

ALASKA LEGISLATURE

1747

HOUSE and SENATE FINANCE COMMITTEE FILES, 1997-1998

ALASKA STATE LEGISLATURE

Senator Georgianna Lincoln



Standing Committees:
 Resources
 Transportation

Budget Subcommittees:
 Natural Resources
 Corrections
 Public Safety
 Commerce & Economic Development

State Capitol
 Juneau, Alaska 99801-1182
 (907) 465-3732
 Fax (907) 465-2652

DISTRICT R

- Atana
- Alcan
- Allakaker
- Aniak
- Anvik
- Anzic Village
- Beaver
- Bettles
- Big Delta
- Bush Creek
- Boundary
- Canyon Village
- Central
- Chalkyitsik
- Chenega Bay
- Chicken
- Chitina
- Chitina
- Chuvpikuk
- Circle
- Cold Foot
- Copper Center
- Copperville
- Cordova
- Crooked Creek
- Delta Junction
- Deer Lake
- Dry Creek
- Engle
- Engle Village
- Evansville
- Four Creeks
- Four Villages
- Galena
- Galena
- Georgetown
- Glennallen
- Grayling
- Gulkana
- Healy Lake
- Holy Cross
- Hughes
- Huachuca
- Killing
- Kenny Lake
- Kryukov
- Lake Minchumina
- Lima Village
- Litvengead
- Lower Kalakoo
- Manley Hot Springs
- Marshall
- McCarthy
- McGrath
- Medena
- Mendelina
- Mentasta
- Minnit
- Nabesna
- Nanook
- Nikiluk
- Northway
- Nulato
- Paxson
- Pilot Station
- Rampart
- Red Devil
- Ruby
- Russell Menden
- Shageluk
- Slana
- Sleetmute
- Stevens Village
- Stony River
- Takotna
- Tinianook
- Tiniana
- Totikuk
- Tatalina
- Talkeetna
- Talton
- Tob
- Tuloma
- Tuloma
- Tulokuk
- Tyonek
- Upper Kuskokwim
- Valdez
- Venette
- Whitier
- Wiseman

4 of 5

April 15, 1998

Mr. David Townsend
 General Delivery
 Mentasta, AK 99780

Dear David,

Thank you for contacting me regarding Senate Bill 36 (SB 36). This bill is a very unacceptable redistribution and reallocation of state education funding. I strongly opposed SB 36 as it passed through the Senate, but the bill had enough support from Anchorage, Mat-Su, and Fairbanks legislators to pass out of the Senate on a vote of 12 in favor and 8 opposed.

SB 36 reallocates over \$32 million in education funding from rural/bush school districts to our larger urban centers. Under the current provisions of SB 36, more than 21,000 students are in school districts whose funding would be reduced. This bill as written will lead to the closure of many of our smaller schools and result in funding shortages for rural/bush schools that will significantly affect their ability to offer quality, balanced educational programs.

SB 36 is currently being considered in the committee process in the House. I am hopeful that either the bill will not pass that body, or it will be substantially rewritten to address the many problems and inequities. Should SB 36 pass in a format similar to what we see at this point, Governor Knowles has pledged to veto the bill.

Thank you again for contacting me on this very critical issue. I firmly believe that all of Alaska's children are our most important resource, and we cannot jeopardize basic educational needs in

5 of 5

rural/bush areas of the state to provide extra services to our urban schools. I will continue to work with my colleagues in the legislature in opposition to any rewrite of the education formula that does not fairly recognize educational needs and realities statewide. Your letters, resolutions, faxes, and Public Opinion Messages are of much assistance in our efforts. You do make a difference!

In friendship,

Georg
Senator Georgianna Lincoln

PO Box 201
Kipnuk, Alaska 99614
April 21, 1988

House Finance Committee

Dear Sirs:

In these times where funding is tight each legislator strives to get as much educational funding for his district as possible. However, collectively these legislators have a responsibility to provide education for all Alaska's children. This point was made clear when the federal government withdrew educational funding to Alaska through the Bureau of Indian Affairs. One of the main reasons given was that education was the responsibility of the state. In educational issues the legislature must work together to ensure adequate educational opportunities for all of Alaska's people.

Consider the impact of SB-36. The hurt SB-36 would cause across the state far outweighs the advantages it would produce for particular sections of the state. Given that the legislature's task is to provide educational opportunities for all of Alaska's children, DO NOT PASS SB-36. Statewide it will do more harm than good.

Sincerely,

Eunice Dock

Eunice Dock

Postmark
Pay Note #7873
Date 4-23-88 1
To House Finance Committee
Fax 907-465-2278
From Eunice Dock
Phone 907-946-8120
Fax 907-976-5428

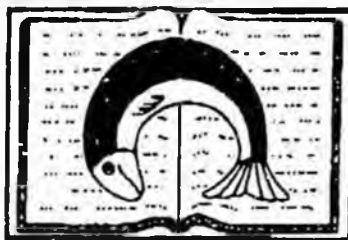
Lower Kuskokwim School District
Technology Assisted Instruction/Media Center
P. O. Box 305
Bethel, AK 99559
(907) 543-4876/4880/4881/4882/4883
FAX (907) 543-4911

FAX COVER SHEET

Please Deliver To: House Finance Committee
Rep. Mark Hanley
Rep. Gene Therriault
From: Bob Medinger

Message: Please distribute to all Committee
members

There are (8) pages including this cover. Please call any of the above telephone numbers if you do not receive all pages. Thank you.



Lower Kuskokwim School District

Technology Assisted Instruction
P.O. Box 305 • Bethel, Alaska 99559
907 543-4800

To: **House Finance Committee**
From: **Bob Medinger** *Bob Medinger*
Date: **4/21/98**
Re: **COMMENTS/TESTIMONY ON SB-36**

SB-36 is predicated on a flawed study, inaccurate interpretations, and categorical limits that are not based on any sort of an equitable basis.

