

AK LEGISLATURE FINANCE COMMITTEES FILES 2007-2008 3295

program as one of only five states in the nation without a formal center for law-related education. To our knowledge, we are also the only state with no paid staff dedicated to law-related education in any organization. These circumstances led the Alaska Court System to pursue a two-year "revitalization" grant from Youth for Justice to form the *Alaska Teaching Justice Network*, but that funding has now ended and the long-term viability of a broader civic learning network will depend on a wider base of support and stronger institutional partnerships.

- ***No Professional Organization for Social Studies Educators.*** Although Alaska has had a chapter of the national Council for the Social Studies in the past, which is currently attempting to revitalize, the organization has struggled to maintain a presence in the educational community and was for many years inactive.

Past efforts to create a sustained and vital presence for civic learning in Alaska have faltered despite dedicated efforts. These and other circumstances underscore the pressing need for a new and comprehensive approach to civic education in our state—one that is long-standing, viable, and responsive to issues unique to Alaska.

## II. THE ALASKA CIVIC LEARNING ASSESSMENT PROJECT

### **A. *Key Findings of ACLA Project***

The goal of the Alaska Civic Learning Assessment Project is to better understand the current state of K-12 civic learning in Alaska. To develop this understanding, the Institute of Social and Economic Research, under the guidance of the Alaska Civic Learning Assessment Project advisory committee, undertook three research activities: (a) a survey of Alaska School Districts; (b) a civics quiz, administered to a wide range of Southcentral Alaskans; and (c) focus groups with both youth and adults to discover what youth are learning and think they should be learning about civics. Below is a summary of the key findings from this research:

- ***Most Alaskan Students are Exposed to Civics in School.*** Most Alaska high schools require a civics course for graduation, and most elementary school students are exposed to some civics in their classes, according to the district survey. However, Alaska's high school drop-out rates are high, and many young people leave school without any exposure to civic learning opportunities.
- ***Time & Resources for Civics Are Limited.*** District personnel feel that the amount of civics education offered is limited by time, resources, and competing priorities, especially preparation for high-stakes testing.

- ***Lack of Civic Knowledge is Widespread.*** Based on our quiz results, there is widespread lack of even basic civics knowledge among many Alaskans.
- ***Civics Education is Widely Viewed as Important.*** The young people, adults, and school administrators we spoke with all think civics education is important.
- ***Support Exists for More In-Depth & Challenging Civic Learning Opportunities.*** Both young and old in our focus groups feel that the civics education in Alaska's schools should be more in-depth and challenging.

In the sections below, we offer a brief background of Alaska's educational system to provide context for evaluating the research, descriptions of data collection methods, and summaries of the data collected. Results from the school district surveys are tabulated and included in the text; results of the civic knowledge quizzes are highlighted in the text and included in more detail in the appendices; and general summaries of the feedback from focus groups are included in the text.

#### ***B. The Alaskan Educational Context***

Alaska is a unique state with a population, environment and educational context that is quite different from anywhere else in the United States. There are 503 schools statewide, in 53 school districts, serving almost 134,000 students. The variety of school settings is enormous. There are 109 rural schools serving grades PE-12, while in urban districts there are large comprehensive high schools with enrollments of over 2000 students. Each school district is governed by an elected school board, which determines hiring procedures, curriculum, and policies for their district. The State Board of Education and Early Development, appointed by the governor, sets statewide education policy, including state academic content and performance standards and high school graduation requirements. The State Commissioner of Education, appointed by the State Board with the governor's approval, heads the state Department of Education & Early Development. The Department exercises general supervision over the public schools in Alaska, provides research and consultative services to school districts, establishes standards and assessments, administers grants and endowments, and provides educational opportunities for students in special situations. In addition to establishing statewide education policies, the state retains the primary responsibility for school funding. Only a few local communities have a significant tax base and provide some local funding to school districts. In the remainder, state and federal funding make up school budgets entirely.

Demographically, the statewide student body is 58% White, 26% Alaska Native/American Indian, 6% Asian/Pacific Islander, 5% Black, 4% Hispanic and 2% mixed. However, the student population is not distributed evenly throughout the state. There are rural communities where 99% of the students are Alaska

Native, and where many families still speak their indigenous languages at home, while in other, more urban locales, the population is predominantly white. Anchorage and nearby communities resemble many large cities throughout the United States, with a student body that is highly diverse ethnically and economically, and changing rapidly. Student achievement among different ethnic groups mirrors the national picture, with White and Asian students typically scoring higher on standardized tests and having higher high school graduation rates than Alaska Native, African American and Hispanic students.

### **C. *Survey of Civic Learning Opportunities in School Districts***

The School Districts survey was designed to collect information on current civics education in Alaska's public schools. We constructed a draft protocol based on similar surveys from other states, with added questions about Alaska-specific topics. After receiving comments from the advisory board and revising the instrument, we initially administered the survey in the spring of 2005. Our goal was to collect data from all 53 of Alaska's school districts, so we continued with telephone follow-up into fall 2005 and spring 2006. For the spring 2006 effort, we cut the length of the survey by about half, asking only the most important questions. Ultimately, we talked to 34 districts, with full survey response from 23. The 34 districts combined taught 83% of the students enrolled in Alaska public schools in 2005/06. These districts included large, urban districts, rural borough districts, small city districts and Rural Education Attendance Areas, and their enrollment ranged from fewer than 100 students to almost 50,000.

We asked to interview the district staff person responsible for social studies instruction. In only one district were we referred to someone whose only job assignment was overseeing the social studies curriculum. In 14 districts we were referred to a superintendent or assistant superintendent; ten referred us to a curriculum coordinator (not limited to social studies), 6 to a principal and 2 to other district personnel.

Three-quarters of the responding districts (15 districts) required a civics course for their secondary students—typically a government class (Table 1). Together, these districts enroll over 90 percent of students in surveyed districts. Only eleven districts offered a civics elective to their secondary students, but those eleven serve 75 percent of surveyed districts' students. Almost all districts report including civics units in other courses, such as U.S. or Alaska history for secondary students (28 districts), and in the elementary grade social studies classes (27 districts).

**Table 1**

**HOW DOES YOUR DISTRICT OFFER CIVICS CURRICULUM?**

| General Civics   |           |      |
|--|-----------|------|
|  | Secondary | Elem |
| Required and Elective  | 8         |      |
| Required only  | 17        |      |
| Elective only  | 3         |      |
| Civics in other courses  | 5         | 27   |
| No civics  | 1         | 5    |
| Alaska-Specific Civics   |           |      |
| Both Alaska-Specific Courses, and Included as parts of other courses | 15        |      |
| Alaska Specific Courses only   | 7         |      |
| Included as parts of other courses only                              | 4         | 19   |
| No Alaska-specific material  | 6         | 11   |

Fewer districts report offering Alaska-specific civics classes: 23 provided secondary classes, and four more included Alaska-specific material in other courses. In elementary grades, 19 districts included material in social studies classes. The state Board of Education recently passed a new graduation requirement, mandating that all Alaska high school students complete one semester of Alaska Studies. The courses developed in anticipation of this requirement do include civics content.

We asked questions about topics covered in various parts of the curriculum; those questions were in the full version, to which 23 districts responded. The tables and narrative below reflect the data of those 23 districts responding 'yes' to questions about the inclusion of specific content in the curriculum.

**Table 2**

**WHICH OF THE FOLLOWING TOPICS ARE COVERED IN THE VARIOUS PORTIONS OF YOUR CIVICS CURRICULA?**

| Topic                      | Elementary | Secondary Required | Secondary Elective |
|----------------------------|------------|--------------------|--------------------|
| a. Individual rights       | 15         | 16                 | 4                  |
| b. Authority               | 15         | 17                 | 4                  |
| c. Responsibility          | 17         | 17                 | 4                  |
| d. Fairness                | 17         | 15                 | 3                  |
| e. Diversity               | 16         | 15                 | 3                  |
| f. Role of a citizen       | 14         | 17                 | 5                  |
| g. Structure of government | 13         | 17                 | 5                  |
| h. Other                   | 0          | 0                  | 0                  |

Of the districts surveyed, only three (3) include a law-related education course or content in their curriculum. Within that curriculum, all three districts included content related to the rule of law, the First Amendment, U.S. Supreme Court cases, and Federal laws especially important to Alaskans. Two district curricula also included international law and non-governmental organizations. Only one district included content on international human rights in the curriculum.

Because the survey respondents were district level personnel, we did not include questions about instructional strategies or classroom practices. However, we did ask if civic education projects or simulations were included in social studies curriculum, and if the districts were involved in co- or extra-curricular civic education programs. Fourteen districts indicated that their curriculum included the more "active" learning opportunities of projects and simulations, with mock trials being the most common.

**Table 3**

**WHICH OF THESE PROJECTS OR SIMULATIONS ARE INCLUDED?**

| Topic                       | Yes |
|-----------------------------|-----|
| a. Moot courts              | 5   |
| b. Mock elections           | 10  |
| c. Mock trials              | 11  |
| d. Negotiations             | 1   |
| e. Legislative hearings     | 3   |
| f. Project Citizen          | 3   |
| g. Youth/Elders Conferences | 8   |
| Other: Westward Movement    | 1   |
| Other: Youth Court          | 1   |

A total of nineteen districts indicated that students had opportunities to participate in a variety of co- or extra-curricular civic learning opportunities. However, because of the nature of the survey, we are unable to determine the frequency of these types of learning opportunities, nor if students have equal access to participating in such opportunities.

**Table 4**  
**WHICH CO- OR EXTRA-CURRICULAR CIVIC LEARNING PROGRAMS DO YOU OFFER?**

| Topic                   | #  | Topic                        | # |
|-------------------------|----|------------------------------|---|
| Civic empowerment       | 19 | Peer mediation               | 3 |
| Civics mosaic           | 19 | Project Citizen              | 2 |
| Close-up                | 15 | Service learning             | 9 |
| Conflict resolution     | 1  | Voter registration           | 4 |
| Junior State of America | 0  | We the People                | 2 |
| Mock election           | 7  | YMCA/YWCA youth & government | 0 |
| Mock trial              | 4  |                              |   |
| Model UN                | 1  | Youth court                  | 7 |
| Native leadership       | 8  | Youth leadership             | 1 |
| Other: Law Day          | 1  | Other: Student Government    | 2 |

As noted previously, we were interested not only in student opportunities to learn about civics and government generally, but also to know what Alaska specific content was included in district curriculum. As indicated on this survey item, elementary students are exposed to less Alaska specific content, much as they are exposed to less general civic learning opportunities.

**Table 5**

**WHICH OF THE FOLLOWING TOPICS ARE COVERED  
IN THE VARIOUS PORTIONS OF YOUR ALASKA-SPECIFIC UNITS?**

| Topic                              | Elementary | Secondary Required | Secondary Elective |
|------------------------------------|------------|--------------------|--------------------|
| Alaska history before 1700         | 7          | 18                 | 3                  |
| Alaska history since 1700          | 10         | 19                 | 4                  |
| Alaska constitution                | 3          | 15                 | 5                  |
| Alaska legislature                 | 3          | 16                 | 5                  |
| Alaska state courts                | 1          | 13                 | 4                  |
| Tribal courts                      | 0          | 13                 | 3                  |
| Alaska local governments           | 8          | 15                 | 5                  |
| Tribal governments/sovereignty     | 1          | 15                 | 4                  |
| Native corporations                | 4          | 15                 | 5                  |
| State and local current events     | 9          | 13                 | 5                  |
| ANCSA and ANILCA                   | 2          | 16                 | 4                  |
| Alaska civil rights issues         | 2          | 12                 | 4                  |
| Permanent Fund                     | 2          | 13                 | 5                  |
| Other: Education History of Alaska | 0          | 1                  | 0                  |

The district staff we talked to clearly considered civics education important (Table 6, below), although they rated school boards as placing somewhat lower importance on it, and were only somewhat satisfied with the civics education their districts provide.

**Table 6**

**QUESTIONS ON IMPORTANCE OF CIVICS EDUCATION**

|   | Highly important | Somewhat important | Not very important |
|---|------------------|--------------------|--------------------|
| How important do you think it is to educate our young people in civics?   | 87%              | 13%                | 0%                 |
| How important is it to have civics education in the core curriculum?  | 70%              | 27%                | 3%                 |
| How important is civics education to your school board?   | 50%              | 46%                | 4%                 |
|   | Highly satisfied | Somewhat satisfied | Not very satisfied |
| How satisfied are you that civics education opportunities in your district are creating informed, active, and engaged citizens? | 20%              | 73%                | 7%                 |

Districts report the biggest obstacles to improving civics education are a lack of money and time, but they also report that standards-based instruction has either left little time for areas not on high-stakes tests, or has otherwise crowded "non-essentials" out of the curriculum. So, both instructional time and the teacher's time appear to be barriers. Four districts reported no barriers to improving civics education.

Table 7

**WHAT DO YOU THINK ARE THE BIGGEST OBSTACLES TO IMPROVING CIVICS EDUCATION IN YOUR DISTRICT?**

|   | Percent "YES" |
|---|---------------|
| No funds  | 48%           |
| No time   | 43%           |
| Standards-based instruction <sup>1</sup>                  | 48%           |
| Other social studies priorities                           | 34%           |
| Lack of [suitable] teachers or teacher support            | 16%           |
| No student interest                                       | 14%           |
| No administrative support                                 | 3%            |
| Controversial topics                                      | 3%            |
| Need better/more materials                                | 3%            |
| Need more parents to help with parenting / social skills. | 3%            |
| No Barriers   | 13%           |

We asked districts an open-ended question about what would help them improve their civics education; Table 8 shows their responses. The top three responses all relate to materials. Increased state requirements—either a course or a test—rated low, although one-third of our respondents thought that revised state social studies standards would be helpful. These responses do not directly address the time or money barriers cited in Table 7. However, in this closed-response question in Table 3 we did not offer "increased time". The widespread desire for more and better materials may indicate that these educators believe well-designed, ready-to-use materials save teachers' preparation time.

<sup>1</sup> The survey did not provide a definition of "standards-based instruction" to respondents, and in Alaska this term can mean several things, ranging from instruction aligned with state standards to specific reform initiatives such as the "Chugach Model."

**Table 8**  
**HOW HELPFUL WOULD EACH OF THE FOLLOWING BE**  
**IN IMPROVING THE CIVICS EDUCATION PROGRAM IN YOUR DISTRICT?**

|   | Percent<br>"Very Helpful" |
|---|---------------------------|
| Improved classroom materials                          | 64%                       |
| Access to on-line materials/services                  | 56%                       |
| Program materials for in-service training             | 56%                       |
| Networking opportunities<br>w/teachers/administrators | 36%                       |
| Revised state Social Studies standards                | 33%                       |
| Statewide conferences/workshops for teachers          | 32%                       |
| Summer institutes for teachers                        | 28%                       |
| Community support for civics education                | 27%                       |
| Mentoring from master teachers                        | 26%                       |
| Many elective options                                 | 24%                       |
| State-required civics course                          | 22%                       |
| University credit for civics courses                  | 20%                       |
| Administrative support for civics education           | 12%                       |
| Statewide assessment of civics/social studies         | 7%                        |

**D. Snapshot of Civic Knowledge: The ACLA Civics Quiz**

The survey of districts offered us insight into the current status of civic related curriculum, and thus sheds some light on what Alaska students have the opportunity to learn. However, we wanted to get some sense of the "civic knowledge competence" of Alaska citizens. Therefore, we created a civics quiz, "How Civic Are You?" as a way to informally measure civic knowledge among Alaskans and to promote awareness of the ACLA project. We asked for suggestions for questions from all those engaged in the project and the advisory board, and then narrowed the list to 80 questions covering a broad range of state and local, current and historical issues. Since the quiz was intended to be taken quickly, we eliminated any questions that called for extended answers, and broke the 80 questions into four 20-question versions.

The quizzes were given to 106 people at the Alaska State Fair in 2005. Most were adult Alaskans; a few told us they were new to the state. Some respondents were children, from upper elementary grades through high school.

We also administered the quiz to 169 students and faculty at UAA on Constitution Day in September 2005. We chose the UAA venue in order to reach students close to high school age, but over 18, thus avoiding the institutional difficulties of conducting research with minors.

