occur on the legislative committees is also a challenge. He asked:

How do you see the relationship of delaying the conversation for two years in the legislature. And

'effective rural schools versus non effective rural schools,' ... is it ... that debate more than 'we should have boarding schools.' ... How do we change the whole system for the ineffective [schools], with a statewide model.

9:46:47 AM

MS. BROWN responded that the conversation should occur within the next two years and not be delayed. She suggested that the legislature use its own bully pulpit to instigate the conversation and implement change. The state must scrutinize the entire system to ensure consistency and opportunity in education. She stated her belief that quality education is not achievable when schools have fewer than 10 students, and encouraged the committee to take the reins.

9:50:04 AM

REPRESENTATIVE CISSNA suggested that prior to the end of school a video/teleconference be scheduled for May to get the ball rolling, and stressed the importance of timing.

9:51:13 AM

REPRESENTATIVE PRUITT commented that the Native corporations and the state are acknowledging the need for change, and he underscored the importance, and possible long term effectiveness, of that unity.

9:52:29 AM

REPRESENTATIVE SEATON noted that the time frame may be difficult to work within, given the legislative calendar and turnover. He explained that by spanning two interims and bringing the topic to a new legislature, there could be change in committee leadership, and membership, and the knowledge base, and continuity, may become dispersed. A request should be made through the governor's office, to compel action with the sitting legislature, he suggested.

9:53:46 AM

CHAIR DICK said, "I think this is a ... magical moment here." He announced that public testimony would be held open.

9:20:35 AM

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9:36:12 AM

MS. BROWN stressed that this could be a highly charged issue due to the subject matter, children's education, and the social impacts that the villages will experience. She concurred that for this to succeed the local elders, and the children to be served, need to buy-in to the idea and feel ownership. She provided an anecdote to illustrate her point, of how a school janitor enlisted the help of students to turn a frequently,

graffiti marred wall into a mural; which they prized and protected. She continued, stating:

You really do not want to create a system of haves and have not's. I like the idea of going to school year around, I like the idea of perhaps two or three weeks in your residential regional center, and maybe a week back home; but for that you go year around with some time off for subsistence activities. Obviously we want children to understand and value their subsistence activities. But I think these are all part of the dialogue, where you can keep kids engaged with their village, ... and with their parents. Maybe it's not for the full four years; maybe it's for the last two. ... There are so many options that need to be considered, that we ought to be able, with all of our collective thoughts ..., to figure out a program that doesn't diminish the villages ... and yet provides ... rich opportunities for students. ... You have to have a student body of some size to really deliver a high school experience, and that doesn't happen when you have ... 72 schools with less than 10 students in high school; that just doesn't happen. I think there are a lot of formulas that could be looked at, and a lot of different ways you could organize school, including year around school, that would allow time back in the village and also to participate in a regional experience.

9:40:02 AM

REPRESENTATIVE FEIGE opined that the system is too dispersed to provide a meaningful education, and said the Native Corporations are in a good position to help with this effort; in the bully pulpit. He acknowledged the cultural stripping that occurred at one time, and stressed the importance for the Native corporations to understand their role for affecting educational change.

9:42:34 AM

REPRESENTATIVE SEATON noted that a number of districts are successful, and are highly regarded/rated. He cited the St. Mary's school district, which has a 90 percent graduation rate, with 87 percent of postsecondary students requiring no remedial classes. The legislature is not able to impose specific aspects, on particular districts, which would result in the

reformation of state operated schools. Trying to make a one-size fits all education plan is difficult, and would affect the already successful schools; even within districts. The time frame of working with the legislature, and changes that occur on the legislative committees is also a challenge. He asked:

How do you see the relationship of delaying the conversation for two years in the legislature. And 'effective rural schools versus non effective rural schools,' ... is it ... that debate more than 'we should have boarding schools.' ... How do we change the whole system for the ineffective [schools], with a statewide model.

9:46:47 AM

MS. BROWN responded that the conversation should occur within the next two years and not be delayed. She suggested that the legislature use its own bully pulpit to instigate the conversation and implement change. The state must scrutinize the entire system to ensure consistency and opportunity in education. She stated her belief that quality education is not achievable when schools have fewer than 10 students, and encouraged the committee to take the reins.