The purpose of the ALASKA SCHOOL OPERATING COST STUDY as stated on the first page of the January 31, 1998 report which was prepared by the McDowell Group is :

"to determine the differences in costs of school operations that arise from differences in school size (student population in a funding community) and geographic location, for the purpose of providing information necessary to make changes to the public school funding formula."

For a number of reasons the study falls short of this objective. These shortcomings are so serious that the study's findings should be disregarded when determining the allocation of state funding for education.

Large portions of school district budgets were omitted from the cost comparison. Because of the large size of these omissions, the formula for computing the area cost differentials may need to be revised in the near future, even though the authors of the study contend otherwise.

Omitted from the cost comparison were salaries for both classified staff and certificated teaching staff, as well as the dollars spent on professional services and purchased services. In some school districts the omitted items exceed 80 percent of the

district operating budget. There are no school districts for which the omitted items are less than one-half the operating budget.

The authors of the study claim that: "the state of Alaska will no longer have to go thirteen years and to considerable expense before updating and improving the system for allocation of aid for education."

(Supplemental Summary, dated February 12, 1998, page 2.)

By this statement the authors are implying that the Department of Education need only plug revised data into the proposed formula in order to get updated cost differentials that accurately portray future conditions. Given the large size of the omitted line items, no such implication can be drawn. Even if, contrary to fact, omission of the items caused no serious bias today, future changes in the omitted items may well have caused the proposed formula to produce increasingly inaccurate estimates over time.

As a result of omitting teacher salaries from the cost comparison, differences in the quality of educational services are not held constant across school districts when making the cost comparison. This omission means that the authors of the study have violated one of the fundamental principles which underlie the construction of cost indexes.

The authors of the study noted that average teacher salaries did not differ greatly across school districts. They then concluded on the basis of this observation that teacher salaries and similar line items could safely be omitted from the cost comparison. In doing so they failed to take account of the fact that the between-the higher cost districts have a disproportionate number of newly minted teachers on their payroll.

Rural Alaska school districts tend to have a much higher percentage of their teachers at the low end of the pay scale than do urban school districts such as Anchorage and Juneau. For the most part, a teacher's salary rises as his or her years of experience and years of additional education increase.

In a letter to the Alaska Legislature's Health Education and Social Services committee (dated February 13, 1998), the superintendent of

the Northwest Arctic Borough School District noted the following differences between the Northwest Arctic district's salary structure and that of the Anchorage district. Also included is an analysis done by our Lower Kuskokwim School District personnel office last week, and an attached count.

**SALARY SCHEDULE
DISTRIBUTION BY PLACEMENT IN PAY SCALE**

	Lower 1/3	Middle 1/3	Upper 1/3
Northwest Arctic	33%	32%	34%
Lower Kuskokwim	33%	32%	35%
Anchorage	15%	28%	57%

When calculating simple arithmetic mean salaries, such differences in the percent distribution of salaries can disguise marked differences in pay within experience groupings. For example, suppose that Anchorage salaries were \$ 35,000 for the lowest paid 1/3 of the teachers, \$50,000 for the middle 1/3 and \$ 65,000 for the upper 1/3. The Northwest Arctic and Lower Kuskokwim districts must pay our teachers more than is paid in Anchorage in order to hire teachers of the same experience and training. The Northwest Arctic and Lower Kuskokwim salaries would then be \$42,000-\$44,000 for the lower 1/3 of the scale. Given the percent distribution of teachers across salary levels which is shown above, the average salary in Anchorage would be \$56,300 and the average salary in the Northwest Arctic Borough would be \$ 59,580. Thus, even though the salary structures shown in this example are 20 percent apart by experience and credit, the corresponding average salaries are only 5.8 percent apart.

If the percent of teachers at each pay level were the same for both districts rather than as shown, their average salaries would differ by the full 20 percent difference in their salary structures rather than by only the 5.8 percent exhibited by the example. The McDowell report errs rather severely in not recognizing that overall average

salaries are similar across school districts only because staffing patterns are different. This mistake causes the authors to violate one of the fundamental principles that lie behind the construction of cost indexes. That fundamental principle is that quality should be held constant when making cost or price comparisons.

What the authors of the study should have done was to define a standard staffing pattern (percent distribution of teachers and staff by pay grade) and then price this standard pattern out in all school districts at each district's scale of operations. Any remaining quality differences could then be more readily dismissed as "random" than are the differences that can be found in the author's work.

The "School Level (Instructional)" cost difference which have been calculated, even when taken on their own terms, are unnecessarily arbitrary. As a result, they bear no necessary relationship to the actual differences in cost that may be due to different scales of operation (i.e. to different sized schools).

The authors partition operating costs into two components: school level (instructional) costs and district level (non personal services and administration) costs. Different methods are used in constructing area cost differentials for each of the two cost components. In the case of the school level cost component, differences in cost are determined solely by a "district school size factor." These size factors are themselves judgementally determined functions of body counts (staff/students ratios) and no other variables. This is troubling because what we should be getting here are estimates of the relationship between dollars spent and school size. When dollars are omitted not only from the formula but also from the underlying analysis, one has no way of knowing whether or not the estimates are even roughly correct.

Nowhere in the study are we told why we should believe that this method of adjusting for economies of scale is valid. (i.e. for school size)

Failure to account for quality differences is one of the main criticisms of the consumer price index published by the U.S. Department of Labor, and is acknowledged as such by those who

collect the data and calculate the index's values. The recent introduction of "chained" price indexes by the U.S. Department of Commerce is, in part, an attempt to adjust for changes in quality. It should be the preferred method. The closest the authors come is an appeal to authority.

McDowell Group:

"This process was complemented by a team of school experts with decades of experience in both rural and urban areas of the state. They developed a professionally-determined model for school staffing for all sizes of Alaska schools." (Supplemental Summary, Page 4)

Appeals to authority have no place in either basic or applied research. What the authors should have done was to compare their implicit estimates of economies of scale and optimal school size to those found in the existing literature and then arrive at final estimates that benefit from both their work and the published research. It may be that their estimates are the best that could be found. But we do not know that. They may be grossly inaccurate. Nor do we know how far their estimates deviate from others that have been reported in the literature.