In order to keep the quizzes as short and unthreatening as possible, we did not collect demographic data on the form, although we did talk to respondents about their civic education background. Thus, while the results do not comprise a random sample, and cannot be generalized to the population, they do present a snapshot of a wide range of Southcentral, primarily urban and suburban Alaska residents.

The quizzes were designed to have questions ranging from easy (who is Alaska's governor?) to obscure (what does "ICWA" stand for?). There were enough obscure questions that we didn't expect most people to know all, or even three-quarters of the questions. But most respondents had no more than one-third of questions correct—some had only one or two. What stood out in both venues was the number of questions left blank.

Complete results for the four separate quizzes are included in the Appendices to this report. Some noteworthy responses included the following:

- 94% knew the age requirement to be U.S. President;
- 94% knew the two countries nearest to Alaska;
- Between 80-90% identified 18 as the correct voting age;
- Between 80-90% knew the year Alaska became a state;
- Most know some (but not all) of the requirements to serve on a jury;
- Only three out of four (75%) knew that Alaska's governor is Frank Murkowski;
- Fewer than half could name all three members of Alaska's Congressional delegation; and
- 17% could not name any member of Alaska's Congressional delegation.

Questions on Alaska-specific laws, common acronyms and famous people saw the least knowledge among respondents:

- 80-90% percent of respondents left each of the Alaska-specific questions blank;
- Fewer than three-quarters recognized "PFD" as the permanent fund dividend;
- Only 8% were able to identify "ICWA" as the Indian Child Welfare Act;

- Only 3% were able to identify "ANILCA" as the Alaska National Interest Lands Conservation Act;
- Only half identified "BLM" as the Bureau of Land Management;
- Only half recognized Jay Hammond as a former governor;
- About one-third of respondents stated that they paid a state or local income tax (although there are none);
- 43% claimed to pay federal property taxes (although there are no such taxes).

Alaska's transient population likely contributes to the general lack of civic knowledge, both national and local. Nevertheless, the quiz results suggest that Alaska, like the rest of the nation, needs to re-focus attention on civic literacy and to revitalize civic learning in our communities.

***E. Student and Elder Voices: Responses from Focus Groups***

Three focus groups were conducted as part of this study.<sup>2</sup> We had planned initially to hold more, but had difficulty both in gaining access to organizations where we could hold focus groups and in recruiting participants. Two focus groups were cancelled when participants failed to arrive as scheduled. Nonetheless, the three focus groups that were held featured very different populations that shared thoughtful reflections and ideas on civic learning and participation.

Facilitators began each focus group by introducing themselves and the Alaska Civic Learning Assessment Project. We asked each participant to introduce themselves, and then began a semi-structured conversation around our focus group questions:

- What do you think civic education is?
- Have you had civic education classes or covered these topics in some of your classes? If yes, tell us something about the classes and what you learned. (For elders, did you have classes/cover topics when you were in school?)
- What do you see as the role of a citizen?
- What do you think students should learn about your local community and about Alaska in terms of civic education? What makes these places special and different from the lower 48?
- Where do you think students should learn about this? (Probes include home, school, church, other places.)

---

<sup>2</sup> The locations for the focus groups, and more specifics on the participants are not included to preserve the confidentiality of the focus group participants.

### **1. Elders**

We spoke with a group of Native elders who were originally from Northwest Alaska, but now live in urban Anchorage. These elders described civic education as reaching out and helping the community. One elder had been part of the school government and most of them shared that they had been involved in their council meetings when they lived in their villages. They were all currently involved in their church meetings, but told us that only adults are participating in these, and not the young people. They felt, however, that young people need to become more involved. In their view, parents and elders need to set an example for the young people, as doing this is the key to teaching children. The elders explained that when children see their parents or other role models being involved, they too will want to be active. For example, children will want to vote if they see their parents voting. Communicating with children was also something they felt was important. The elders were an informed group, able to name their elected representatives and familiar with state history.

### **2. Middle School Students**

This focus group was with generally high achieving middle school students in grades 7-9. Participants were white, Asian, Native and black. They had an idea of what civic education is and provided examples such as: "how the government and economy are run," "youth court," "my role as a citizen," "how to follow laws as a citizen," and "contributing to the community." The students told us they do not know much about past events, but know about current events. Even so, they felt that they should be learning more about current events at the national and local level, as well as more in general about Alaska. The students believed they should learn about civic education at school and from the newspapers, not merely textbooks. They were also concerned about the degree of isolation of those who live in villages, and also about what they saw as a lack of understanding about the state among both urban and rural students.

While the students generally talk with their families about politics, they shared that they are afraid to do so with classmates. They stated that they were concerned about offending them. They also felt that most of their classmates express their parents' opinions, not original thoughts on politics. A couple of the students described problems with teachers who express their personal political opinions in class. One noted that society separated church and school, and thus should not now mix the two.

These youth wanted more discussion in school about civil liberties and believed that at least some civic education should be taught in earlier grades, starting in the 5<sup>th</sup> or 6<sup>th</sup> grades, rather than as the focus of just one class in high school. Overall, these students did not do very well on the civic education quiz.

### **3. Native High School Students**

The final focus group was with Alaska Native high-school-age students. This group included students with a wide range of academic success and socio-economic backgrounds. These students defined civic education as being about

the government, education in civics, what the administration is deciding about what they should learn, and what type of education is given to them from the administration.

When asked to describe their role as citizens, the students said they should register to vote when they turn 18, try to keep Anchorage safe and clean, and register with the Selective Service if they are male. As citizens in their school, they described their roles as keeping it clean, not getting in fights, and not antagonizing people. None of the students were involved in student government. One self-identified as an anarchist and told us how she had developed, through conversations with a friend, a commitment to peaceful anarchy.

Two of the students were seniors and had completed a Government class. They explained that in that course they learned about different governments around the world, but not about Alaska's State government or Anchorage's municipal government. They did remember discussing the role of citizens in the class.

When asked about their Alaska Studies course, the students told us it covered the Alaska Constitution and U.S. government, the history of Alaska and statehood, the founding of Anchorage, the regions, ANCSA, ANILCA, and ANWR. The students wanted this class to focus on Alaska's government, rights and constitution more than it currently does. Moreover, they complained of the limited and less than engaging learning activity of simply completing packets. Instead they would have preferred engaging in in-depth learning. Overwhelmingly, they stated they want more open discussions in their social studies classes, where everyone can express their own opinions. They also expressed their desire to have teachers focus on what is going on in the political world. They argued that discussions like this, rather than packets and paperwork, should be required for the class.

We asked the students what they thought they should learn in school about their local community and about Alaska in terms of civic education. They replied that students should learn everything about the government, including both Native and non-Native issues. They said they wanted to learn about the differences between Native and non-Native peoples' rights and legal standing. One student repeated that they should have knowledge "about everything." Another student noted that learning history is "okay because we don't want to repeat it." This was a common theme—the preference for having history taught in ways that allow students to learn from the mistakes of the past. The students also emphasized the need to learn history specific to Alaska.

All the students stated their belief that civic education should be taught both at schools and in the home. They shared that when they learn new concepts at school, they run those ideas by their parents to see what they think. When asked about community work options in their classes, they shared that only King Career Center classes offered these types of community service/learning opportunities.

Finally, these young people expressed sadness that other students at their school did not want to learn about Native culture. They were concerned about

this because they believe that their generation needs to learn about Native culture or it will die.

#### 4. *Summary of Focus Groups*

Our small sample of students and elders share a common belief that young people need more civic education and engagement. While the elders argued for adults fostering engagement by serving as role models for young people, the students focused on the need to create better civic awareness through more and improved civic education in their schools. The views of our focus group participants mirror those of school district personnel: civic education is important, and needs a greater focus within our schools and communities.

### III. FINDINGS

As summarized previously in this report, the key findings of the ACLA research are as follows:

- ***Most Alaskan Students are Exposed to Civics in School.*** Most Alaska high schools require a civics course for graduation, and most elementary school students are exposed to some civics in their classes, according to the district survey. However, Alaska's high school drop-out rates are high, and many young people leave school without any exposure to civic learning opportunities.
- ***Time & Resources for Civics Are Limited.*** District personnel feel that the amount of civics education offered is limited by time, resources, and competing priorities, especially preparation for high-stakes testing.
- ***Lack of Civic Knowledge is Widespread.*** Based on our quiz results, there is widespread lack of even basic civics knowledge among many Alaskans.
- ***Civics Education is Widely Viewed as Important.*** The young people, adults, and school administrators we spoke with all think civics education is important.
- ***Support Exists for More In-Depth & Challenging Civic Learning Opportunities.*** Both young and old in our focus groups feel that the civics education in Alaska's schools should be more in-depth and challenging.

These findings suggest that our state faces many of the same challenges to civic learning that have been identified nationally. Most Alaskan students receive some level of civics education, most school districts view it as highly important (87%), and the majority of districts (70%) view it as sufficiently important to warrant inclusion in the core curriculum. However, only a small minority of districts (20%) are satisfied that their educational offerings in civics are creating

informed, active and engaged citizens. Support for civics education is broad-based and strong, yet confidence in the effectiveness of current civics education programs is low. This dissatisfaction is echoed in the focus groups' concern that civics education needs to be more in-depth and challenging. It is also borne out by the widespread lack of civic knowledge among Alaskans evidenced by low scores on the civics quizzes.

What the research reveals is a significant disparity between the high value Alaskans place on civic education and the relatively low priority civics education receives in the day-to-day life of our schools. Lack of time, lack of resources, and conflicting priorities are most often cited as obstacles to civic learning, not lack of importance, lack of interest, or lack of administrative and community support. Apparently, educators would like to do more to advance civic learning if they had the realistic ability to do more, and students would be interested in expanded civic learning opportunities if such opportunities existed. It is our hope that the information in this report will lead to recommendations for bridging this gap between what Alaskans aspire to in the area of civic learning and what is currently available. With creativity and commitment, we can ensure that our schools have the tools they need to help prepare our young people for one of their most important life-long achievements: active citizenship.

#### IV. RECOMMENDATIONS

On September 22, 2006, a group of over 40 educators, community leaders, lawyers, legislators and others concerned with civic learning gathered on the campus of the University of Alaska Anchorage for the Civic Learning Policy Roundtable. See Appendix A. Participants were asked to review in advance the first three sections of this report (above) and the special report from the Campaign for the Civic Mission of Schools entitled *Advancing the Civic Mission of Schools: What Schools, Districts, and State and Federal Leaders Can Do*. They were also encouraged to bring to the roundtable specific recommendations for enhancing civic learning in our state, based on their own experience or the information in the reports. At the event itself, participants were introduced to the Open Space dialogue format ([www.openingspace.net](http://www.openingspace.net)), which allowed them to develop their own questions for discussion and host their own discussion groups. Many dynamic discussions ensued on a range of topics and concerns. All questions presented and major recommendations and ideas generated were documented in the *Record of Proceedings*, which is included in this report as Appendix A.

The *Record of Proceedings* from the Civic Learning Policy Roundtable provides the most specific details on concrete steps that can be taken to promote civic learning for young people in Alaska. We have made no effort to weigh or rank the recommendations at this time, and believe that each offers an important contribution to the decisions that need to be made to strengthen the civic mission of our schools. The ideas revealed several major themes, however, from which the project steering group has identified the following general recommendations:

1. **ESTABLISH A SUSTAINABLE STATEWIDE COORDINATING ENTITY FOR CIVIC LEARNING AND ENGAGEMENT.** Although several nationally affiliated civic learning programs and activities exist in Alaska, their availability to Alaskan students and teachers is not consistent or widespread. Organizers are often volunteers, and resources are limited. Coordination between groups is difficult, time-consuming, and done on an ad hoc basis. Additionally, there is no current entity that monitors civics standards, develops curriculum, or ensures evaluation and accountability. A statewide entity could act in an oversight and support role to carry out many of the other recommendations in this report. Responsibilities would include:  
(1) advancing civic learning opportunities for all Alaskan students; (2) advocating for effective policies, programs and funding; (3) reaching across disciplines (law, education, public policy) to ensure a focused and coordinated approach; (4) serving as the clearinghouse for Alaska-specific teacher resources, and as a liaison to national resources; (5) serving as the liaison between civic learning programs and community volunteers, and ensure consistent community input; (6) overseeing standards, curriculum, and teacher professional development; (7) ensuring effective measurement of outcomes and accountability; and (8) developing incentive and reward programs for exemplary schools and teachers. Several participants suggested that this entity be managed cooperatively by the Lieutenant Governor's office and the Department of Education and Early Development. Suggestions for a possible name included "Office of Community Engagement."
2. **RECOGNIZE AND HONOR EXEMPLARY SCHOOLS AND TEACHERS.** Schools should be given incentives to encourage civic learning opportunities and create civically engaged student bodies. Criteria should be identified under which a participating school can qualify for certification as a "School of Civic Distinction." Similar recognition or awards should be developed for teachers who demonstrate a strong commitment to civic learning.
3. **START CIVIC LEARNING EARLY IN THE CURRICULUM, AND INCLUDE IT SYSTEMATICALLY AT ALL GRADE LEVELS.** Most Alaskan students are exposed to formal civics curricula during only a few periods of their K-12 education. This is too infrequent for adequate civic knowledge and experience to be gained or for the important lessons of citizenship to be instilled. Civics lessons or experiences should be infused systematically into the classroom at all grade levels, to reinforce the concept that citizenship is a privilege and responsibility that

informs your entire life, not an academic topic that is studied only rarely.

4. **PROVIDE BASIC CIVICS CURRICULA FOR EACH GRADE LEVEL BASED ON THE SIX RECOGNIZED BEST PRACTICES FOR CIVIC LEARNING.** The Department of Education and Early Development should develop basic civics curricula for each grade level that teachers across the state could access on a voluntary basis. The curricula should be in a simple, sustainable, accessible format, and should be based on the six best practices for civic learning identified by the CCMS campaign (see Appendix E). Implementation of all or part of the curricula would be a criterion for certification as a "School of Civic Distinction."
5. **ENSURE TEACHER PROFESSIONAL DEVELOPMENT BASED ON BEST PRACTICES.** Although six main best practices for fostering civic learning and engagement have been identified by the CCMS campaign (Appendix E), several of these methods, such as simulations, deliberative dialogue on current events, or discussions of controversial issues, are not used regularly in Alaska's classrooms. Districts indicate that teachers would be better able to employ these methods if more professional development opportunities were available. Also, teachers are better prepared to use these methods when they are included in pre-service curricula at the university level. The programs of the Center for Civic Education have been shown to be especially effective for youth, and classroom teachers experienced in these curricula could assist with training and mentoring. Professional development opportunities should be varied and include not only conferences, training academies and seminars, but on-line and distance learning options as well.
6. **CONNECT CIVIC LEARNING TO READING AND MATH.** Districts report that less attention is paid to civics as more focus is given to the subjects of reading and math, which are prioritized in testing under the No Child Left Behind Act. Curricula or programs that integrate national, state and local civics content into reading and math instruction can successfully engage students in civic learning without diminishing attention to tested subjects. For example, reading lists with civic content could be developed for all grade levels and used as part of the standard reading curriculum.
7. **DEVELOP AND IMPLEMENT A COORDINATED OUTREACH AND EDUCATION CAMPAIGN ON THE IMPORTANCE OF CIVIC ENGAGEMENT.** Research indicates that students who

participate in civics discussions at home are much more likely to become civically engaged. Community outreach and education should be undertaken to inform parents of this important role and support them in their efforts to raise the civic awareness of their children. Community organizations should also be encouraged to help young people, their families, and all citizens elevate the level of civic discussion in their homes.

8. **ADOPT METHODS FOR EVALUATING OUTCOMES OF CIVIC LEARNING.** Any efforts to strengthen civic learning in the schools must include methods for measuring their effects, both short-term and long-term. Measurements should address not only civics outcomes, such as future civic engagement and participation, but outcomes in other subjects as well, particularly reading and math.
9. **ENSURE EQUITABLE CIVIC LEARNING OPPORTUNITIES AND EXPERIENCES FOR ALL STUDENTS.** Civic learning opportunities are not evenly available across the state or across the spectrum of student achievement. Some programs and opportunities are limited to larger communities, while others are more prominent in rural areas. In addition to geographic disparity, existing civics programs tend to involve higher achievers, not lower achievers or at-risk youth. Efforts to promote civic learning should ensure that opportunities extend to and engage youth across the spectrum of achievement.
10. **ENSURE THAT ALASKA-SPECIFIC CIVIC KNOWLEDGE AND EXPERIENCE IS PROMINENT IN THE CURRICULUM.** Alaska's unique history and laws, such as those affecting Alaska Natives (ANCSA) and Alaska lands (ANILCA), should be infused into civics curricula. Additionally, the diversity of our state's communities--both ethnically and geographically--should be considered in any strategies to advance civic learning. Every community has opportunities for civic engagement, but these will differ based on the size, location and the nature of the community. A small rural village with a governing tribal council presents a different civic backdrop than a large urban center, and educators and policymakers must be creative in adapting their strategies to meet local needs and interests.