9:50:04 AM

REPRESENTATIVE CISSNA suggested that prior to the end of school a video/teleconference be scheduled for May to get the ball rolling, and stressed the importance of timing.

9:51:13 AM

REPRESENTATIVE PRUITT commented that the Native corporations and the state are acknowledging the need for change, and he underscored the importance, and possible long term effectiveness, of that unity.

9:52:29 AM

REPRESENTATIVE SEATON noted that the time frame may be difficult to work within, given the legislative calendar and turnover. He explained that by spanning two interims and bringing the topic to a new legislature, there could be change in committee leadership, and membership, and the knowledge base, and continuity, may become dispersed. A request should be made

through the governor's office, to compel action with the sitting legislature, he suggested.

9:53:46 AM

CHAIR DICK said, "I think this is a ... magical moment here." He announced that public testimony would be held open.

**From:** Rosa Peter [<mailto:rosapeter64@hotmail.com>]

**Sent:** Tuesday, March 29, 2011 9:31 AM

**To:** Rep. Alan Dick; Rep. Lance Pruitt; Rep. Eric Feige; Rep. Paul Seaton; Rep. Peggy Wilson; Rep. Scott Kawasaki; Rep. Sharon Cissna

**Subject:** Support for HB 199

 *Rosa Peter* 

P.O. Box 65048  
Nulato, AK 99765  
(907) 898-2240  
[rosapeter64@hotmail.com](mailto:rosapeter64@hotmail.com)

Dear House Education Committee Members,

I am the parent of Daphne Williams who has chosen to leave our local community and school here in Nulato to attend the Nenana City School. I support my daughter because the school offering here is limited and the Nenana school offers so much more. I am happy that my daughter has made this choice because it will help her in the future. I know that students graduating from Nenana have a better chance to go to college or get a good job. Please give Nenana the increased funding they need to keep operating the Living Center so students from small communities can get a better education.

My daughter has enjoyed living at the Living Center and attending the Nenana City School...she gets good grades, and she loves playing basketball there. She has been attending Nenana City School since her freshman year, and plans on graduating there in 2012.

Thank you for considering my request.

Sincerely,

Rosa L. Peter

# NENANA VOLUNTEER FIRE/EMS

P. O. Box 0070 Nenana, Alaska 99760

Office: (907) 832-5632 • Fax: (907) 832-5503 • Emergency: 911



I am the fire chief with the Nenana Volunteer Fire/EMS Department and want to express how important the students who live in the Nenana Living Center are to this program. The students who participate in this community program gain skills they can use the rest of their lives. Some go on to college and others go into the military work place. We have had several student volunteers that have gone on to paramedic programs or other medical related fields. All of the students come to us from small communities where limited opportunities exist and appreciate the opportunity they have here in Nenana.

I support HB-199 that would increase the stipend for students living in the Center and attending the Nenana City Schools. I know that this funding is needed by the school district and that the students who come to us will continue to get a better educational program than they have available to them where they live. Please give your attention to HB-199 and pass it so students will benefit.

Sincerely,

A handwritten signature in black ink, appearing to read "Rodney G. Jensen".

Rodney G. Jensen  
Fire Chief

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*"We still make house calls."*

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PHONE (907) 832-5422  
1-888-240-5422

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\*\*\*\*\*  
BEER, WINE AND  
LIQUOR

**March 29, 2011**

**Dear Folks of the Legislature,**

**I am writing in support of HB 199, an increase in the stipend sent to the Statewide Educational Programs. These programs are a very viable alternative for kids all over the state to get the education that they feel fits their needs and will help them reach their goals.**

**The kids who come to the Nenana School are here for education and the experience of a larger school with a more diverse class offering than some of the small villages that they come from. Some are here because it is a safer environment; some are here for the surrounding educational support that helps them get more out of the classroom instruction. Some kids are encouraged by their parents to expand their horizons.**

**Whatever the reason the kids who chose to leave home in high school to pursue their education and the families who endure separation are making choices that are for their own betterment. These choices cause financial hardship on families and are an added cost to the schools that they attend. In the interest of higher education and to honor students who are stepping up to make good choices I ask you at pass this HB 199.**

**Thank you,**

**Sincerely,**

**Marilyn E. Duggar**

**Owner/manager Coghill's Inc**