The formula for "District level Allocations" contains additional cost omissions beyond those identified. These omissions are not adequately justified in the study and appear to arbitrarily reduce aid to rural districts from what it would otherwise be.

In developing the cost differentials for the second component of spending (non personal & administration expenditures) the authors invoke what they call a "two standard deviation cap." In doing so they cap per student expenditures for any single district at the statewide mean plus two standard deviations. As a result any district with unusually high per student expenditures in these categories receives lower state aid under this formula than they would if the two standard deviation cap were not invoked. Without strong justification this simply should not have been done. It is bad research practice. What may be worse, it leaves the reader with the feeling that the study's results were pre-determined and that the formulas were simply

contrived in order to produce the predetermined results.

The authors have this to say in their defense.

"The study team concluded that we had no basis for forcing all districts to fit a formula that placed all districts in a very narrow range, but that the broad range of current expenditures warrants some limitation of unusually high expenditures." (Study, page 74)

Some form of limitation may or may not be in order. But given the dollar amounts that are at stake, such a limit needs to be carefully determined not arbitrarily imposed.

Finding indicate that the McDowell Group study should be discarded and that a new set of area cost differentials should be developed. If this seems too severe to some, then I suggest that, at a minimum, the study should be reviewed by others who are competent to judge its merits and its shortcomings, and that until such a review has been completed the Legislature should table all legislation that relies on its results.

The legislative leaders that crafted SB-36, then jumped from the use of the McDowell Group study to devising the new funding allocation scheme. The McDowell study specifically did not/could not accurately analyze the equity of categorical funds. To arbitrarily limit the categorical cap at 20%, the actual needs of school children are made irrelevant. In particular, our school district will be unable to serve our special needs children. The required federal mandates of special education use nearly 17% of our categorical funds, with Voc. Ed. taking another 2%. With only 1% left for Bilingual Education, our bilingual program will effectively end. With 90% of our students Yup'ik Eskimo, and Yup'ik the dominant language, an effective bilingual program is critical to school achievement in English.

For all of these reasons, I suggest that SB-36 be dropped, and an accurate study be done to determine a fair funding formula for all of Alaska's schools. No district should be harmed for the benefit of another. Extra funds should be identified and channeled into the school funding program to not only increase urban schools, but to solidify quality programs in the bush.

LKSD No

LOWER KUSKOKWIM SCHOOL DISTRICT
 CERTIFICATED STAFF SCATTERGRAM
 ALL TEACHERS
 FY98

05-Apr-88

Source: FY98 actual certificated

STEP	B			B+18			M B+36			M+18 OR B+54			MMM+36 OR B+72		
0	25.00	1.00	25.00	2.00	1.05	2.10	2.00	1.10	2.20	0.00	1.15	0.00	2.00	1.20	2.40
1	12.00	1.05	12.60	4.00	1.10	4.40	2.00	1.15	2.30	1.00	1.20	1.20	1.00	1.25	1.25
2	13.00	1.10	14.30	0.00	1.15	0.00	5.00	1.20	6.00	0.00	1.25	0.00	0.00	1.30	0.00
3	10.00	1.15	11.50	2.00	1.20	2.40	1.00	1.25	1.25	4.00	1.30	5.20	3.00	1.35	4.05
4	7.00	1.20	8.40	2.00	1.25	2.70	1.00	1.30	1.30	0.00	1.35	0.00	0.00	1.40	0.00
5	5.00	1.25	6.25	2.00	1.30	2.67	6.00	1.35	8.10	3.00	1.40	4.20	3.00	1.45	4.35
6	9.00	1.30	11.70	6.00	1.35	8.10	3.00	1.40	4.20	4.00	1.45	5.80	1.00	1.50	1.50
7				2.00	1.40	2.80	2.00	1.45	2.90	5.50	1.50	8.25	5.00	1.55	7.75
8				2.00	1.45	2.90	0.00	1.50	0.00	2.00	1.55	3.10	1.00	1.60	1.60
9				2.00	1.50	3.00	4.00	1.55	6.20	1.00	1.60	1.60	3.00	1.65	4.95
10				22.00	1.55	34.10	2.00	1.60	3.20	1.00	1.85	1.85	3.00	1.70	5.10
11							30.00	1.65	49.50	0.00	1.70	0.00	3.00	1.75	5.25
12										14.00	1.75	24.50	2.00	1.80	3.60
13													45.00	1.85	83.25
	81.00	89.75	46.00	64.90	58.00	87.15	35.50	55.50	72.00				125.05		

(96/292.5 = 33%)

Bottom 1/3
(under 44,000)

middle 1/3
(44,250 - 54,250)
32%

Top 1/3
↑ 54,250

(10)/292.5 = 35%

Total FTE	292.50
Total Adjusted FTE	422.35
Beginning Salary	34,628
Certificated Cost	14,625,556
Average Teacher Salary	50,002
Benefits @ 22.86% + \$600ea	3,518,803
Fiscal Note	18,144,461

LKSD Media Center/TAI ID:907-543-4911 APR 23 '98 10:09 No.003 P.08

forwarded from Representative Austerman

APR 23 1998

Finance Committee 4/17/98

I'd like to state
my opposition to SB 36
School Funding. This

bill would escalate

problems between rural/
urban native / non-native
groups. Please don't pass

it

Sonya Mortenson
1117 Mission Rd
Kodiak, Alaska

Laurel A. Shirley
445 23rd St. SE
Salem, OR 97301

April 16, 1998

To Whom it May Concern:

I am writing to you concerning Senate Bill 36. I believe its passage would be detrimental, not only to the rural schools, but to the entire future of the State of Alaska. I am urging you to take into consideration those lives which are going to be effected and vote no.