## V. CONCLUSION

Alaskan educators, students, and community members place a high value on meaningful civic learning in our schools, yet research both statewide and nationally shows a steady decline in the attention paid to advancing civic learning opportunities. As the research in this report indicates, the state of civic knowledge and awareness among Alaskans is not what it should be. Young Alaskans will not learn the privileges and responsibilities of citizenship unless we teach them. We hope that through the research and recommendations included in this report we can help elevate the importance of educating for citizenship in Alaska and ensure that our schools have what they need to instill in students the commitment to life-long civic engagement. The strength of our democracy and the health of our communities demand no less.



## APPENDICES

Appendix A Record of Proceedings from Civic Learning Policy Roundtable,  
September 22, 2006

Appendix B How Civic Are You? Quizzes

Appendix C Answer Key to How Civic Are You? Quizzes

Appendix D Table of Quiz Responses

Appendix E Six Promising Practices for Civic Education

Appendix F Additional Comments Receive

## APPENDIX A

Civic Learning Policy Roundtable  
September 22, 2006  
University of Alaska Anchorage

### RECORD OF PROCEEDINGS Open Space Dialogue

The Question:  
**HOW CAN WE AS COMMUNITY LEADERS ADVANCE  
CIVIC LEARNING IN OUR SCHOOLS?**

- A. What are the best practices & leading states in civic learning?  
Presenter: Beau Bassett

**Recommendations:**

- 1) What is civic engagement vs. civic learning
  - a. Is there a common meaning/definition?
  - b. Knowledge vs. participatory
- 2) Key elements of best practices
  - a. Quality experience for students
  - b. Motivations/empowerment
  - c. Expand out of schools, involve parents & community
  - d. Measured results/assessment
  - e. \$--Resources
  - f. Curricula
  - g. Focus
  - h. Training
  - i. Re: Project Citizen, Center for Civic Education, Senate legislative hearing competition (H.S.), Kids Voting institutionalized (in polling places, not in classrooms), Alaska's Youth Vote Ambassador program
  - j. Review other states – North Carolina, Arizona, heavy state support & legislators
  - k. Need public policy statement as well as center/coordinator
  - l. Foster climate, coordinated professional development (e.g., does UAA School of Education teach service learning?)

- B. How do we reach more underserved youth with civic engagement opportunities?  
Presenter: Polly Carr

**Recommendations:**

- 1) Start the process earlier – put kids in plays, have them role play government positions
- 2) Need to go to them (youth, parents) – people have other life concerns & it's difficult to come to us
- 3) Continue process through each grade, set curriculum and modeling, civic content
- 4) Staff development
- 5) Civic affairs office at each school or district
- 6) Have formal connection between schools and outside programs that can help schools and engagement
- 7) Create a "school of civic distinction" certificate, ideally a joint effort between the Lt. Gov. office and DEED.
  - a. Must be an incentive
  - b. Involve everyone, based in school organization
  - c. Multiple students (not just super kids)

- d. Not academically based, service based
- e. The certificate is tied to the participation and support of local organizations offering meaningful opportunities for youth engagement. Similar to school-business partnerships...its school-community organizations partnerships with the purpose of getting youth more involved in the community.
- f. Culturally based teacher training

**Additional points:**

- 8) Avoid the "superkid" syndrome – reaching the kids who are already engaged
- 9) Democracy does "to" them and "for" them not "with" them, it's a cycle to parents to kids. I'm a victim instead of a part
- 10) Creates unheard, unseen segment
- 11) Making civic field trips and school clubs available to all
- 12) Aspects – not just voting
- 13) Framework for understanding poverty
- 14) Media

**C. How do we get students to buy in/get more youth engagement?  
Presenters: Carol Waters, Sen. Con Bunde**

**Recommendations**

- 1) There needs to be an operative discussion about what is the meaning/role of government? In school and in the larger society. What are the powers? Responsibilities? for health, safety and welfare?
- 2) By the time students are old enough to be voters, it's too late - the education needs to happen earlier – get the students early, instill understanding in early grades
- 3) People need to take responsibility as part of the government – WE are the government, the people are not separate from the government
- 4) Students need to see they can make a difference – highlight not just famous folk but teachers, precinct organizers etc.
- 5) Students need better opportunities to get involved in their community
- 6) Appeal to the self interest of potential voters (thoughtfully)

**Comments**

- 7) The pendulum has swung from too much complacency (in the 50s e.g.) to too much counterculture (the 60s) and has not swung back enough to the right balance, maybe because this is the "entitlement generation"
- 8) There isn't ownership to strengthen it – Sen. Bunde tries to convey to students that they can have an impact – he finds the question he is asked most is what is the level of the dividend they are getting?
- 9) There is a greater circumstance in Alaska that we need to address
- 10) There are a narrow group of students at UAA that are interested in government, law, base level of knowledge
- 11) Where are we having a dialogue on democratic principals in grades 9-12, earlier?
- 12) High school, middle school students focused on material gains rather than citizenship
- 13) How do we get people to want to vote, even before they are really informed?
- 14) Government class at Chugiak High inspired student to become a voter
- 15) How do you get students active in government?
- 16) We are seeking support not only from traditional middle class urban population but also for a vast diverse state, immigrants, rural & urban, the common vehicle for all this is public schools
- 17) Need to have teachers help students integrate work into the community, not just class-based civic education, but broader
- 18) How do community organizations communicate with school districts to let them know of opportunities
- 19) How do we engage? Based on relationships, who does the asking, inviting?

**D. Can civic education be included in NCLB?**  
**Presenter: Fran Ulmer**

**Comments**

Educators must teach to the test, not to the child, because of resources, so other courses like civics get short shrift. NCLB has no requirement for civics, so we suggest some other way to encourage schools to teach it, for example AYP extra points. This could be part of the re-authorized NCLB. Reading and writing are tested; why not include important subjects like civics, history, science in the reading content? Recommendations for addressing civics education in NCLB:

- 1) Test students on civic knowledge just like reading skills, or include civic content in the tests for reading skills. Including civics in testing would make more resources available.
- 2) Reward schools in points or \$\$ for teaching civic education
- 3) Develop "New Age Curriculum" for reading, writing, math to include civics and social studies & make curriculum available on-line
- 4) Train teachers on how to incorporate civics
- 5) Reward & recognize teachers who are doing a great job

**E. Are there opportunities to learn about political and legal status of Alaska Natives?**  
**Presenter: Paul Ongtooguk**

**Recommendations:**

- 1) Visiting Alaska Native speakers and AFN delegation in classroom. And an urban/rural exchange
- 2) Readers digest version of legal/political status, including ANCSA, non-profits, tribes, regional corps
- 3) Alaska studies requirement for H.S. graduation, AK studies teacher requirement
- 4) Educate teachers so they are better able and are more knowledgeable to teach Alaska studies. Enliven the teachers' training so it is more interactive and less "deathly." (also enliven high school classes)
- 5) Cultural awareness for legislators, educators, municipal staff, etc. Also educate about 13 regional corporations, ANILCA and ICWA and other important related acronyms)
- 6) Alaska Native is not used in legislature, "rural" used as a substitute, need to use tribal/Native terms

**F. Aside from editorial content, in what ways can the daily newspaper nurture/foster civic responsibility?**  
**Presenter: Matt Nevala**

**Recommendations:**

- 1) Reporting about civic education in the classroom. knowing what civic activities are going on: Law Day, We the People, Project Citizen, Move Forward, Moot Court,
- 2) National Global and Youth Service Day
- 3) Newspaper has ½ page on education on Thursdays in 13 weeks – maybe do civic education
- 4) Covenant House to go there and teach about getting involved
- 5) Quiz on civic education like today's – put this in

**Additional points**

- 6) What kind of content: here's where to regularly put content where youth look – A.D.N., list how to vote, where to go. Encourage Demographic, to aka their kids to vote
- 7) We on "weekly update" that lists all youth events – [www.aydc.org](http://www.aydc.org)
- 8) Civic responsibility - what different cultures think about civic responsibilities
- 9) Make sure you don't re-create the wheel
- 10) Dialogue – get teens/youth talking

- 11) National newspaper week – 5 days that newspapers...
- 12) Current event out of the paper and do assignment on it. What if this happened for different subjects
- 13) Silent snow – book signing
- 14) Provide halls, residential life, work with college campuses as well as high schools
- 15) How to connect with staff – some young teachers don't vote
- 16) How to vote/where to vote/how people stand on issues/why vote

- G. How can we get the Center for Civic Education project-based activities taught to new teachers before graduating from universities?  
Presenters: Pamela Orme, Pam Collins

#### Recommendations

- 1) Preservice teacher training from Center for Civic Ed, We the People programs, Center for Civic Ed fully funded program, The Citizen and the Constitution (high school), Project Citizen (middle school), We the People (elem)
- 2) Train university faculty
- 3) Hosting of teacher interns
  - a. Teachers bureau (experienced teachers who will welcome interns)
  - b. Rural outreach - to teachers in the bush
  - c. Regional competitions (district level)
- 4) Link to reading/math performance –need to document the success and get the word out that it leads to improved outcomes and better test scores, document the results
  - a. Evaluate
  - b. Outcomes
  - c. Verify to policy and decision makers
  - d. Speaking/note-taking/critical reading & thinking skills result
  - e. Show how CCE incorporates civic content into reading & math
- 5) Make the issues relevant and timely for the students
  - a. How to identify the issues locally and provide resources to help connect the dots
  - b. Find teachers who are comfortable teaching controversial issues
  - c. Change the philosophy at universities and teacher training institutions regarding raising and facilitating discussion of controversies – you need light & heat!
- 6) Rural and urban teachers are avoiding controversy
  - a. Kids sit in classrooms and read the worksheets and don't engage
  - b. Kids want more, earlier, they understand what's missing
- 7) Civics should start early – at the beginning,
- 8) Teach responsibilities along with rights
- 9) 40% don't graduate H.S. in AK, 45% of AK Natives don't graduate, 32% of 9<sup>th</sup> graders in Anchorage graduate
- 10) Incorporate AK Native, political entities in rural areas, Alaska Native institutions and organizations
  - a. Needs to be tribal governance component to engage Alaska Native students and communities
- 11) Teach the fundamentals
  - a. Constitution
  - b. Pledge of allegiance
  - c. Declaration
- 12) Bolster people's knowledge of these so they can have good discussions about the issues – and develop a better understanding
- 13) "Foundations for democracy" – CCE – take to villages
- 14) Pair PC/WTP format with Alaska Native substantive component
- 15) Outreach plan for the programs stateside – as partners, summer training institutes
- 16) Identifying local tribal people to be the conduit to the programs (they're not leaving the village like teachers who turnover) – tie in with the regional non-profit corps (ex, education liaisons)

17) Showcase field trip with experienced CCE

H. How do 9-12 educators teach (techniques) law/civics so that post-secondary students (voters) are prepared to apply knowledge in context?

Presenter: Pamela Kelly

#### Recommendations

- 1) Current events
- 2) Issues-based, local focus
- 3) Combating ageism – 15 to 17 too remote - "Rock the Vote"
- 4) Teacher education
  - a. Limitations – NCLB, A.D.N., curriculum
- 5) Newspaper in classroom
  - a. Empirical research about use
- 6) Role-playing – a way to find out what they do
- 7) Student government
  - a. Mil levy in Michigan to get track at school
- 8) Student issues – organization for change, get them involved
  - a. Parking
  - b. Closed campus
  - c. Hats
  - d. "what if" lecture & dialogue
- 9) Political fallout?
- 10) Ombudsman?
  - a. Bitoz
  - b. Smoking before 18, buying at 19
- 11) Videos on civic ed before, oh, 1950! Student written and produced
- 12) School spirit as community
- 13) Opportunity to brainstorm with faculty about curriculum
- 14) Comparative studies – US Rights vs. other place, AK opportunities vs. other place

I. How do we support civic education on a statewide basis?

Presenter: Suellen Appeloff

#### Recommendations

- 1) Have someone responsible – Lt. Gov. should be responsible (have the job of) or an office within the Lt. Gov office, statutorily mandate civic education commission, like the historical commission – or mandated position in DEED or UAA or non-profit or AK Bar, clearinghouse, statewide info, coordination, Commission of Civic Learning?
- 2) Dept of ed provide standardized curriculum, not mandatory but available
- 3) Teacher training program – mentoring etc
- 4) Connect with Alaska Studies requirement – public policy and how it works here
- 5) Website – print and other materials, speakers bureau

J. How to get community organizations to provide more opportunity for young people? Are schools and community organizations not connecting?

Presenter: Becky Judd

#### Recommendations/key additional points:

- 1) Organizations should not just fill a Volunteer Coordinator position – get a well-qualified person
- 2) Having community organizations be more specific on what they want – making expectations of youth more clear
- 3) There is a civic education and educational aspect (emotional and social connections)

- 4) A need within larger communities to have a central leading volunteer organization. Need a center for coordinating training, volunteering, brokering between youth and schools, organizations, religious groups, government opportunities.
- 5) Where the center is located is critical. Don't want ownership getting bogged down with bureaucracy, politics – loses its mission and its effectiveness. Potential Anchorage players – in addition to United Way: (a) UAA could be the outreach and focal point (cons: it's an academic institution); (b) Alaska Community Foundation could be key to driving this center for civic engagement; (c) MOA could take leadership or create Office of Community Engagement, like with recycling (con: depends on leadership in the Mayor's office).
- 6) People want more input to the volunteer center.
- 7) Getting people engaged to solve a community problem
- 8) ASD community resource department – work with youth serving agencies, need to connect with the wider community
- 9) Daniel "If I knew I could make a difference when I was young" – having an emotional/social connection
- 10) Keeping kids motivated, interested
- 11) Failure to learn - service learning is the key we're missing
- 12) How do we help kids feel connected – need to have a continuum of activities, service experiences

**K. How can we civically engage students living on college campuses?  
Presenter: Michael Votava**

- 1) Help students understand the power of one. Show students the impact one person can have on society.
- 2) Can Bonner Leaders from the UAA Center for Community Engagement and Learning lead discussions about civic engagement throughout the Anchorage community, i.e., recreation centers?
- 3) Students from the UAA Bonner Leaders or Alpha Phi Omega service fraternity could make other students aware of service projects or service plunges. Afterwards, peer leaders could lead reflection activities.
- 4) Sponsor a competition between universities and high schools to see which organization has the highest student voter registration rates.
- 5) Sponsor mock elections.
- 6) Organize a Candidate Day where students have the opportunity to meet candidates in upcoming elections.
- 7) Sponsor a gubernatorial debate.
- 8) Over 30 APU and UAA faculty members have been participating in workshops regarding how to facilitate difficult dialogues. Can these faculty members be invited to lead discussions in the Anchorage community?
- 9) How is it that different demographic populations will all be included in these conversations? Minority leaders need to be sought out to facilitate conversations on civic engagement.
- 10) Give students civic education quizzes.
- 11) Sponsor a trivia night where students receive 5-6 rounds of questions about civic education issues. Ask a local celebrity to host the event.
- 12) Seek out established student leaders and take them through civic engagement experiences.
- 13) Participate in the Anchorage Daily News civic education bowl.
- 14) Ask the UAA Justice center to consider offering a legal education masters degree or civil law degree.
- 15) Train university staff members to be voter registrars.
- 16) Provide students information on candidates in upcoming elections including candidates' contact information and briefs about their stances on issues. The UAA Faculty

Association website already contains some of this information, so students could be directed to this organization's webpage.