Three of my high school years were spent in various fishing villages and logging communities in Southeast Alaska. In December of 1993, I graduated from Labouchere Bay School in Labouchere Bay, Alaska. Thanks to the excellent education I received in rural schools I was able to graduate half a year early. Going to a rural school gave me advantages and opportunities that I otherwise might not have had. I was able to attend many leadership conferences both in the state and out. I was also a member of Who's Who Among High School Students for three years due to the one on one teaching I received.

The knowledge and experiences I gained from attending a rural school have been invaluable to me as a young adult. It has made me more creative, independent, and a self motivated individual. These traits have not only helped me as a college student, but also in the various jobs that I have held. The education I received in a rural school has allowed me to maintain a 3.50 GPA in college and also to become a member of the Phi Theta Kappa Honor Society.

If these schools cease to exist, Alaska would be wasting her most precious recourse... her children. The future of the state depends on the quality of the education her children receive. This quality cannot be maintained with correspondence classes, it can only be achieved with the support of a school. If we choose not to maintain that quality, we lose our future.

Please vote no on Senate Bill 36. Thank you.

Sincerely,

Laurel A Shirley

Laurel A. Shirley

Laurel A. Shirley
445 23rd St. SE
Salem, OR 97301

April 16, 1998

APR 23 1998

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Please vote no on Senate Bill 36. Thank you.

Sincerely,



Laurel A. Shirley

April 15, 1998
Representative Mark Hanley
Room, 507 Alaska State Legislature
State Capital (MS 3 100)
Juneau, AK 99801-1182

APR 23 1998

Dear Representative Mark Hanley,

Hi my name is Dallas Amaktolik from Elim, Ak. Please don't pass the SB36. Because if you do, my favorite class which is Bilingual/bicultural, will be eliminated. Besides this class helps me learn about how our ancestors used to do things and how they hunted. And it keeps our traditions alive. And SB36 is taking more of our culture. Isn't the school taking enough of our culture? And another reason to vote NO is that SB 36 is taking away student activities. I am an athlete and like to go to other villages in this district to compete against them. So please vote NO! against this bill.

Sincerely,

Dallas Amaktolik

Dallas Amaktolik
P.O. Box 63
Elim, AK 99739

FAIRBANKS NORTH STAR BOROUGH BOARD OF EDUCATION

RESOLUTION 98-06

A RESOLUTION IN SUPPORT OF SB 36
PUBLIC SCHOOL FUNDING

WHEREAS, quality education is one of the single most valuable tools we can provide our children, and subsequently, our community; and

WHEREAS, state funding per student in the Fairbanks North Star Borough has declined over the last six fiscal years due in large part to increases in local assessed value; and

WHEREAS, an examination of the education foundation formula is long overdue; and

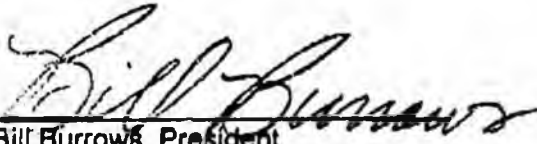
WHEREAS, we respectfully request that the following issues be included in any Public School Funding legislation:

1. That testing or other funded means of assuring all children receive quality education be included in the legislation.
2. That a phased-in or hold harmless provision be added to the legislation to aid those districts that will suffer immediate, drastic cuts in funding.
3. That the need for relief from the adverse impact of local assessed value on state funding be addressed.
4. That changes in Public School Funding be accompanied by additional funding in an amount sufficient to ensure that Alaska's children will receive education services in an uninterrupted and satisfactory manner.

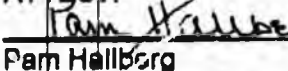
NOW, THEREFORE, BE IT RESOLVED that the Fairbanks North Star Borough Board of Education supports SB36 and the efforts to revise the Education Foundation Formula and respectfully request that the issues of quality assurance, relief to districts drastically impacted by the rewrite and relief from the impacts of local assessed valuation and additional funding be addressed.

BE IT FURTHER RESOLVED that this resolution be sent to Governor Tony Knowles and members of the Interior Delegation.

PASSED AND APPROVED APRIL 21, 1998.


Bill Burrows, President
Board of Education

ATTEST:


Pam Hallberg
Secretary to the Board

Resolution
Of the
Southeast Alaska Native Education Association

WHEREAS, the legislature is considering enacting Senate Bill 36 into law, and

WHEREAS, the effect of the legislation is redistributing funds from 32 mostly rural school districts to urban school districts; and

WHEREAS, the 32 school districts adversely impacted by this legislation house 21,000 children, many of whom would have their current education seriously disrupted; and

WHEREAS, Regional Educational Attendance Areas are legally precluded from contributing local taxes to education and are unable to provide an adequate local share of education costs because of this legal prohibition and because of a generally inadequate local tax base; and

WHEREAS, the result of this legislation will be to close some rural schools; and

WHEREAS, the legislature has established a system of public schools based upon the provision of local schools in nearly every village in Alaska, and that the decision to abandon that system now may be a violation of the legislature's constitutional duty to maintain a system of public schools open to all; and

WHEREAS, the impact of the funding cuts which will result from enactment of this legislation is racially biased and may violate constitutional rights to equal protection of the laws; and

WHEREAS, the policy of Alaska's support for education is to be equitable, fair and racially and culturally sensitive, with the intent that all children in Alaska be provided with a free, appropriate, public education, and that opportunities for such an education be reasonably equal without regard to residence of the child; and

WHEREAS, enactment of this legislation will diminish us as a society, catering to our most selfish and narrow instincts;

NOW, THEREFORE, BE IT RESOLVED BY THE SOUTHEAST ALASKA NATIVE EDUCATION ASSOCIATION:

1. That the legislature is urged not to pass SB36 in any of its present permutations; and
2. That, if the legislation is passed by the legislature, the Governor is urged to veto this legislation.

Passed and Approved by the Southeast Alaska Native Education Association by a telephone vote of no objection calls from Sitka, Alaska on 17 April 1998.

Isabella Brady
Isabella Brady, Co-Chair

20 April 1998

W. D. ...

Post-It™ brand fax transmittal memo 7671 # of pages > 1

To: <i>Leg. Info Office</i>	From: <i>Kella ...</i>
CC: <i>Distribute to House</i>	Co. <i>Southeast Alaska Native Education Association</i>
Dept: <i>Information & ...</i>	Phone # <i>747-2584</i>
Fax # <i>747-2864</i>	Fax # <i>747-2594</i>

APRIL 11, 1998

KENNY LAKE PARENT TEACHER ORGANIZATION
COPPER RIVER SCHOOL DISTRICT
HC 60 BOX 224
COPPER CENTER, AK 99573

ALASKA LEGISLATORS
JUNEAU, ALASKA

RE: SB36

DEAR LEGISLATORS:

ENCLOSED IS A COPY OF A LETTER PREPARED BY ONE OF OUR ADVISORY BOARD MEMBERS.

THE KENNY LAKE COMMUNITY HAS BEEN VERY CONCERNED ABOUT THE MOTION TO DO AWAY WITH FUNDING FOR A NEW ELEMENTARY SCHOOL. IT IS ONE OF THE MOST FREQUENTLY DISCUSSED TOPICS AT OUR PTO MEETINGS.

PLEASE RECOGNIZE THE DESPERATE NEED WE HAVE FOR THE FUNDING OF A NEW ELEMENTARY SCHOOL. WE WILL SPARE YOU THE DETAILS (WHICH HAVE ALREADY BEEN DISCUSSED WITH YOU PREVIOUSLY) OF SOME OF THE INADEQUACIES IN OUR PRESENT ELEMENTARY FACILITY.

PLEASE KNOW THAT THINGS ARE CONTINUING TO FALL DOWN AROUND OUR CHILDREN'S EARS AND WE ARE VERY LUCKY THAT IT HAS NOT BEEN ON THEIR HEADS!

WE REALIZE THE CHALLENGE YOU ALL HAVE AND SINCERELY THANK YOU FOR YOUR ATTENTION.

SINCERELY,

Kenny Lake PTO

KENNY LAKE PTO

CC: DR. DOYLE: COPPER RIVER SCHOOL DISTRICT SUPERINTENDENT
REED CARLSON: KENNY LAKE SCHOOL PRINCIPAL

April 7, 1998

RE: Senate Bill 36

Dear Alaskan Legislators,

I am concerned about SB 36. Reallocating education funds to the urban areas is not fair. Forty percent of Alaskan students are in the urban areas, but it should not take forty percent of the funds to educate them on the same level as smaller schools. Most people realize that it takes less per unit to produce a quantity of units than it takes to produce one unit. So, it should take less money per student to run a school educating 600 than it takes to run a school educating 60 students. Most urban schools have pools, large gyms, running tracks, computer technology, libraries, nurses and sick rooms, music rooms, auditoriums, auto and carpentry shops, lunchrooms, science labs... Most small rural schools may have only one or two of these. Things don't sound equal at present and the urban schools don't seem to be on the deprived end.

Our community and school, part of the Copper River School District, cannot sustain any more cuts in our school's budget. From 1991 to 96 our district had a 13% increase in ADM and a 7.7% decrease in general fund revenues per ADM. The community already supports our school out of its pockets. The money just does not go through the Legislative cash box.

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Don't support Senate Bill 36!

Juliet Knutson

Look at what is being produced. That's where the equality should be. And not just in the basics but technology + athletics.

April 8, 1998

RE: Senate Bill 36

Dear Alaskan Legislators,

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Don't support Senate Bill 36!

Jack L. Phillips
HC 60 Box 146B
COPPER CENTER, AK.
99573

822-3530

April 7, 1998

RE: Senate Bill 36

Dear Alaskan Legislators,

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Don't support Senate Bill 36!

Cena R Hart

Joseph J. Hart

HC 60 BOX 145
Copper Center, AK
99573

April ,1998

RE: Senate Bill 36

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Don't support Senate Bill 36!

Sincerely,
Gilda Stanton

April ,1998

RE: Senate Bill 36

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Don't support Senate Bill 36!

Karen Allen

P.O. 213

Copper Center, AK 99573

April 7, 1998

RE: Senate Bill 36

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Don't support Senate Bill 36!

Margo Hanson

Margo Hanson
HC 60 Box 56
Copper Center, AK

April ,1998

RE: Senate Bill 36

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Don't support Senate Bill 36!

Carla G. Schweinhart
Copper Center, AK
99573

HC60 Box 342



April ,1998

RE: Senate Bill 36

Dear Alaskan Legislators,

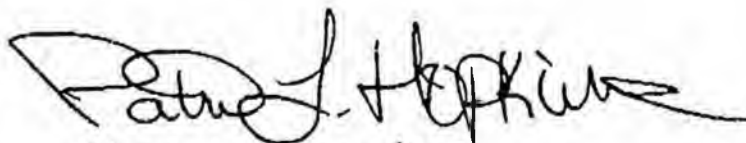
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Don't support Senate Bill 36!


HC 60 Box 137
Copper Center, AK 99573

April ,1998

RE: Senate Bill 36

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Don't support Senate Bill 36!

Maria E. Lambert
4060 BOX 200
Copper Center, AK 99573

April 10, 1998

RE: Senate Bill 36

Dear Alaskan Legislators,

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Don't support Senate Bill 36!

Thomas Butte

HCCO Box 335R

Copper River, AK 99573

April ,1998

RE: Senate Bill 36

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April 6, 1998

RE: Senate Bill 36

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Don't support Senate Bill 36!

James C. Pettit
Lonna Pettit

HC 60 Box 343
Copper Center, AK 99573

April ,1998

RE: Senate Bill 36

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Don't support Senate Bill 36!


Candace May
1160 Box 229M
Copper Center AK 99573



April ,1998

RE: Senate Bill 36

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Don't support Senate Bill 36!

Valerie Lacker
P.O. Box 232
Copper Center, AK 99573

April ,1998

RE: Senate Bill 36

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Don't support Senate Bill 36!