- 17) The Anchorage Daily News can encourage candidates to utilize Project Vote Smart.
- 18) Encourage students to become involved in neighborhood/community organizations, churches, etc.
- 19) Can we help students find the passion to be engaged?
- 20) Can classes offer engagement activities outside the classroom? If so, have students write reflections about their experiences.
- 21) Create a website of service opportunities available to students.
- 22) Students are at different developmental points in their lives in becoming engaged community members. Offer different types of civic engagement opportunities that will appeal to all students.
- 23) Provide students the skills to volunteer and reasons why they should.
- 24) Provide adult basic civic education in the Anchorage community. Encourage peer mentoring opportunities among students.
- 25) Teach students how to get involved, e.g., how to get on a local board, provide resources for local and state civic involvement.
- 26) Tie in the value of civic involvement to career services and graduate school.
- 27) Consider running Gavel to Gavel on University TV

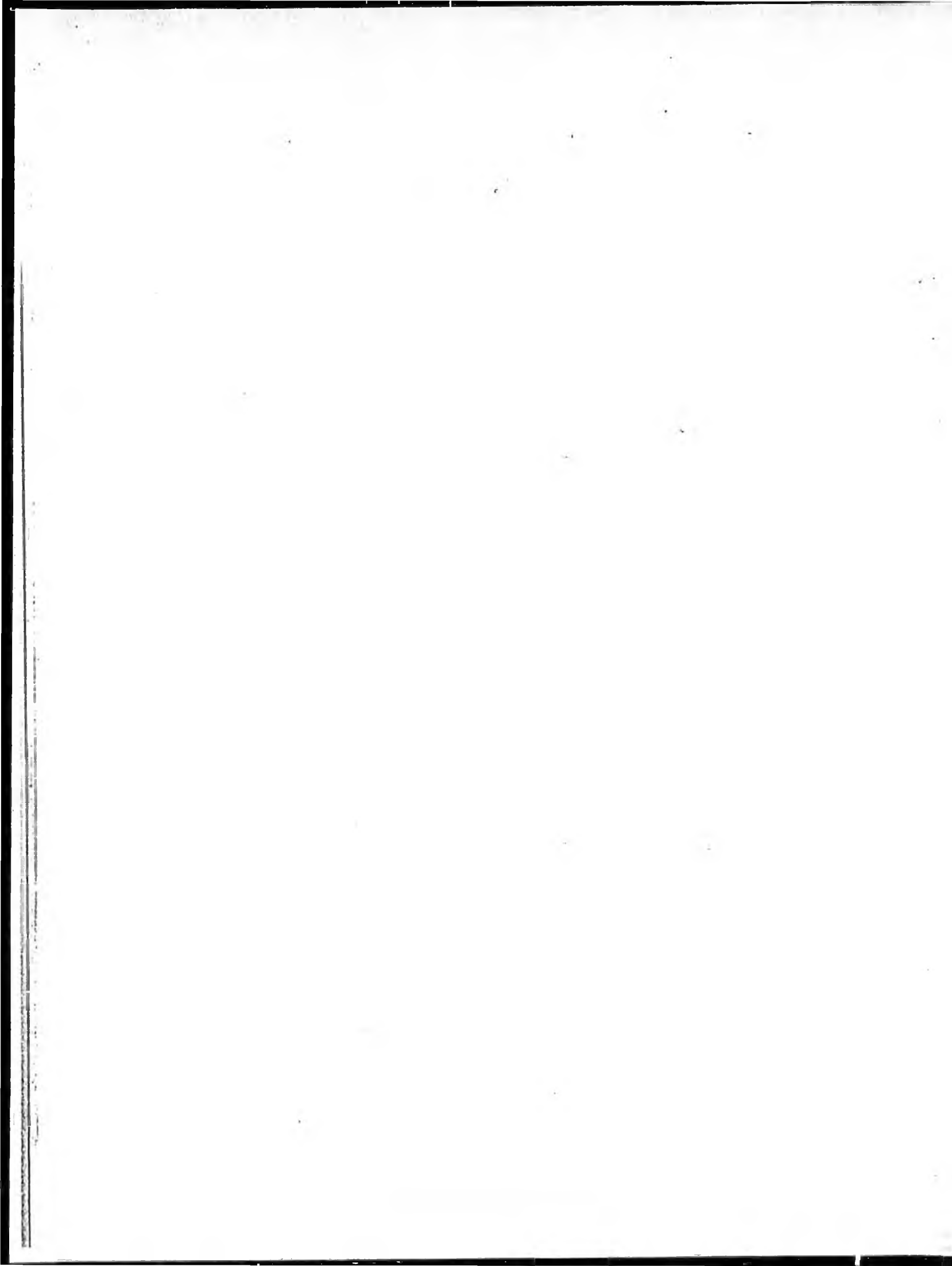
#### Recommendations

- 28) Launch a civic education campaign. Hold voter registration drives. Sponsor civic education trivia contests. Count the number of hours students are involved in service projects. Chart the number of examples where the university serves as a public square. Hold the campaign once a year. Designate a university department to run the campaign.
- 29) Make civic education more visible at the university. Post signs in university buildings showing pictures and contact numbers for local representatives. Sponsor debates on campus. Invite local Anchorage organizations to host meetings on campus. Honor civic leaders and involved student leaders.
- 30) Utilize students, staff, and faculty to facilitate dialogues about civic education throughout the Anchorage community.
- 31) Sponsor annual days of service on campus and make them a university tradition. Teach students how to become involved in service activities and lead students through reflection activities after they participate.

- L. What's worked in the past in civic ed?  
Presenter: Bill Evans

#### Recommendations

- 1) Kids participate in mock elections (starting in elementary) and interaction (not just reading) in the classroom – mock trial – youth vote. Get them excited. Find out how/what they want to learn
- 2) Teaching reading and writing with civic materials. Not just get pulled in by book salesmen. Materials about engaged people who made a difference in community.
- 3) Create curriculum and evaluate curriculum that includes civic materials. Teachers can incorporate into their already full syllabus. Educate teachers. Encourage civic programs (ex)close-up)
- 4) Educate parents about importance of family communication and how it fosters civic engagement. Incorporate church as one means of getting message out. Get people engaged in positive community activities.
- 5) Encourage voting, show how everyone's vote counts. Material awards for voting, or at least registering.
- 6) A central coordinator for civic learning, now just volunteers & things fall through the cracks.
- 7) More civics in school – more involved community.



## APPENDIX B

### "HOW CIVIC ARE YOU?"—QUIZ A

Test your knowledge, have fun! Below are several questions that range from facts every citizen should know to lesser-known tidbits of civic knowledge. For multiple choice questions, put a check next to the right answer; for short answer questions, write in the space provided.

A1. Who is the current Governor of Alaska?

- Jay                       Tony                       Ted                       Frank  
Hammond                      Knowles                      Stevens                      Murkowski

A2. How old do you have to be to become President?

- 18                       35                       25                       21

A3. How many days can a special session called by the Governor last?

- 30                       60                       90                       no limit

A4. Name a current U.S. Supreme Court justice.

A5. Which of the items below are qualifications to serve on a jury in Alaska? (Check all that apply.)

- Never convicted of a felony                       at least 18 years old  
 an Alaska resident                       A US citizen  
 a high school graduate                       able to see and hear  
 a registered voter                       able to read or speak English.

A6. In what year was the Alaska state constitution written?

- 1956                       1959                       1960                       1971

A7. During Alaska's Territorial years (1912-1959) which town was the center of government?

- Juneau                       Sitka                       Anchorage                       Fairbanks

A8. The Alaska Constitution establishes that 25% of what type of resources must be placed in the Permanent Fund?

- mineral bonuses, royalties and related income                       all state taxes                       oil taxes                       natural resource taxes

A9. What kinds of state taxes does your household pay?

- Income                       Property                       Sales                      Other \_\_\_\_\_

A10. Why are Alaska Natives allowed to hunt marine mammals such as seals, whales and polar bears?

A11. Can non-Natives hunt marine mammals?

- yes                       no

A12. What was section 17 (d)(2) in ANCSA about?

A13. Who are these famous Alaskans? (just a very brief description)

- A. Katie John  
B. Morris Thompson  
C. Jay Hammond  
D. Peter Kalifornsky

A14. What do these acronyms stand for and why are they important to Alaska?

- A. AFN  
B. ANILCA (a law)  
C. NPFMC (a government entity)  
D. ICWA (a law)

**"HOW CIVIC ARE YOU?" - QUIZ B**

Test your knowledge, have fun! Below are 20 questions that range from facts every citizen should know to lesser-known tidbits of civic knowledge. For multiple choice questions, put a check next to the right answer; for short answer questions, write in the space provided.

**B1. Where does Alaska's governor live?**

Fairbanks       Anchorage       Juneau       Depends on the governor

**B2. How long is the term of a member of the Alaska House of Representatives?**

2 years       4 years       6 years       8 years

**B3. How long is the term of a member of the Alaska Senate?**

2 years       4 years       6 years       8 years

**B4. Name a current Alaska State Supreme Court justice**

**B5. How is the Chief Justice of the Alaska Supreme Court selected?**

The governor appoints the Chief Justice       the people elect the chief justice       the 5 justices of the court elect the chief justice       the Alaska Judicial Council chooses the chief justice

**B6. What two countries are nearest to Alaska?**

Canada and Russia       Canada and Korea       Russia and Japan       Korea and Russia

**B7. During Alaska's pre-Territorial years (1857-1912) where was the center of government located?**

Fairbanks       Juneau       Anchorage       Sitka

**B8. When was the Permanent Fund established?**

1959       1982       1976       1971

**B9. How is the amount of the permanent fund dividend calculated each year?**

**B10. What kinds of federal taxes does your household pay?**

income       property       Sales      Other \_\_\_\_\_

**B11. When did all Alaska Natives become US citizens?**

1971       1867       1924       1959

**B12. How many Federally recognized tribes are there in Alaska in 2005?**

under 50       50-100       100-200       over 200

**B13. Who are these famous Alaskans? (just a very brief description)**

- A. Elizabeth Peratrovich
- B. Howard Rock
- C. Bob Bartlett
- D. Walter Soboleff

**B14. What do these acronyms stand for and why are they important to Alaska?**

- A. ANCSA (a law)
- B. ANWR (a place)
- C. IHS (a government entity)
- D. PFD

### "HOW CIVIC ARE YOU?" - QUIZ C

Test your knowledge, have fun! Below are 20 questions that range from facts every citizen should know to lesser-known tidbits of civic knowledge. For multiple choice questions, put a check next to the right answer; for short answer questions, write in the space provided.

C1. How old do you have to be to vote?

16                       21                       18                       35

C2. How many members make up the Alaska Senate?

3                       20                       40                       100

C3. How many members make up the Alaska House of Representatives?

1                       435                       20                       40

C4. If you had a t-shirt that showed a picture of a burning American flag, would it be legal to wear it in public?

yes                       no

C5. Would it be legal to wear that t-shirt in school?

yes                       no

C6. Are you allowed to actually burn the flag?

yes                       no

C7. When Alaska became a state, did it assume control of all land within the territory?

yes                       no

C8. Who has the power to change how dividends are calculated?

Governor                       Permanent Fund Corporation                       Alaska Legislature                       Alaska Oil and Gas Commission

C9. What kinds of local taxes does your household pay?

income                       property                       Sales                      Other \_\_\_\_\_

C10. Where does the state government get most of its money?

Oil taxes                       Federal funds                       Property taxes                      Other \_\_\_\_\_

C11. About how large is the Permanent Fund?

\$1,000 per Alaskan                       \$25 billion                       \$900 this year                       \$31 billion

C12. What's the significance of Dec. 18, 1971?

C13. Are there Indian reservations in Alaska?

yes                       no

C14. Who are these famous Alaskans? (just a very brief description)

- A. William Hensley
- B. William Egan
- C. Byron Mallott
- D. Walter Hickel

C15. What do these acronyms stand for and why are they important to Alaska?

- A. ANTHC (an organization)
- B. APOC (a government entity)
- C. IRA (a law)

"HOW CIVIC ARE YOU?" - QUIZ D

Test your knowledge, have fun! Below are 20 questions that range from facts every citizen should know to lesser-known tidbits of civic knowledge. For multiple choice questions, put a check next to the right answer; for short answer questions, write in the space provided.

D1. Who are Alaska's U.S. Senators and Representative?

D2. If the Governor vetoes a bill, he is required to explain why.

True  False

D3. How long must Alaskans reside in the state to legally vote?

1 year  60 days  30 days  6 months

D4. When can judges make decisions overturning laws?

D5. Anchorage has a curfew for minors: 11 PM on weeknights and 1 AM on weekends and in the summer. If you wanted this law changed, who would you contact?

a member of the Anchorage Assembly  the Anchorage police  a state legislator  Senator Stevens

D6. At what age are judges in Alaska required to retire??

65  75  70  no age limit

D7. What year did Alaska become a state?

1960  1971  1959  1867

D8. What two forms of local government are established in Alaska's constitution?

D9. What other types of local government exist in Alaska? (just give one example)

D10. Who owns most of the land in Alaska?

Municipalities  State of Alaska  Federal government  Private individuals or corporations

D11. How big was the FY2006 budget? (both operating and capital budgets, but not including spending for Permanent Fund inflation proofing or dividends)?

\$2 billion  \$7 billion  \$5 billion  \$20 billion

D12. What is a regional Native corporation?

D13. Who can be a Native corporation shareholder?

D14. Who are these famous Alaskans? (just a very brief description)

- A. Emil Notti
- B. Ernest Gruening
- C. Molly Hootch

D15. What do these acronyms stand for and why are they important to Alaska?

- A. BLM (a government entity)
- B. ICC (an organization)
- C. NAGPRA (a law)
- D. TAPS

## APPENDIX C

### "HOW CIVIC ARE YOU?"—QUIZ ANSWER KEY

#### Quiz A

- A1. Who is the current Governor of Alaska? Frank Murkowski
- A2. How old do you have to be to become President? 35 years old
- A3. How many days can a special session called by the Governor last? 30 days
- A4. Name a current U.S. Supreme Court justice. The 9 justices currently serving are William H. Rehnquist (Chief Justice), John Paul Stevens, Sandra Day O'Connor, Antonin Scalia, Anthony M. Kennedy, David H. Souter, Clarence Thomas, Ruth Bader Ginsburg, Stephen G. Breyer
- A5. Which of the items below are qualifications to serve on a jury in Alaska?
- AS 09.20.010. Qualification of Jurors; Interpreters.
- (a) A person is qualified to act as a juror if the person is
- (1) a citizen of the United States;
  - (2) a resident of the state;
  - (3) at least 18 years of age;
  - (4) of sound mind;
  - (5) in possession of the person's natural faculties; and
  - (6) able to read or speak the English language.
- (b) A person is not disqualified from serving as a juror solely because of the loss of hearing or sight in any degree or a disability that substantially impairs or interferes with the person's mobility.
- (c) The court shall provide, and pay the cost of services of, an interpreter or reader when necessary to enable a person with impaired hearing or sight to act as a juror.
- A6. In what year was the Alaska state constitution written? 1956
- A7. During Alaska's Territorial years (1912-1959) where was the center of government located? Juneau
- A8. The Alaska Constitution establishes that 25% of what type of resources must be placed in the Permanent Fund? 25 percent of all mineral bonuses, royalties and related income
- A9. What kinds of state taxes does your household pay?
- \_\_\_income      \_\_\_property      \_\_\_Sales      Other \_\_\_\_\_
- The answer to this question will vary somewhat by where you live. The state of Alaska doesn't levy any broad-based taxes on households (such as a state income or sales tax). State property taxes are restricted to oil and gas properties. Various local governments (boroughs and cities) levy property and sales taxes. And, unless you live in a U.S. territory (such as Puerto Rico or Guam), you probably pay federal income tax.
- A10. Why are Alaska Natives allowed to hunt marine mammals such as seals, whales and polar bears? The Marine Mammal Protection act protects the hunting rights of Alaska Natives.
- A11. Can non-Natives hunt marine mammals? No, not in the U.S.
- A12. What was section 17 (d)(2) in ANCSA about? It authorized the Secretary of the Interior to withdraw 80 million acres for federal parks, forests, refuges, and wild scenic rivers. The lands identified under this provision were later designated in the Alaska National Interest Lands Act (ANILCA) of 1980.

**A13. Who are these famous Alaskans? (just a very brief description)**

**A. Katie John:** Katie John, Doris Charles, and the Mentasta Village Council, represented by the Native American Rights Fund, sued the U.S. in Federal Court claiming that the federal government had unlawfully excluded navigable waters and subsistence fishing from the protections of ANILCA. The plaintiffs won the case, leading to federal management of subsistence hunting and fishing on federal lands and waters in Alaska. On January 7, 2005, Katie John filed a law suit in the District of Alaska challenging the Secretaries' final rule implementing the prior Katie John mandate as being too restrictive in its scope. Katie John's complaint alleges that the Secretaries should have included Alaska Native allotments as public lands and further that the federal government's interest in water extends upstream and downstream from the Conservation Units established under ANILCA.

(Source: [www.alaskool.org](http://www.alaskool.org) and the Native American Rights Fund web site)

**B. Morris Thompson:** The late Morris Thompson was Athabaskan, born and raised in the Yukon River Village of Tanana. He had a colorful career in both the private and public sectors, and was known as one of Alaska's most prominent business leaders. Morris served as special assistant to the Secretary of the Interior during the Nixon administration and, at age 34, became the youngest Commissioner of the Bureau of Indian Affairs. Morris was a former president of the Alaska Federation of Natives, founding Vice-President of Commonwealth North, co-chairman of the Alaska Federation of Natives, and a cabinet-level officer in Alaska Governor Walter J. Hickel's first administration. Employed by Doyon Limited Regional Corporation since 1981, Morris was originally hired as Vice-President and, in October 1985, he was appointed President and Chief Officer. When Morris took over Doyon in 1985, it had an operating loss of \$28 million. When he retired, it was generating \$70.9 million in annual revenues, had 900 employees and 14,000 stockholders. One month after retiring from Doyon, Morris passed away along with his wife, Thelma, and his daughter, Sheryl, on Alaska Airlines flight 261 returning from a vacation in Mexico.

(Source: AFN web site <http://www.nativefederation.org/frames/people.html>)

**C. Jay Hammond:** Jay Sterner Hammond was born in Troy, New York, in 1921. He graduated from high school in Scotia, New York, in 1940 and studied petroleum engineering at Penn State University (1940-1942). Hammond served as a U.S. Marine Corps fighter pilot in the South Pacific in World War II (1942-1945) and in China (1945-1946). He came to Alaska in 1946 where he worked as a bush pilot and guide; he also attended the University of Alaska in Fairbanks, graduating with a degree in biological sciences in 1949. Hammond then worked as a hunter for the U.S. Fish and Wildlife Service and became a master hunting and fishing guide. He homesteaded near Lake Clark in the early 1950s and married Bella Gardiner of Dillingham in 1952. He entered politics in 1959, serving as a representative in the Alaska State Legislature from Bristol Bay (1959-1965), and later as state senator (1967-1972) and President of the Senate (1971-1972). After leaving the state legislature, Hammond served as mayor of Bristol Bay Borough (1972-1974) and governor of Alaska (1974-1982). His administration was noted for its conservation efforts, the creation of the Alaska Permanent Fund (1976), and the passage of a constitutional amendment to limit state spending (1982). After retirement from office, Hammond wrote articles for Alaska newspapers and continued to advocate conservation and fiscal responsibility at the state level.

(Source: UAA library,

<http://www.lib.uaa.alaska.edu/archives/CollectionsList/CollectionDescriptions/GtoJ/HAMMO NDJ.wpd.html>)

**D. Peter Kalifornsky:** Peter Kalifornsky was born in 1911 at Kalifornsky village on the Kenai Peninsula. In his early years, Peter was raised by his aunts and his uncle, Theodore Chikalusion. Peter lived with his uncle at Snug Harbor where he learned Athabaskan stories, knowledge, and wilderness survival skills. In 1921, Peter returned to Kalifornsky village to be with his father and attend school until the 5th grade. In 1956, Peter contracted Tuberculosis and was sent to the hospital, where he eventually recovered. Peter

Kalifornsky is the last living speaker of his Athabaskan dialect. In the 1980s he began to work with the University of Alaska Fairbanks to preserve his cultural knowledge and language. During his adult years, Peter worked tirelessly to preserve the stories and language of the Dena'ina Athabaskan people.

(Source: AFN web site <http://www.nativefederation.org/frames/people.html>)

**A14. What do these acronyms stand for and why are they important to Alaska?**

A. **AFN** - The Alaska Federation of Natives was formed in October 1966, when more than 400 Alaska Natives representing 17 Native organizations gathered for a three-day conference to address Alaska Native aboriginal land rights. From 1966 to 1971, AFN worked primarily to achieve passage of a just and fair land settlement. On December 18, 1971 the Alaska Native Claims Settlement Act (ANCSA) was signed into law. At the state level, AFN continues to play an active role in the legislative process, promoting laws, policies and programs in areas such as health, education, resource development, labor and government.

B. **ANILCA** - The Alaska National Interest Lands Act (see A12).

C. **NPFMC** - The North Pacific Fishery Management Council is one of eight regional councils established by the Magnuson Fishery Conservation and Management Act in 1976. It has primary responsibility for groundfish management in the Gulf of Alaska, Bering Sea and Aleutian Islands, including cod, pollock, flatfish, mackerel, sablefish, and rockfish species harvested mainly by trawlers, hook and line longliners and pot fishermen. The Council also makes allocative and limited entry decisions for halibut.

D. **ICWA** - The Indian Child Welfare Act was adopted by Congress in 1978, and applies to child custody proceedings in state courts involving children of Native American ancestry. The provisions of the ICWA represent a dramatic departure from the procedural and substantive laws that most states have enacted to govern child custody proceedings.

**QUIZ B**

- B1. Where does Alaska's governor live? Juneau
- B2. How long is the term of a member of the Alaska House of Representatives? 2 years
- B3. How long is the term of a member of the Alaska Senate? 4 years
- B4. Name a current Alaska State Supreme Court justice. The five currently serving justices are: Dana Fabe (Chief Justice), Warren Matthews, Robert Eastaugh, Alexander Bryner, Walter Carpeneti.
- B5. How is the Chief Justice of the Alaska Supreme Court selected? The 5 justices of the court elect the chief justice for a 3-year term.
- B6. What two countries are nearest to Alaska? Canada and Russia
- B7. During Alaska's pre-Territorial years (1867-1912) where was the center of government located? Sitka
- B8. When was the Permanent Fund established? 1976
- B9. How is the amount of the permanent fund dividend calculated each year?
- 1) Average the annual earnings of the fund over the most recent 5 years.
  2. Divide this amount by 2. That gives the total amount to be distributed as dividends.
  3. Divide that amount equally among all the approved applications. That gives the amount each individual receives.

**B10. What kinds of federal taxes does your household pay?**

\_\_\_ income      \_\_\_ property      \_\_\_ Sales      Other \_\_\_\_\_

The answer to this question will vary somewhat by where you live. The state of Alaska doesn't levy any broad-based taxes on households (such as a state income or sales tax). State property taxes are restricted to oil and gas properties. Various local governments (boroughs and cities) levy property and sales taxes. And, unless you live in a U.S. territory (such as Puerto Rico or Guam), you probably pay federal income tax.

**B11. When did all Alaska Natives become US citizens? Native Americans were granted citizenship pursuant to the Indian Citizenship Act of 1924 ...but there's more:**

The 1867 Treaty of Cession with the Russians spelled out that the inhabitants of Alaska "with the exception of uncivilized native tribes, shall be admitted to the enjoyment of all the rights, advantages, and immunities of citizens of the United States. . ."

The Native peoples of Alaska were not second-class citizens. They were simply not citizens at all, at least the way most people understood the law. As the treaty put it, "The uncivilized tribes will be subject to such laws and regulations as the United States may, from time to time, adopt in regard to aboriginal tribes of that country."

It wasn't until 1915 that the territorial legislature came up with a complicated procedure for Natives to become citizens of the United States. The Alaska lawmakers said that every Native "who has severed all tribal relationship and adopted the habits of civilized life" could become a citizen.

A Native was eligible for a certificate by going to a local school to be examined by a majority of the teachers. "Such examination shall broadly cover the general qualifications of the applicant as to an intelligent exercise of the obligations of suffrage, a total abandonment of any tribal customs or relationship, and the facts regarding the applicant's adoption of the habits of a civilized life," the law said. The schools at that time were geared to promote assimilation of Natives into the white culture, so the teachers seemed the best able to make such judgments.

After the teachers approved the application, a Native person had to have at least five white citizens who had been in Alaska at least one year testify that they knew the applicant for at least a year. The witnesses also had to say that the prospective citizen had met the requirements of the law.

Then the certificate, after being endorsed by five citizens, had to be presented to the district court. To achieve citizenship, the Native had to say he was living "separate and apart from any tribe of Indians" and had "adopted the habits of civilized life."

(Source: <http://www.akhistorycourse.org/articles/article.php?artID=136>)

**B12. How many Federally recognized tribes are there in Alaska in 2005? In 1994 there were 227 federally recognized tribes in Alaska, and several more have been recognized since then.**

**B13. Who are these famous Alaskans? (just a very brief description)**

A. **Elisabeth Peratrovich:** Elisabeth Peratrovich was a major civil rights leader in Alaska. Elizabeth was born on July 4, 1911, in Petersburg, Alaska. She was the adopted daughter of Andrew and Mary Wanamaker, Presbyterian Church missionaries for Angoon, Klawock, Kake, and Kluckwan. Elizabeth attended elementary school in Petersburg and graduated from Kotchikan High School. After attending Sheldon Jackson College in Sitka, she furthered her education at Western College of Education in Bellingham, Washington where she met and married Roy Peratrovich in 1931. The couple moved to Klawock after college. She was a mother of three children, a member of the Presbyterian Church, and Grand Camp President for the Alaska Native Sisterhood. When Elizabeth and Roy moved to Juneau in 1941, she was shocked at the blatant discrimination against Natives. In Juneau, Roy served as the Alaska Native Brotherhood Grand President and Elizabeth as

the Alaska Native Sisterhood Grand President. They wrote a letter to the territorial Governor, Ernest Gruening, calling his attention to the un-American signs on the Douglas Inn, which read "No Natives Allowed." The letter reminded the Governor that Natives pay the required taxes to the territory—even the unjust school tax—to a system that excludes Native children from the public schools. Roy and Elizabeth lobbied extensively for the passage of an anti-discrimination law. In 1943, the Territorial Legislature finally considered the first anti-discrimination law, but it did not pass. When the issue came before the Senate again in 1945, it was Elizabeth's powerful testimony that moved the legislature to pass the first anti-discrimination law in the country which outlawed discrimination in housing, public accommodations, and restaurants in Alaska. Elizabeth was on the clerical staff of the Alaska Legislature for a number of years in the Territorial Treasurer's office and the Territorial Vocational Rehabilitation Department. Elizabeth remained active in Native American affairs, serving as the Alaskan representative to the National Congress of American Indians; she became a member of the executive council in 1955 and served on their Constitutional Committee. At the time she became ill with cancer, she was employed with the Juneau Credit Association and was a member of the Juneau Business and Professional Women's Club. She passed away in December 1958. In 1988, the Alaska Legislature established February 16 as "The Annual Elizabeth Peratrovich Day" to commemorate the anniversary of the signing of the Anti-Discrimination Act.  
(Source: AFN web site <http://www.nativefederation.org/frames/people.html>)

**B Howard Rock:** Howard Rock was born in Point Hope Alaska in 1911 to a family of bowhead whale hunters. After attending the missionary school in Point Hope, he attended high school at the White Mountain Vocational school. In the late 1930's Howard studied art at the University of Washington. After college, he worked as an artist, carving in ivory until he was drafted during WWII; after the war, he returned to his artwork. In 1961 Howard returned to Point Hope and served as village spokesman in a dispute between the villagers and the Atomic Energy Commission. The Commission proposed a plan to explode five atomic bombs in order to build an underwater harbor. That same year, he was approached by the Arctic Slope Native Association to create a newspaper that would serve as a forum to advocate Native rights and causes, and in October 1962, the Tundra Times was formed. Under his direction, the paper grew to a circulation of over 3,500. During the 1960s, the Tundra Times was the only newspaper that linked Alaska Natives living in rural northern villages and kept their residents informed of political and social issues affecting Alaska Natives. AFN's first meeting occurred in 1966 after Howard published a letter by Emil Nolti calling for a statewide meeting of Alaska Native Associations and organizations. In 1975, the Tundra Times was nominated for a Pulitzer Prize for meritorious public service. During his career, Rock received many awards including "Alaskan of the Year" in 1974 and "49er of the Year" in 1975. Rock served as the editor and publisher of the Tundra Times until his death in 1976.

(Source: AFN web site <http://www.nativefederation.org/frames/people.html>)

**C. Bob Bartlett:** Edward Lewis "Bob" Bartlett (April 20, 1904 – December 11, 1968) was an American politician, and was a member of the Democratic party. Bartlett was born in Seattle, Washington. After graduating from the University of Alaska in 1925, Bartlett began his career in politics. A reporter for the Fairbanks Daily News until 1933, he accepted the position of secretary to Delegate Anthony Dimond of Alaska. Three years later he became the chairman of the Unemployment Compensation Commission of Alaska. On January 30, 1939, President Franklin D. Roosevelt appointed him secretary of the Alaska Territory. Beginning in 1945, Bartlett served as the delegate from Alaska to the 79th and the six succeeding Congresses. Continuing his civic service, he was president of the Alaska Tuberculosis Association and served as a member of the Alaska War Council. He labored constantly for statehood; upon Alaska's admission to the Union in 1959 he became the first senator from Alaska and served until 1968. Bartlett possessed the reputation of a quiet man of achievement. The Library of Congress estimates that he had more bills passed into law than any other member in congressional history. Some of his bills included the Radiation Safety Bill and the Bartlett Act, requiring all federally funded buildings to be

accessible to the handicapped. Well-loved and respected by his constituents as well as his peers, Bartlett died December 11, 1968. Ted Stevens was appointed to replace him. (Source: Wikipedia, [http://en.wikipedia.org/wiki/Bob\\_Bartlett](http://en.wikipedia.org/wiki/Bob_Bartlett) ; license terms at [http://en.wikipedia.org/wiki/Wikipedia:Text\\_of\\_the\\_GNU\\_Free\\_Documentation\\_License](http://en.wikipedia.org/wiki/Wikipedia:Text_of_the_GNU_Free_Documentation_License))

D. **Walter Soboleff:** Walter was born in 1908 in Kilisnoo, in Southeast Alaska, of Tlingit, German, Russian parentage. Well known for many years as a Tlingit leader, Walter has focused his attention on both the physical and spiritual needs of his people. He was ordained at the Alaska Presbytery in 1940, after receiving degrees from the University of Dubuque in Dubuque, Iowa. Walter has received two honorary doctorate degrees for his life's work, a Doctor of Divinity from Dubuque University and a Doctorate of Humanities from the University of Alaska. He has four children. Throughout his long career, Walter has held many local, statewide, and national positions, including seven terms as president of the Grand Camp of the Alaska Native Brotherhood, president of Kootznoowoo Inc., and Director of Sealaska Corporations. He served as chairman of the Alaska State Board of Education, nominated by former Governor Walter J. Hickel, for two years and was treasurer of the Tlingit and Haida Central Council, among holding other positions. Throughout his life, Walter has been a strong advocate for the preservation of the Tlingit language and culture. He currently serves as the chairman of the Board of Trustees for the Sealaska Heritage Foundation, and has served on the board for 14 years. (Source: AFN web site <http://www.nativefederation.org/frames/people.html>)

**B14. What do these acronyms stand for and why are they important to Alaska?**

A. **ANCSA** - The Alaska Native Claims Settlement Act (1971) provided for the settlement of aboriginal land claims by the Native peoples of Alaska. Alaska Native groups received 40 million acres of land and \$962.5 million in compensation for their claims to any additional land. Regional and village Native Corporations were established to receive the money and land.

B. **ANWR** - The Arctic National Wildlife Refuge lies in northeastern Alaska from the Brooks Range to the Arctic Ocean. It includes the traditional homelands of Inupiat Eskimos on the coast and Gwitchin Athabaskan Indians of the interior. The coastal plain of the refuge is one of the calving grounds of the Porcupine caribou herd, and is also a possible location of large oil reserves.

C. **HIS** - The Indian Health Service, an agency within the Department of Health and Human Services, is responsible for providing federal health services to American Indians and Alaska Natives.