Sincerely,
Christine S. Taylor

HCCO Box 140
Copper River, AK 99575

Fax : May 28 31 10:15 1.82
April 8

RE: Senate Bill 36

Dear Alaskan Legislators,

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Don't support Senate Bill 36!

Gene W. Jansy

P.O. Box 231

Copper Center, AK 99573

April 15, 1998

RE: Senate Bill 36

Dear Alaskan Legislators,

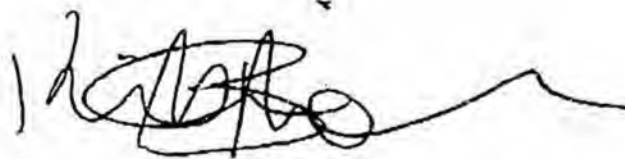
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Don't support Senate Bill 36!

A handwritten signature in black ink, appearing to be "D. [unclear]". The signature is written in a cursive style with a long horizontal line extending to the right.

April 16, 1998

RE: Senate Bill 36

Dear Alaskan Legislators,

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Don't support Senate Bill 36!

Julius H. Rosenthal
HC 60 Box 156
Copper Center, AK 99573



April ,1998

RE: Senate Bill 36

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Don't support Senate Bill 36!

Beverly Ostrum

51. Rt. Box 215

Copper Center, AK 99573

April 6, 1998

RE: Senate Bill 36

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Don't support Senate Bill 36!

Linda Thompson

April ,1998

RE: Senate Bill 36

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Margaret A. Kenderlin
HC 60 BOX 221
Copper River, AK 99573

Fax . Aug 28 91 10:11:04
April ,1998

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Jusau Thoele
HC 60 Box 227
Copper Center, AK 99523

April 8, 1998

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Patricia Barr

PATRI BARR

*HC604 Box 233
Copper River, AK 99573*

April ,1998

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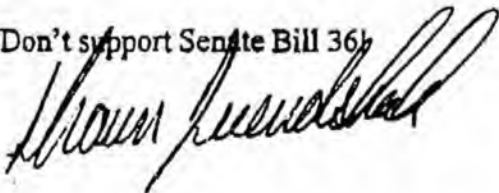
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Larry McHale

April 14, 1998

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Sincerely
Kenny Lake PTO

March , 1998

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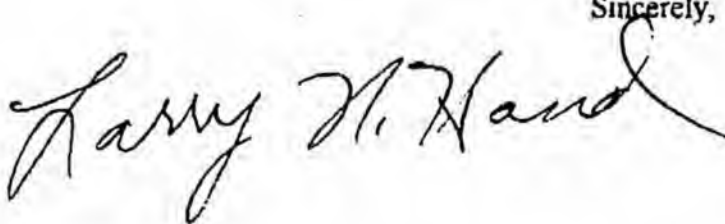
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April 8
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March , 1998

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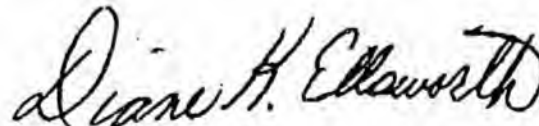
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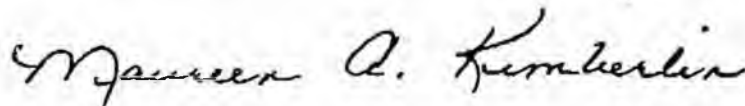
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Maura A. Kimberlin

March , 1998

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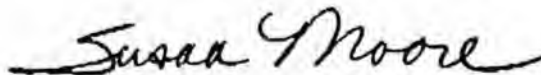
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HC 60 Box 227G
Copper Center, AK 99573
April 16, 1998
March , ~~1998~~

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Linda Thompson

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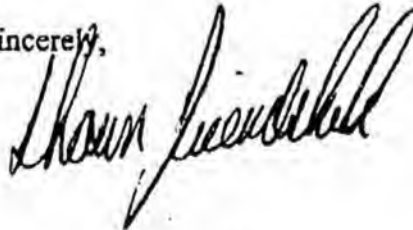
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Aileen Rosentkano

HC 60 Box 156

Copper Center, AK 99573

H-15
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Sincerely,

A handwritten signature in black ink, appearing to be "K. A. ...", written over a faint, illegible stamp or background.

Fax May 28 31 10:55 AM '92

March 9, 1998

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Sincerely,

Gene W. Tansy

March 28, 1998

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Sincerely,

Kenny Lake PTO

April
~~March~~ 15, 1998

Dear Legislators,

If you are ever in a position to speak up for or vote on funding Alaskan school construction/maintenance, please do so. I am a resident of Kenny Lake, part of the Copper River Basin. I have heard that we as a community are seen by many legislators as a controversial area, but even so, we are in need of your help in obtaining a new elementary building for our public school children. Our school is presently number six on the CIP construction list and slotted for the second year (FY 00) on the Preferred Maintenance List and on Governor Knowels proposal. We are not looking for swimming pools or full size gyms; we would like comfortable sized classrooms, prep areas, a multi-media room, a small multi-purpose room and working bathrooms.

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Sincerely,



~~March~~ April 10, 1998

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April 9
March , 1998

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Sincerely,
Maria E. Lambert

March 27, 1998

Dear Legislators,

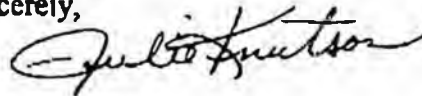
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Sincerely,

A handwritten signature in cursive script, appearing to read "Paul L. Hopkins". The signature is written in dark ink on a light-colored background.

March 8 , 1998

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Sincerely,

Carla G. Schenkolt

March 30, 1998

Dear Legislators,

If you are ever in a position to speak up for or vote on funding Alaskan school construction/maintenance, please do so. I am a resident of Kenny Lake, part of the Copper River Basin. I have heard that we as a community are seen by many legislators as a controversial area, but even so, we are in need of your help in obtaining a new elementary building for our public school children. Our school is presently number six on the CIP construction list and slotted for the second year (FY 00) on the Preferred Maintenance List and on Governor Knowels proposal. We are not looking for swimming pools or full size gyms; we would like comfortable sized classrooms, prep areas, a multi-media room, a small multi-purpose room and working bathrooms.