D. **PFD** - Permanent Fund Dividend – need we say more?

**QUIZ C**

- C1. How old do you have to be to vote? 18
- C2. How many members make up the Alaska Senate? 20
- C3. How many members make up the Alaska House of Representatives? 40
- C4. If you had a t-shirt that showed a picture of a burning American flag, would it be legal to wear it in public? Yes
- C5. Would it be legal to wear that t-shirt in school? Yes, in general students' free speech is protected. However, schools are allowed to restrict dress that would be disruptive, and speech (symbolic or not) that is dangerous, lewd, or disruptive. Also, some school rules (such as school uniforms) might prohibit such a t-shirt.
- C6. Are you allowed to actually burn the flag? Yes.

C7. When Alaska became a state, did it assume control of all land within the territory? No, the federal government granted the state 28% ownership of its total area on statehood.

C8. Who has the power to change how dividends are calculated? The Alaska Legislature established the dividend program and can change it.

C9. What kinds of local taxes does your household pay?

\_\_\_income      \_\_\_property      \_\_\_Sales      Other \_\_\_\_\_

The answer to this question will vary somewhat by where you live. The state of Alaska doesn't levy any broad-based taxes on households (such as a state income or sales tax). State property taxes are restricted to oil and gas properties. Various local governments (boroughs and cities) levy property and sales taxes. And, unless you live in a U.S. territory (such as Puerto Rico or Guam), you probably pay federal income tax.

C10. Where does the state government get most of its money? The state gets most of its *general fund* money from oil revenues – a combination of sales of its one-eighth royalty share of oil produced, severance tax, property taxes and corporate income taxes on oil company activities in the state. However, in both FY 2005 and 2006, federal funds for a variety of capital and operating uses totaled more than oil revenues.

C11. About how large is the Permanent Fund? Right now, it's about \$31 billion

C12. What's the significance of Dec. 18, 1971? The Alaska Native Claims Settlement Act (ANCSA) was signed into law on that day.

C13. Are there Indian reservations in Alaska? Yes – Annette Island Reserve (which contains the town of Mellakalla) near Ketchikan.

C14. Who are these famous Alaskans? (just a very brief description)

A. **William Hensley:** Willie was born in Kotzebue, Alaska and raised in a large family on the delta of the Noatak River. Willie was named for his maternal grandfather, Iggiagruk. During his childhood, he grew up living a subsistence lifestyle, traveling to fish camp in the summer and living in the traditional sod house. Willie attended the Bureau of Indian Affairs schools in Kotzebue and Noorvik and high school in Tennessee at the Chillhowee Academy. In 1966, he graduated from George Washington University with a degree in political science and a minor in economics. The same year that Willie received his BA degree, he was elected to the Alaska State legislature, he managed NANA as a non-profit organization, and helped to found the Alaska Federation of Natives. While taking graduate courses at the University of Alaska in the mid-sixties, Willie wrote a seminal paper titled, "What Rights to Land Have Alaska Natives?" This paper provided one of the first descriptions of the legal and political history of Alaska Native rights to their ancestral lands. It provided the framework for Alaska Natives to understand the imminent threat to their lands brought about by the Statehood Act of 1959. Unknown to many Alaska residents at the time, this paper proved that, according to legal documents, Alaska Natives retained aboriginal title to most of Alaska. The paper was reproduced in the first AFN Convention in 1966. Subsequently, Willie served as one of the founders of AFN (as chairman of the Lands Committee in 1966); served as AFN Director, Executive Director, President and Co-Chair; served as a member of both the Alaska House and Senate; as Commissioner of Commerce; was a founder of the Northwest Alaska Native Association in the Kotzebue Region; and served as a Director and President of NANA Regional Corporation. Currently, Willie is the Manager of Federal Relations for the Alyeska Pipeline Service Company in Washington, DC.

(Source: AFN web site <http://www.nativefederation.org/frames/people.html>)

B. **William Egan:** "Born in Alaska, Raised in Alaska, Schooled in Alaska" was how 25-year-old William A. Egan advertised himself during his first campaign for Alaska Territorial Legislature in 1940. Without an opportunity to attend college, Egan received his political education in the legislature. Fifteen years later, Alaskans chose him to lead the Alaska

Constitutional Convention and then serve in Washington, D.C. as an Alaska-Tennessee Plan senator. In 1959, Egan, from small-town Valdez, became Alaska's first state governor - the only governor born and educated in Alaska during the first 43 years of statehood. (Source: <http://www.eatlower.alaskawriters.com/book4.html>, from the book, *Alaska's Homegrown Governor, A Biography of William A. Egan* by Dr. Elizabeth Tower)

C. **Byron Mallott:** Byron was born and raised in Yakutat, the ancestral home of his mother's Tlingit clan. Byron has been active in public and private sectors in Alaska since 1965 when he was elected mayor of Yakutat at age 22. He has worked for every governor since statehood, and served as the first Commissioner of the Department of Community and Regional Affairs from 1971-1974. Byron was director, Chairman, President, and Chief Executive Officer of Sealaska Corporation from 1972 (when the regional ANCSA Corporation was founded) until late 1992 when he retired after ten years as Chief Executive Officer. During Byron's tenure, Sealaska established a shareholder's permanent fund and a corporate investment portfolio with total holdings in excess of \$100 million. He is currently a member of the Board of Directors. His additional business experiences, both in Alaska and nationally, are extensive. Byron's public service includes his election as Mayor of the City and Borough of Juneau in October 1994, a position he resigned in February 1995 to attend to his Permanent Fund duties full-time. In 1977 and 1978, he was President of the Alaska Federation of Natives. He has served as chair of the Nature Conservancy of Alaska, and as a Director of the Alaska Public Radio Network. In December 1994, Byron completed a two-year appointment as Executive-in-Residence in the School of Business and Public Administration at the University of Alaska Southeast. He was appointed co-chair of the Governor's Commission on Rural Governance and Empowerment by Governor Tony Knowles in 1998. Currently, Byron is the President/Chief Executive Officer of the First Alaskans Foundation. He is married to Toni Mallott who teaches elementary grades in the Juneau School District. Together they have raised five children, the youngest of whom attends Juneau High School. Byron has received numerous awards and citations for his service including: Honorary Doctorate in the Humanities from the University of Alaska; Governor's Award for Service from the Alaska State Chamber of Commerce; and Citizen of the Year Award from the Alaska Federation of Natives.

(Source: AFN web site <http://www.nativefederation.org/frames/people.html>)

D. **Walter Hickel:** Born in Claflin, Kansas in 1919, Hickel came to Alaska in 1940 and worked as a bartender, carpenter, and developer. As the state's second governor from 1966 to 1969, he pushed to open Prudhoe Bay to oil development. He served as U.S. Secretary of the Interior from 1969 to 1970. In 1979, Governor Hickel and Alaska's first Governor, William A. Egan founded Commonwealth North, a public policy forum. During the 1980s, as a business leader, he founded Yukon Pacific Corporation which gained permission to export Alaska natural gas to Asia, which had to that time been prohibited. In 1990, he was again elected governor. In his second term he settled the Exxon Valdez lawsuits, pushed for establishment of community development quotas for fish caught in the North Pacific, and took the problem of by-catch fish waste to the 1992 Earth Summit in Rio, where he was the only governor asked to speak. He established the Northern Forum, a circumpolar association of northern regional governors. Today, Governor Hickel devotes much of his time to founding the Institute of the North at Alaska Pacific University to help teach people in Alaska and from around the globe about the obligations of ownership, as most of the world's resources are commonly owned. Hickel and his wife, Ermalee, have six sons and 16 grandchildren.

(Source: excerpted from <http://www.institutenorth.org/hickel.html>)

**C15. What do these acronyms stand for any why are they important to Alaska?**

A. **ANTHC** - The Alaska Native Tribal Health Consortium is a non-profit health organization owned and managed by Alaska Native tribal governments and their regional health organizations. The Consortium was created in 1997 to provide statewide Native health services.

B. APOC - The Alaska Public Offices Commission administers Alaska's disclosure statutes and publishes financial information regarding the activities of election campaigns, public officials, lobbyists and lobbyist employers.

C. IRA - The Indian Reorganization Act was legislation passed in 1934 in the United States in an attempt to secure new rights for Native Americans on reservations. Its main provisions were to restore to Native Americans management of their assets (mostly land); to prevent further depletion of reservation resources; to build a sound economic foundation for the people of the reservations; and to return to the Native Americans local self-government on a tribal basis. The objectives of the bill were vigorously pursued until the outbreak of World War II. Although the act is still in effect, many Native Americans question its supposed purpose of gradual assimilation; their opposition reflects their efforts to reduce federal condescension in the treatment of Native Americans and their cultures. (Source: <http://www.bartleby.com/65/in/IndianReo.html>)

#### QUIZ D

- D1. Who are Alaska's U.S. Senators and Representative? Sen. Ted Stevens, Sen. Lisa Murkowski, Rep. Don Young
- D2. If the Governor vetoes a bill, he is required to explain why. Yes, he must explain his objections.
- D3. How long must Alaskans reside in the state to legally vote? 30 days
- D4. When can judges make decisions overturning laws? Judges overturn laws (or parts of laws) that are in conflict with state or federal constitutions. (State judges interpret state constitutions and federal judges, the federal constitution)
- D5. Anchorage has a curfew for minors: 11 PM on weeknights and 1 AM on weekends and in the summer. If you wanted this law changed, who would you contact? This is a municipal ordinance, so you could contact a member of the Anchorage Assembly, or the mayor. The assembly would have to act to change the law.
- D6. At what age are judges in Alaska required to retire? In Alaska, judges must retire at age 70.
- D7. What year did Alaska become a state? 1959
- D8. What two forms of local government are established in Alaska's constitution? Boroughs and cities
- D9. What other types of local government exist in Alaska? (just give one example). IRA governments, traditional (or tribal) councils, REAAs (school districts), Coastal Resource Service Areas
- D10. Who owns most of the land in Alaska? The Federal government owns about 60 percent of Alaska's land.
- D11. How big was the FY2006 budget? (both operating and capital budgets, but not including spending for Permanent Fund inflation proofing or dividends)? \$7 billion; for details, see the attached summary sheet on the budget from the state's Office of Management and Budget
- D12. What is a regional Native corporation? A corporation established under ANCSA to receive and manage cash and land under the act and to operate for the common good of the Native shareholders.
- D13. Who can be a Native corporation shareholder? Originally, an Alaska Native alive at the time that ANCSA was passed or their heirs after the original shareholder dies. Some corporations have also enrolled Alaska Natives born later as shareholders.

**D14. Who are these famous Alaskans? (just a very brief description)**

**A. Emil Notti:** Emil was born in 1933 in Koyukuk, an Athabaskan village where the Yukon and the Koyukuk rivers meet. He attended the Bureau of Indian Affairs school through the second grade. Emil left school to trap with his family for two years. He then entered the Ruby Territorial School in fifth grade and attended boarding school in Eklutna through the eighth grade. Emil was among the students in the first four-year graduating class from Mt. Edgecumbe boarding school in Sitka, Alaska. Emil, a Korean War veteran, served in the Navy for four years. He graduated from Northrup University in California with a Bachelor of Science degree. Shortly after receiving his degree, Emil returned to Alaska. After working a year for the FAA, Emil began his efforts to improve the welfare of Alaska Native people. He became involved with the Alaska land claims issue after working for the Deputy Commissioner of Health and Welfare on the Human Rights Commission. Concurrently, Emil was the President of the Cook Inlet Native Association. In his role as president, Emil sought to make Alaska Natives full participants in the new state by achieving a just land claims settlement, and improving education, health care, and economic opportunities. In 1966, Emil wrote a letter calling for a statewide meeting of Alaska Native associations and organizations. The letter was disseminated throughout the state in Howard Rock's newspaper, the Tundra Times. The meeting led to the formation of the Alaska Federation of Natives. Emil proceeded over the first meeting, and was voted the first AFN president. As president, he devoted his time to advocating the land claims issue throughout the United States. When AFN succeeded in achieving the Alaska Native Land Claims Settlement, Emil drew up the boundaries of what was to become the 12 Alaska State Regional Corporations using geographical, language, and cultural lines. Emil has spent the last ten years self-employed and recently completed a ten-year contract with AT&T. Emil is now a President Emeritus of AFN. He has an honorary Doctorate from Alaska Methodist University. Emil is married and has five sons and one daughter.  
(Source: AFN web site <http://www.nativefederation.org/frames/people.html>)

**B. Ernest Gruening:** Ernest Gruening was territorial governor of Alaska in 1935-1953 and territorial senator in 1956-58. As governor, Gruening formed the Alaska Territorial Guard during WWII to alert the military of potential Japanese attacks from isolated areas like the Bering Sea. The guard was made up primarily of Alaska Natives from rural villages. As territorial senator, Gruening lobbied for Alaska statehood in Washington, D.C. and, following statehood, became a U.S. senator from 1958 to 1968.

(Source: Alaska Department of Commerce Community and Economic Development, at [http://www.dced.state.ak.us/oed/student\\_info/learn/famousalaskans.htm](http://www.dced.state.ak.us/oed/student_info/learn/famousalaskans.htm))

**C. Molly Hootch:** Prior to 1976, many rural Native villages in Alaska lacked educational facilities beyond the 8th grade. Students who wished to attend high school were forced to fly long distances and live nine months of the year away from their homes. In 1972, a number of Native students joined together in a suit against the State of Alaska to provide high schools in over 100 Native villages. While the case is officially named *Tibeluk v. Lind*, for the Eskimo girl who joined the list of plaintiffs in 1975, it is commonly referred to as the Molly Hootch case for the student who headed the original list of plaintiffs. In 1976, the court ruled in the plaintiffs' favor and 126 villages were granted high schools. This case revolutionized education in Native Alaskan villages.

(Source: Alaska Department of Commerce Community and Economic Development, at [http://www.dced.state.ak.us/ood/student\\_info/learn/famousalaskans.htm](http://www.dced.state.ak.us/ood/student_info/learn/famousalaskans.htm))

**D15. What do these acronyms stand for and why are they important to Alaska?**

**A. BLM** - The Bureau of Land Management, an agency within the U.S. Department of the Interior, administers about 85 million acres of Alaska's public lands.

**B. ICC** - The ICC (Inuit Circumpolar Conference) is an international organization which represents the Inuit people of the Arctic. The ICC is comprised of members from Alaska, Canada, Greenland, and Chukotka (Russia). ICC-Alaska, along with the other members, seeks to strengthen, protect, and develop Inuit rights and the circumpolar regions.

C. NAGPRA - The Native American Graves Protection and Repatriation Act is a Federal law passed in 1990. NAGPRA provides a process for museums and Federal agencies to return certain Native American cultural items -- human remains, funerary objects, sacred objects, and objects of cultural patrimony - to lineal descendants, culturally affiliated Indian tribes, and Native Hawaiian organizations.

D. TAPS - The Trans Alaska Pipeline System carries oil from North Slope production fields to the port of Valdez, where it is shipped on tankers to market.