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Sincerely,

Mary Hanson
Teacher
Kenny Lake School

March , 1998

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Sincerely,

Karen Allen
P.O. Box 213
Copper Center, AK
99573

March , 1998

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Fax
May 26 51 10-50-1-00
APRIL
~~March~~ 7, 1998

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Sincerely,

Cena R Hart
Joseph J. Hart

March , 1998

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Sincerely,



*Thank you For
all your hardwork*

Jan Carlson

March 31, 1998

Dear Legislators,

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We are constantly hearing from Juneau that our children are one of our State's most important assets. We don't have many children in our community, but they are just as important as other children in this state. Right now they are being housed in unsafe, unstable and unsanitary conditions. Please do what you can to push through funding for our school facilities.

Sincerely,

Jack L. Phillips, RLS
HC 60 Box 146B
COPPER CENTER, AK,
99573

822-3530

March 31, 1998

Dear Legislators,

If you are ever in a position to speak up for or vote on funding Alaskan school construction/maintenance, please do so. I am a resident of Kenny Lake, part of the Copper River Basin. I have heard that we as a community are seen by many legislators as a controversial area, but even so, we are in need of your help in obtaining a new elementary building for our public school children. Our school is presently number six on the CIP construction list and slotted for the second year (FY 00) on the Preferred Maintenance List and on Governor Knowels proposal. We are not looking for swimming pools or full size gyms; we would like comfortable sized classrooms, prep areas, a multi-media room, a small multi-purpose room and working bathrooms.

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Sincerely,

James C Petullo
Donna Petullo

March , 1998

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Sincerely,



Corbett Mason

March , 1998

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If you are ever in a position to speak up for or vote on funding Alaskan school construction/maintenance, please do so. I am a resident of Kenny Lake, part of the Copper River Basin. I have heard that we as a community are seen by many legislators as a controversial area, but even so, we are in need of your help in obtaining a new elementary building for our public school children. Our school is presently number six on the CIP construction list and slotted for the second year (FY 00) on the Preferred Maintenance List and on Governor Knowels proposal. We are not looking for swimming pools or full size gyms; we would like comfortable sized classrooms, prep areas, a multi-media room, a small multi-purpose room and working bathrooms.

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Sincerely,

Valarie Lackner

Fax
May 20 11 10 AM '98

March 20, 1998

Dear Legislators,

If you are ever in a position to speak up for or vote on funding Alaskan school construction/maintenance, please do so. I am a resident of Kenny Lake, part of the Copper River Basin. I have heard that we as a community are seen by many legislators as a controversial area, but even so, we are in need of your help in obtaining a new elementary building for our public school children. Our school is presently number six on the CIP construction list and slotted for the second year (FY 00) on the Preferred Maintenance List and on Governor Knowels proposal. We are not looking for swimming pools or full size gyms; we would like comfortable sized classrooms, prep areas, a multi-media room, a small multi-purpose room and working bathrooms.

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Sincerely,

Christine S. Taylor

KUINERRARMIUT ELITNAURVIAT

QUINHAGAK SCHOOL
GENERAL DELIVERY
101 VILLAGE ROAD
QUINHAGAK, ALASKA 99655
907-556-8628
907-556-8927
FAX-907-556-8228

FAX COVER SHEET

DATE: 4/22/98 TIME: 11:45 am

TO: _____
FROM: Dora Struck, DS
TITLE: Teacher

MESSAGE: These letters were
written by the fifth and
sixth graders at Kuinerrarmiut
Elitnaurviat.

Thank you very much.

Dora Struck

TOTAL PAGES IN THIS TRANSMISSION: 1 (INCLUDES THIS PAGE)

Quinhagak School
General Delivery
Quinhagak, AK 99655
April 22, 1998

Dear Rep. Gail Phillips,

My name is Ella Guest. I am in sixth grade and I attend Quinhagak School. I've attend my school since kindergarten. If our school closes down we'll have to go to another village or city to get our education. I don't want to leave my family and relatives. Please don't pass SB36.

Thank-you very much.

Sincerely,

Ella Guest

Ella M. Guest

Quinhagak School
General Delivery
Quinhagak, AK 99655
March 23, 1998

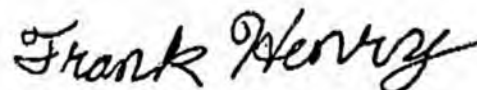
Dear Rep. Mark Handley,

My name is Frank Nelson Henry. I am eleven years old and in the sixth grade. We talk in Yup'ik and English in school. I enjoy learning how to Eskimo dance. I like reading the Yup'ik myths and legends in the Yup'ik books.

I don't want SB36 to pass because our school has the Yup'ik First Language Program. I also don't want our school to close. I want to continue to learn how to read and write in my language.

Thank you for reading my letter.

Sincerely,



Frank N. Henry

Quinhagak School
Gen Delivery
Quinhagak, AK 99655
April 4, 1998

Dear Rep. Mark Hanley,

My name is Harold Smith. I am in fifth grade. I am taught mainly in my first language which is Yup'ik.

I don't want SB36 to pass because our school has the Yup'ik First Language Program. I want to learn in both Yup'ik and English. When our elders come and tell stories and legends of our ancestors, I enjoy them. I can understand the elders when they speak in Yupik. Also, during Yupik Life Skills, our teacher shows us how to make Eskimo kayaks with leather calf skin. They also teach us how to Eskimo dance and write and speak in Yupik. If our school is in trouble of closing because of the formula funding I don't want to go to school in another city or village.

Thank you very much.