## APPENDIX D

### Table of Quiz Responses: Quiz A

|   | % with Correct<br>Answer | % with Incorrect<br>Answer       | % Left Blank |
|---|--------------------------|----------------------------------|--------------|
| 1 Current AK governor                     | 75.8                     | 22.7                             | 1.5          |
| 2 Age for president                       | 93.9                     | 4.6                              | 1.5          |
| 3 Maximum days for special session        | 30.3                     | 65.2                             | 4.5          |
| 4 Current Supreme Ct Justice              | 31.6                     | 3                                | 65.2         |
| 5a No felony convictions to serve on jury | 37.9                     | 60.6                             | 1.5          |
| 5b AK resident to serve on jury           | 81.8                     | 16.7                             | 1.5          |
| 5c High school grad to serve on jury      | 78.8                     | 19.7                             | 1.5          |
| 5d Registered voter to serve on jury      | 50                       | 48.5                             | 1.5          |
| 5e 18 or older to serve on jury           | 87.9                     | 10.6                             | 1.5          |
| 5f US citizen to serve on jury            | 87.9                     | 10.6                             | 1.5          |
| 5g Seeing/hearing to serve on jury        | 66.7                     | 31.8                             | 1.5          |
| 5h Read/speak English to serve on jury    | 48.5                     | 50                               | 1.5          |
| 6 Year AK Constitution written            | 28.8                     | 66.6                             | 4.5          |
| 7 Center of govt pre-statehood            | 39.4                     | 57.6                             | 3            |
| 8 AK Const mandates saving 25% of what    | 18.2                     | 77.2                             | 4.5          |
| 9a State income taxes paid by HH          | 33.3                     |                                  |              |
| 9b State property taxes paid by HH        | 56.1                     | percent who indicated their      |              |
| 9c State sales taxes paid by HH           | 10.6                     | household paid the specified tax |              |
| 9d Other state taxes paid by HH           | 7.6                      |                                  |              |
| 10 Why Natives may hunt marine mammals    | 72.7                     | 0                                | 27.3         |
| 11 May Non-Natives hunt marine mammals    | 68.2                     | 24.2                             | 7.6          |
| 12 What ANCSA 17d2 is about               | 1.5                      | 6.1                              | 92.4         |
| 13A Who is Katie John                     | 7.6                      | 15.2                             | 77.3         |
| 13B Who is Morris Thompson                | 3.0                      | 4.5                              | 92.4         |
| 13C Who is Jay Hammond                    | 50.0                     | 3.0                              | 47.0         |
| 13D Who is Peter Kalifornsky              | 6.1                      | 7.6                              | 86.4         |
| 14A AFN is acronym for                    | 39.4                     | 3                                | 57.5         |
| 14B ANILCA is acronym for                 | 3                        | 10.6                             | 86.4         |
| 14C NPFMC is acronym for                  | 3                        | 1.5                              | 95.5         |
| 14D ICWA is acronym for                   | 7.6                      | 0                                | 92.5         |

### Table of Quiz Responses: Quiz B

|   | % with Correct<br>Answer | % with Incorrect<br>Answer                                   | % Left Blank |
|---|--------------------------|--|--------------|
| 1 Residence of AK governor              | 67.2                     | 31.4   | 1.5          |
| 2 AK House of Rep term                  | 43.3                     | 50.8   | 6            |
| 3 AK Senate term                        | 53.7                     | 44.8   | 1.5          |
| 4 Current AK Supreme Ct Justice         | 1.5                      | 10.4   | 88.1         |
| 5 How Chief Justice selected            | 14.9                     | 73.1   | 12           |
| 6 Countries nearest AK                  | 94                       | 4.5  | 1.5          |
| 7 Center of govt pre-territory          | 50.7                     | 44.8   | 4.5          |
| 8 Year Permanent Fund established       | 32.8                     | 65.6   | 1.5          |
| 9 How PFDs are calculated               | 14.9                     | 47.8   | 37.3         |
| 10a Federal income taxes paid by HH     | 74.6                     | percent who indicated their household paid the specified tax |              |
| 10b Federal property taxes paid by HH   | 43.3                     |  |              |
| 10c Federal sales taxes paid by HH      | 7.5                      |  |              |
| 10d Other federal taxes paid by HH      | 11.9                     |  |              |
| 11 When AK Natives became US citizens   | 23.9                     | 68.6   | 7.5          |
| 12 No of Federally recognized AK tribes | 10.4                     | 80.5   | 9            |
| 13A Who is Elizabeth Peratrovich        | 9.0                      | 14.9   | 76.1         |
| 13B Who is Howard Rock                  | 1.5                      | 10.4   | 88.1         |
| 13C Who is Bob Bartlett                 | 3.0                      | 23.9   | 73.1         |
| 13D Who is Walter Soboleff              | 3.0                      | 4.5  | 92.5         |
| 14A ANCSA is acronym for                | 17.9                     | 11.9   | 70.2         |
| 14B ANWR is acronym for                 | 55.2                     | 10.4   | 34.3         |
| 14C IHS is acronym for                  | 10.4                     | 0  | 89.5         |
| 14D PFD is acronym for                  | 73.1                     | 1.5  | 25.4         |

### Table of Quiz Responses: Quiz C

|                                       | % with Correct<br>Answer | % with Incorrect<br>Answer                                   | % Left Blank |
|---------------------------------------|--------------------------|--|--------------|
| 1 Voting age                          | 84.9                     | 15   | 0            |
| 2 Members in AK Senate                | 37                       | 57.5   | 5.5          |
| 3 Members in AK House of Reps         | 45.2                     | 50.7   | 4.1          |
| 4 T-shirt w/burning flag in public    | 75.3                     | 21.9   | 2.7          |
| 5 T-shirt w/burning flag in school    | 42.5                     | 54.8   | 2.7          |
| 6 Is flag burning allowed             | 43.8                     | 54.8   | 1.4          |
| 7 AK controlled all land w/ statehood | 65.8                     | 27.4   | 6.8          |
| 8 Who can change dividend calculation | 43.8                     | 53.4   | 2.7          |
| 9a Local income tax paid by HH        | 31.5                     | percent who indicated their household paid the specified tax |              |
| 9b Local property tax paid by HH      | 82.2                     |  |              |
| 9c Local sales tax paid by HH         | 13.7                     |  |              |
| 9d Other local tax paid by HH         | 5.5                      |  |              |
| 10 State government revenue source    | 49.3                     | 48   | 2.7          |
| 11 Size of Permanent Fund             | 39.7                     | 56.2   | 4.1          |
| 12 Dec 18, 1971 significance          | 8.2                      | 32.9   | 58.9         |
| 13 Indian reservations in AK          | 42.5                     | 49.3   | 8.2          |
| 14 Who Wm Hensley is                  | 2.7                      | 4.1  | 93.2         |
| 15 Who Wm Egan is                     | 11.0                     | 26.0   | 63.0         |
| 16 Who Byron Mallott is               | 1.4                      | 5.5  | 93.2         |
| 17 Who Walter Hickel is               | 41.1                     | 4.1  | 57.5         |
| 18 ANTHC is acronym for               | 6.9                      | 13.7   | 79.5         |
| 19 APOC is acronym for                | 4.1                      | 12.3   | 83.6         |
| 20 IRA is acronym for                 | 0                        | 13.7   | 86.3         |

### Table of Quiz Responses: Quiz D

|  | % with Correct<br>Answer | % with Incorrect<br>Answer | % Left Blank |
|--|--------------------------|----------------------------|--------------|
| 1 Name Alaska's Congressional delegation | 43.5                     | 42.1                       | 14.4         |
| 2 Governor must explain veto             | 30.4                     | 66.7                       | 2.9          |
| 3 Residency length to vote               | 18.8                     | 75.3                       | 5.7          |
| 4 When judges can overturn laws          | 20.3                     | 31.9                       | 2.9          |
| 5 Contact to change curfew law           | 62.3                     | 34.7                       | 2.9          |
| 6 Age judges must retire                 | 4.3                      | 91.3                       | 4.3          |
| 7 AK statehood year                      | 79.7                     | 18.8                       | 1.4          |
| 8 Forms of local govt from AK Const      | 21.7                     | 59.5                       | 18.8         |
| 9 Other types of local govt in AK        | 8.5                      | 43.7                       | 47.8         |
| 10 Owner of most AK land                 | 65.2                     | 31.8                       | 2.8          |
| 11 Size of FY06 budget                   | 46.4                     | 37.6                       | 15.9         |
| 12 Regional Native corp description      | 14.5                     | 36.2                       | 49.2         |
| 13 Who is Native corp shareholder        | 8.7                      | 65.2                       | 26.1         |
| 14A Who is Emil Notti                    | 5.8                      | 2.9                        | 91.3         |
| 14B Who is Ernest Gruening               | 18.8                     | 8.7                        | 72.5         |
| 14C Who is Molly Hootch                  | 11.6                     | 2.9                        | 85.5         |
| 15A BLM is acronym for                   | 47.8                     | 4.3                        | 47.8         |
| 15B ICC is acronym for                   | 8.7                      | 4.3                        | 86.9         |
| 15C NAGPRA is acronym for                | 2.8                      | 2.9                        | 94.2         |
| 15D TAPS is acronym for                  | 7.2                      | 2.9                        | 89.8         |

## APPENDIX E

### SIX PROMISING PRACTICES FOR CIVIC EDUCATION

*From The Civic Mission of Schools Report*

1. **Provide instruction in government, history, law, and democracy.** Formal instruction in U.S. government, history, and democracy increases civic knowledge. However, schools should avoid teaching only rote facts about dry procedures, which is unlikely to benefit students and may actually alienate them from politics.
2. **Incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives.** Conversations, however, should be carefully moderated so that students feel welcome to speak from a variety of perspectives. Teachers need support in broaching controversial issues in classrooms since they may risk criticism or sanctions if they do so.
3. **Have students apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.**
4. **Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities, and ensure that everyone has the opportunity to participate.**
5. **Encourage student participation in school governance.** A long tradition of research suggests that giving students more opportunities to participate in the management of their own classrooms and schools builds their civic skills and attitudes.
6. **Encourage students' participation in simulations of democratic processes and procedures.** Recent evidence indicates that simulations of voting, trials, legislative deliberation, and diplomacy in schools can lead to heightened political knowledge and interest. The data are not conclusive, but these approaches show promise and should be considered when developing programs and curriculum.

## APPENDIX F

### ADDITIONAL COMMENTS RECEIVED

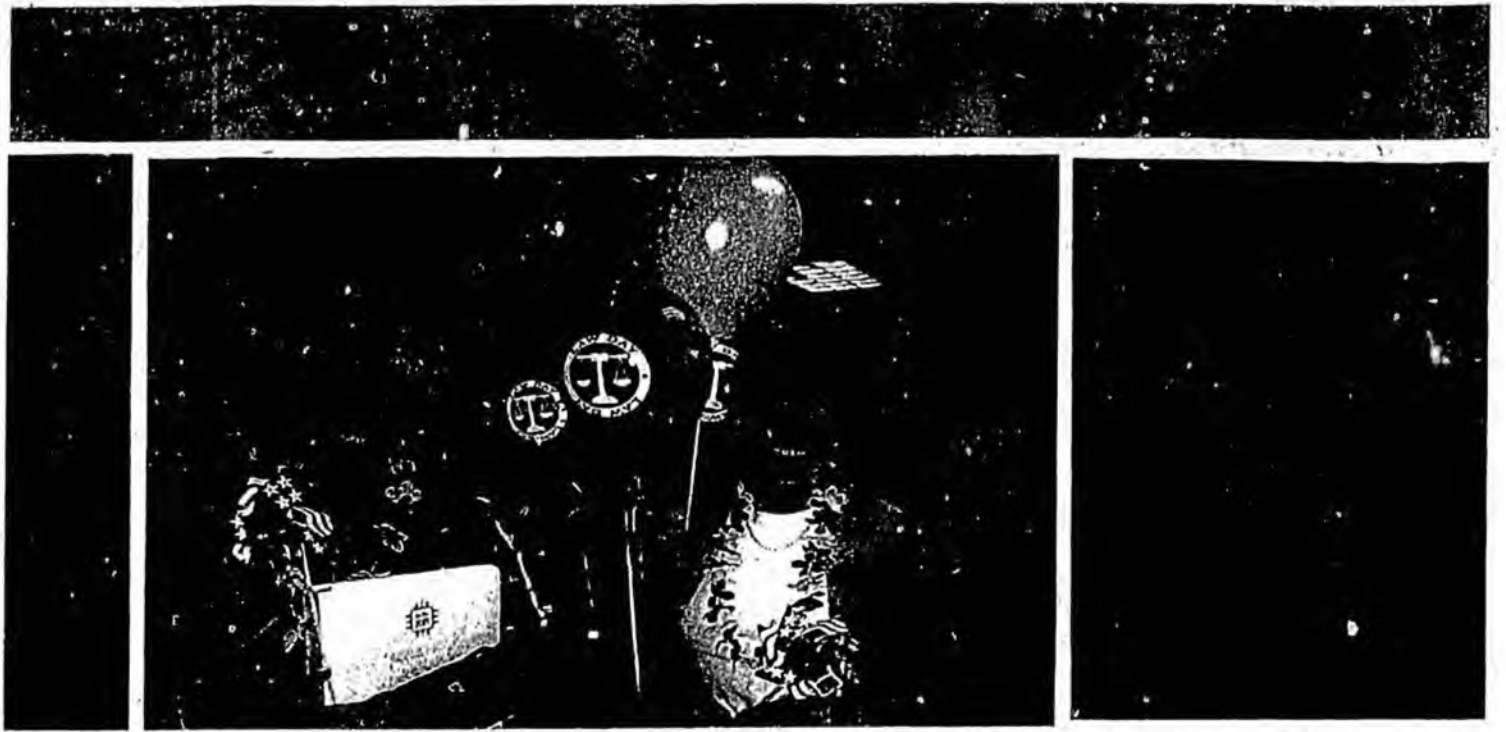
Robert C. Beau Bassett,  
Master Trainer  
Points of Light Foundation  
Friends of Alaska PYLI  
[Alaskayouthasresources@alaska.net](mailto:Alaskayouthasresources@alaska.net)  
907-561-6630

#### Recommendations for advancing civic learning:

1. Include all Civic Stakeholders; especially diverse young people and marginalized groups;
2. Create a Clear, Shared Vision of Civic Education Strategy & Delivery;
3. Identify All Current Exemplary Civic Education Programs & Resources in Alaska which support the Civic Mission of Schools;
4. Put Emphasis on Youth Civic ++Skill Development & Youth ++Civic Actions; (See Components of a Common Education for Citizenship in A Democracy as described by John J. Patrick -2003); Students/youth want relevant experienced based learning...actually doing/participating...we need to greatly increase community based service-learning and participatory civic activities for young people;
5. Examine Exemplary Civic Education Programs & Strategies for Effective Delivery in other States; (North Carolina - Codified Civic Literacy in 2003/ UNC School of Government Runs Statewide Civic Education Consortium & website with available grade specific curriculum and programs); Maine is a lead state for Civic Mission of Schools ( Dept. of Ed hosts statewide Website with state and national resources for teachers, parents, youth, community members);
6. Reduce Siloing efforts and Connect All Civic Education Initiatives In Community & In Schools (align with School Business Partnerships);
7. Create a Lead Consortium Organization possibly at UAA incorporating university student learning such as North Carolina has in its UNC School of Government ;
8. Make sure Alaska Civic Education Strategy focuses on the 40-50 % of youth dropping out of Schools and those least likely to be civically involved because of income, class, race;
9. Align Alaska Civic Education Strategy with important stakeholders which share interest in developing civic health including Alaska Community Foundation, Alaska State Community Service Commission, Alaska Faith & Community Based Initiative, United Way Of Anchorage, UAA Political Science Department and other Departments, APU, Adult Civic Clubs (Elks, Moose, Lions, Kiwanis, Rotary, etc.), Alaska Association of School Administrators; NEA/AEA;
10. Connect to important National Community Civic Programs for Youth i.e. Prudential's Spirit of Community Initiative Encouraging Youth Volunteerism (see North Carolina);
11. Connect Civic Education Strategy to Youth Organization Clearinghouses (Anchorage Promise, Communities In Schools, Anchorage Youth Development Coalition);
12. Integrate Civic Education, Service-Learning, Character Education, Youth Leadership Development, Citizenship Education, Law-Related Education, etc. and provide single point of web access;
13. Create Small Grant Program to support school & community based Civic Education innovations (see North Carolina);