Sincerely,

Harold Smith
Harold Smith

General Delivery
Quinhagak, AK 99655
April 3, 1998

Dear Rep. Mark Handley,

My name is Eric N. Small. I am in fifth grade. I don't want SB36 to pass because I love my school. I learn a lot from my teachers in my school. We are taught in Yup'ik and in English. In Yup'ik our teacher teaches us how to Eskimo dance, read and write in Yup'ik, and learn how to do Native arts and crafts.

Thank you very much for reading my letter.

Sincerely,
Eric Small
Eric N. Small

Quinhagak School
General Delivery
Quinhagak, AK 99655
April 1, 1998

Dear Rep. Con Bunde,

My name is Alexis Jones. I'm in sixth grade. I attend the Quinhagak School. I talk in Yup'ik and English most of the time. We have the Yup'ik Life Skills program where we write in Yup'ik. We also have Native arts and crafts, and we are learning how to Eskimo dance. Elders come to our classroom and talk to us. They teach us about what they did when they were young.

I don't want SB36 to pass because our school is important to us. I learn both languages, Yup'ik and English. If this bill passes and if our school closes, we will have to go to school at an unfamiliar place. We will be away from our family.

Thank-you for reading this letter.

Sincerely,



Alexis Jones

Quinhagak School
General Delivery
Quinhagak AK, 99655
March 25, 1998

Dear Rep. Gail Phillips,

My name is Elizabeth Rivers. I'm in fifth grade. We talk in Yup'ik most of the time. We also read and write in Yup'ik. We sing songs in Yup'ik and English. We have Eskimo dancing too.

I don't want SB36 to pass because our school has the Yup'ik First Language Program. We love Yup'ik a lot. We learn the survival skills from our elders when they come to my classroom to talk.

Thank-you very much for reading my letter.

Sincerely,

Elizabeth Rivers

Elizabeth Rivers

Quinhagak School
General Delivery
Quinhagak AK 99655
April 1, 1998

Dear Rep. Gail Phillips,

My name is Whitney Church. I am in the sixth grade at Kulnerramiut Elinaurviat. I don't want senate Bill 36 to pass because our school has a Yup'ik First Language program. I want it to stay the same so other kids could learn how to read and write in Yup'ik. Yup'ik is part of our culture and language in school. We want to learn both Yup'ik and English. If we're only taught in English we won't know who we are.

We also have a Yup'ik Life Skills program where we learn the Yup'ik Orthography, work on Native arts and crafts, and learn to sing in the Yup'ik language. I also enjoy learning how to Eskimo dance.

Thank you very much.

Sincerely,

Whitney Church
Whitney Church

Quinhagak School
General Delivery
Quinhagak, AK 99655
April 3, 1993

Dear Rep. Gall Phillips,

My name is Jonette Jones. I'm in fifth grade. I am taught in Yup'ik at my school, Kuinerrarmut Elitnaurviat. I learn the Yup'ik Orthography. I talk in Yup'ik. We read and write in my first language.

I don't want SB36 to pass because I don't want our school to close. I like learning in Yup'ik. SB36 is not fair. I should get a good education just like the kids in the city.

Thank you very much.

Sincerely,

Jonette Jones
Jonette Jones

Quinhagak School
General Delivery
Quinhagak, AK 99655
April 3, 1998

Dear Rep. Gail Phillips,

My name is Lonnie Pleasant. I am in fifth grade. I don't want SB 36 to pass because our school has the Yup'ik First Language Program. I want to be able to understand my elders when they come to my school to tell me about my history. I like reading and writing in my language. I also like learning in my second language which is English.

Thank you very much.

Sincerely,

Lonnie Pleasant
Lonnie Pleasant

Quinhagak School
General Delivery
Quinhagak, AK 99655
April 22, 1998

Dear Rep. Gail Phillips,

My name is Christine Pleasant. I am in sixth grade. Yup'ik is my first language. I also talk in English because some of my teachers only talk in English. In school I am taught in my second language, but I also have a Yup'ik class. During Yup'ik we write stories, Eskimo dance, and do Native crafts.

I don't want SB36 to pass because our school will get less money than a school in a big city. It isn't fair.

Thank-you for reading my letter.

Sincerely,

Christine Pleasant

Christine Pleasant

Testimony

To: Alaska House of Representatives Health, Education and Social Services Committee
By: Betsy Turner-Bogren; Alaska PTA, Vice President, Legislative Affairs
Date: April 20, 1998
Re: Senate Bili 36, Public Education Reform and Funding Initiatives

- Members of the Alaska PTA appreciate the efforts of the Governor and the Legislators to improve both the quality of public education in Alaska and the method in which our state provides funding for public education.
- Improving education for Alaska's children is a very important issue. This is not an issue that belongs to the Republicans, the Democrats, the Governor or the Legislature, this issue belongs to all Alaskans.
- The Alaska PTA has an annual membership of over 16,000. Our association is organized to include representation from six geographic regions covering the entire state and four active councils representing Ketchikan, the Mat/Su Borough, Fairbanks and Anchorage.
- Delegates from across Alaska meet annually to review our Legislative Program and adopt our legislative priorities. The need for renewed confidence in our public schools is one of our top concerns this year. Supporting adequate state funding for public education has always been one of the Alaska PTA Legislative Priorities.
- Delegates to the 1997-98 Issues Conference last November adopted legislative priorities for the Alaska PTA that include support of:
 1. Legislation and funding of programs that will hold school districts accountable to high standards for educational programs, staff professionalism and student performance.
 2. The creation of a new funding mechanism that will meet all rising costs of public education including those associated with inflation and increased enrollment, and provide equitable distribution of those funds.
 3. Funding public education at a level sufficient to enable school districts to support a cap on the pupil-teacher ratio for each grade level and provide safe and adequate pupil transportation.
- Delegates to the November Issues Conference expressed concern that State funding reform measures should not provide solutions for some school districts at the expense of any other school districts.

On behalf of the Alaska PTA I would like to thank members of the House Finance Committee for your work. We encourage you to continue your efforts to find solutions that address all the concerns of the Alaska PTA. We believe that every child in Alaska deserves access to high quality public education.