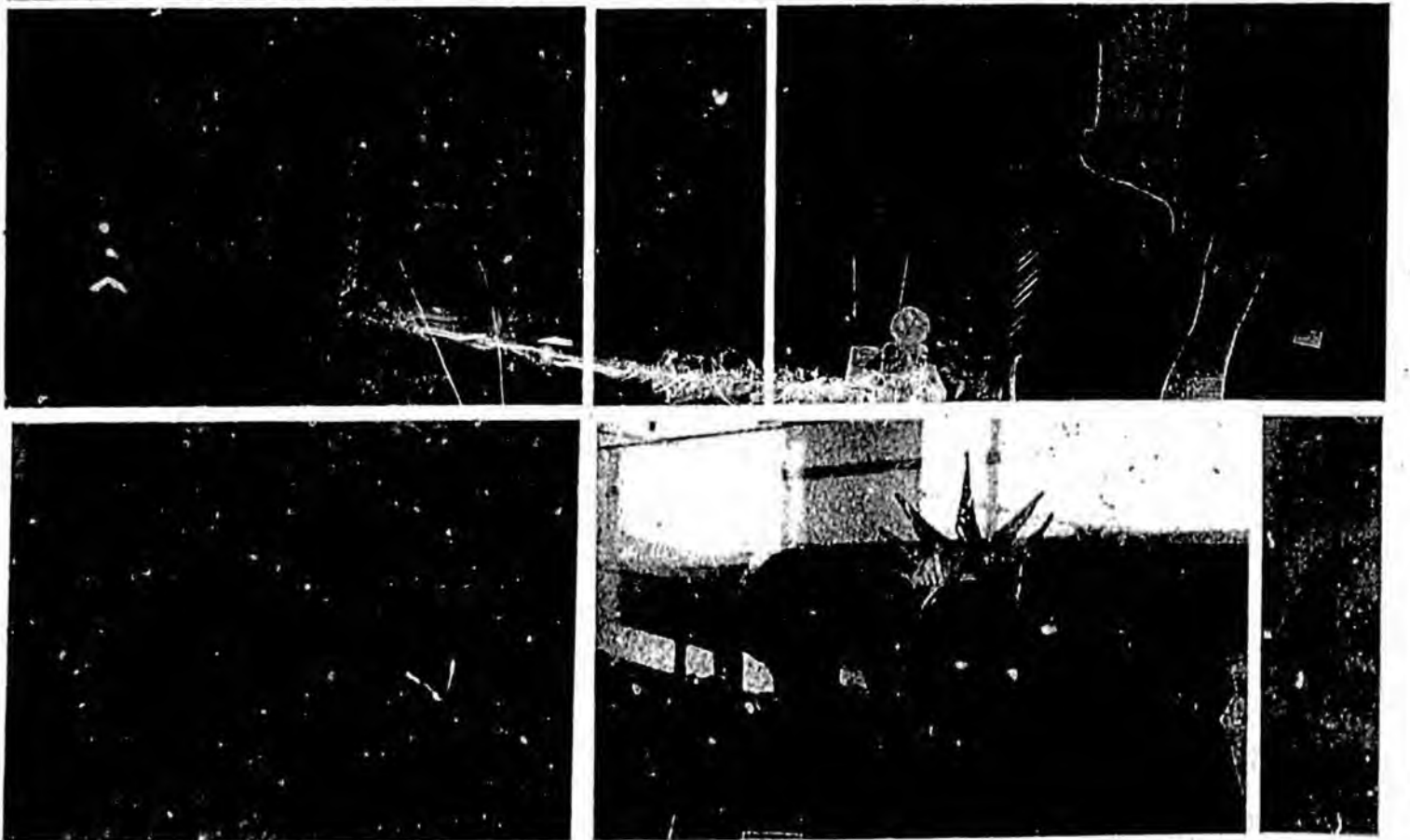
14. Promote Service-Learning in all schools and community based organizations and provide resource support via web access;
15. Promote & Coordinate Youth Leadership Development for all youth of middle, high school and university age and provide support with web access;
16. Promote & Coordinate Youth Volunteerism for students of all ages and support with web access;
17. Promote Youth Active Participation In Government; Local (MOA, public & private Boards, community councils, etc) and State); internships, and support with web access;
18. Promote Youth in Philanthropy and support with web access;
19. Promote Youth/Student Recognition for Service & Citizenship and support with web access to awards;
20. Promote Youth Scholarships for Civic Contributions and support with web access;
21. Conduct Yearly Youth Forum for Civic Action, Citizenship & Volunteer Service and Issue a Report on best and promising practices in Alaska;





Democracy doesn't happen on its own. Democracy is learned.  
Our nation's schools have the opportunity--and the responsibility--  
to prepare the next generation of Americans for citizenship.

--Campaign for the Civic Mission of Schools



# SENATE COMMITTEE REPORT

DATE: 5/8/07

FURTHER: Finance

DATE TURNED IN TO OFFICE: 5/11/07

Senate Special Committee on Education considered CS FOR HOUSE CONCURRENT RESOLUTION NO. 6(HES)

HCR 6 CIVICS EDUC/ CITIZENS ADVISORY TASK FORCE

Relating to civics education and a citizens' advisory task force.

and recommends:

- be replaced with  SCS or  CS CSHCR6 (SED)
- adopt previous  SCS or  CS \_\_\_\_\_ (\_\_\_\_\_)
- attached amendment(s)
- adopt \_\_\_\_\_ Letter of Intent
- further referral to \_\_\_\_\_ Committee

**SENATE BILL:**  
 Same Title  
 New Title

---

**HOUSE BILL:**  
 Same Title  
 Technical Title Change  
 New Title w/ SCR # \_\_\_\_\_

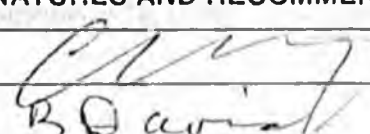
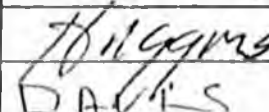

**NEW FISCAL NOTE(S):**

| Department | Date | Fiscal | Indet. | Zero | FN# |
|------------|------|--------|--------|------|-----|
| EED        | 5/9  | ✓      |        |      | 2   |
|            |      |        |        |      |     |
|            |      |        |        |      |     |
|            |      |        |        |      |     |
|            |      |        |        |      |     |

**PREVIOUS FISCAL NOTE(S):**

| Department | Date | Fiscal | Indet. | Zero | FN# |
|------------|------|--------|--------|------|-----|
| LEG        | 4/12 | ✓      |        |      | 1   |
|            |      |        |        |      |     |
|            |      |        |        |      |     |
|            |      |        |        |      |     |
|            |      |        |        |      |     |

APPROPRIATION - no fiscal note

| SIGNATURES AND RECOMMENDATIONS:  | PRINTED LAST NAME | Do PASS | Do NOT PASS | No REC | AMEND |
|--|-------------------|---------|-------------|--------|-------|
|         | Beauvais          | ✓       |             |        |       |
|        | DAVIS             | ✓       |             |        |       |
|  |                   |         |             |        |       |
|  |                   |         |             |        |       |
|  |                   |         |             |        |       |
| CHAIR:  | FEUN A            |         |             |        |       |

HCR

8

**HFIN**

**FILE**



# FISCAL NOTE

STATE OF ALASKA  
2007 LEGISLATIVE SESSION

Fiscal Note Number: 1  
Bill Version: CSHCR 8(L&C)  
(H) Publish Date: 5/2/07

Revision Date/Time (Note if correction): \_\_\_\_\_ Dept. Affected: \_\_\_\_\_  
Title: "Establishing a Task Force to make RDU: Legislative Council  
recommendations regarding job descriptions and salary..." Component: Council and Subcommittees  
Sponsor: Representative Olson  
Requester: Representative Olson Component No.: 783

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

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

| OPERATING EXPENDITURES | FY 2008     | FY 2009    | FY 2010    | FY 2011    | FY 2012    | FY 2013    |
|------------------------|-------------|------------|------------|------------|------------|------------|
| Personal Services      |             |            |            |            |            |            |
| Travel                 | 10.0        |            |            |            |            |            |
| Contractual            |             |            |            |            |            |            |
| Supplies               |             |            |            |            |            |            |
| Equipment              |             |            |            |            |            |            |
| Land & Structures      |             |            |            |            |            |            |
| Grants & Claims        |             |            |            |            |            |            |
| Miscellaneous          |             |            |            |            |            |            |
| <b>TOTAL OPERATING</b> | <b>10.0</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                                 | 10.0        |            |            |            |            |            |
| 1005 GF/Program Receipts                |             |            |            |            |            |            |
| 1037 GF/Mental Health                   |             |            |            |            |            |            |
| Other (Specify Type--Do not abbreviate) |             |            |            |            |            |            |
| <b>TOTAL</b>                            | <b>10.0</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 (FY2007) cost: 0.0

Mark this box (X) if funding for this bill is included in the Governor's FY 2008 budget proposal:

**POSITIONS**

|           |  |  |  |  |  |  |
|-----------|--|--|--|--|--|--|
| Full-time |  |  |  |  |  |  |
| Part-time |  |  |  |  |  |  |
| Temporary |  |  |  |  |  |  |

**ANALYSIS:** (Attach a separate page if necessary)

HCR 8 establishes a Task Force to make recommendations regarding job descriptions and salary changes for the Commissioners and support staff of the Regulatory Commission of Alaska. For purposes of this fiscal note it is assumed the Task Force will meet five times. Three of the meetings will be by teleconference and two meetings will require travel and be held in Anchorage. Travel costs for the Legislative members are included in this fiscal note. Travel costs for Executive Branch members will be absorbed within Executive Branch budgets. The Task Force will be staffed by Legislative staff of Legislators appointed to the Task Force. The Task force will make a final report of its findings and recommendations to the Legislature not later than February 1, 2008. The Task Force will end May 30, 2008. The Legislative Affairs Agency will absorb the cost to print the report and to teleconference meetings of the Task Force.

Prepared by: Karla Schofield, Deputy Director  
Division: Legislative Affairs Agency  
Approved by: Pamela Varni, Executive Director  
Agency: Legislative Affairs Agency

Phone: 465-6626  
Date/Time: 4/30/07 11:56 AM  
Date: 4/30/2007

**From:** John Bitney [mailto:john\_bitney@gov.state.ak.us]  
**Sent:** Wednesday, April 18, 2007 11:59 AM  
**To:** 'Kate'  
**Cc:** 'Michael Tibbles'; 'Anna Kim'; 'Sally Saddler'; 'Christopher Clark'  
**Subject:** RCA legislation

Kate:

Here's where the Palin administration stands on legislation relating to the Regulatory Commission of Alaska.

We support:

1. One, clean sunset extension – We prefer a six-year extension with two-year reviews as outlined in the CSSB 16 (CRA), but we can live with a four-year extension that contains no other provisions.

2. A second bill that is limited to:

- Time lines;
- Having the Governor select the commission chair; and,
- Establishing a task force, which would sunset, to address commissioner salaries and qualifications and other reform provisions as brought forth in RCA public hearings.

This is the message we wish to convey to Senate President Lyda Green, House Speaker John Harris, Senate Finance Committee Co-chairs Lyman Hoffman and Bert Stedman, House Finance Committee Co-chairs Mike Chenault and Kevin Meyer, Senate Labor and Commerce Committee Chair Johnny Ellis, Senate Community and Regional Affairs Committee Chair Donny Olson, House Labor and Commerce Committee Chair Kurt Olson, and other lawmakers.

4 20 2007



# ALASKA STATE LEGISLATURE

## HOUSE LABOR & COMMERCE COMMITTEE

REP. KURT OLSON

Chairman  
State Capitol, Room 17  
Juneau, AK 99801-1182  
(907) 465-2693 FAX 465-3835

Rep Mark Neuman, V-Chair    Rep. Carl Gatto  
Rep. Jay Ramras                Rep. Berta Gardner  
Rep. Gabrielle LeDoux        Rep. Bob Buch

### HCR 8

#### Sponsor Statement

HCR 8 creates a task force to accommodate the request by the Regulatory Commission of Alaska for the Legislature to review the salaries of the commissioners. This information was included in the February 22, 2007, letter to the Governor from the RCA accompanying the suggested changes to the statutes. The Task Force will also be reviewing the commissioner's job descriptions to determine if changes need to be made to the required qualifications for appointment.

The RCA had also requested additional staff. The Task Force will be looking into how many, if any, would be appropriate and their salary levels.

With the support of the Governor's office, we urge support of this resolution.

**HCR**

**8**

**SFIN**

**FILE**

# SENATE FINANCE COMMITTEE REPORT

REPORTED OUT  
 MAY 11 2007  
 SENATE FINANCE COMMITTEE

DATE: 5/9/07

FURTHER:

DATE TURNED IN TO OFFICE: 11 May 2007

Finance Committee considered CS FOR HOUSE CONCURRENT RESOLUTION NO. 8(L&C)

## HCR 8 RCA TASK FORCE

Establishing a legislative task force to make recommendations regarding job descriptions and salary changes for the commissioners and support staff and the possible need for additional support staff of the Regulatory Commission of Alaska.

and recommends:

- be replaced with  SCS or  CS \_\_\_\_\_ (\_\_\_\_\_)
- adopt previous  SCS or  CS \_\_\_\_\_ (\_\_\_\_\_)
- attached amendment(s)
- adopt \_\_\_\_\_ Letter of Intent
- further referral to \_\_\_\_\_ Committee

**SENATE BILL:**

Same Title

New Title

---

**HOUSE BILL:**

Same Title

Technical Title Change

New Title w/ SCR # \_\_\_\_\_

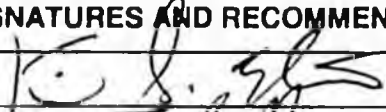

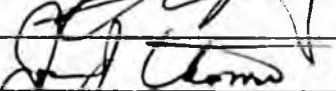

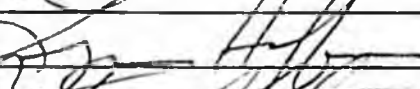
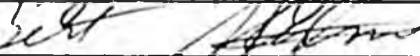
**NEW FISCAL NOTE(S):**

| Department | Date | Fiscal | Indet. | Zero | FN# |
|------------|------|--------|--------|------|-----|
|            |      |        |        |      |     |
|            |      |        |        |      |     |
|            |      |        |        |      |     |
|            |      |        |        |      |     |
|            |      |        |        |      |     |

**PREVIOUS FISCAL NOTE(S):**

| Department  | Date    | Fiscal | Indet. | Zero | FN# |
|-------------|---------|--------|--------|------|-----|
| Leg Council | 4/30/07 | 10.0   |        |      | #1  |
|             |         |        |        |      |     |
|             |         |        |        |      |     |
|             |         |        |        |      |     |
|             |         |        |        |      |     |

APPROPRIATION - no fiscal note

| SIGNATURES AND RECOMMENDATIONS:   | PRINTED LAST NAME | DO PASS | DO NOT PASS | NO REC | AMEND |
|---|-------------------|---------|-------------|--------|-------|
|            | Elton             | ✓       |             |        |       |
|            | Dyson             | ✓       |             |        |       |
|            | Higgins           | ✓       |             |        |       |
|            | Thomas            | ✓       |             |        |       |
| CO-CHAIR:  | Hoffman           |         |             | ✓      |       |
| CO-CHAIR:  | Stedman           |         |             | ✓      |       |

# FISCAL NOTE

REPORTED OUT  
MAY 11 2007  
SENATE FINANCE COMMITTEE

STATE OF ALASKA  
2007 LEGISLATIVE SESSION

Fiscal Note Number: 1  
Bill Version: CSHCR 8(L&C)  
(H) Publish Date: 5/2/07

Revision Date/Time (Note if correction): \_\_\_\_\_ Dept. Affected: \_\_\_\_\_  
Title: "Establishing a Task Force to make RDU: Legislative Council  
recommendations regarding job descriptions and salary..." Component: Council and Subcommittees  
Sponsor: Representative Olson  
Requester: Representative Olson Component No.: 783

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

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

| OPERATING EXPENDITURES | FY 2008     | FY 2009    | FY 2010    | FY 2011    | FY 2012    | FY 2013    |
|------------------------|-------------|------------|------------|------------|------------|------------|
| Personal Services      |             |            |            |            |            |            |
| Travel                 | 10.0        |            |            |            |            |            |
| Contractual            |             |            |            |            |            |            |
| Supplies               |             |            |            |            |            |            |
| Equipment              |             |            |            |            |            |            |
| Land & Structures      |             |            |            |            |            |            |
| Grants & Claims        |             |            |            |            |            |            |
| Miscellaneous          |             |            |            |            |            |            |
| <b>TOTAL OPERATING</b> | <b>10.0</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                                 | 10.0        |            |            |            |            |            |
| 1005 GF/Program Receipts                |             |            |            |            |            |            |
| 1037 GF/Mental Health                   |             |            |            |            |            |            |
| Other (Specify Type--Do not abbreviate) |             |            |            |            |            |            |
| <b>TOTAL</b>                            | <b>10.0</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 (FY2007) cost: 0.0  
Mark this box (X) if funding for this bill is included in the Governor's FY 2008 budget proposal:

**POSITIONS**

|           |  |  |  |  |  |  |
|-----------|--|--|--|--|--|--|
| Full-time |  |  |  |  |  |  |
| Part-time |  |  |  |  |  |  |
| Temporary |  |  |  |  |  |  |

**ANALYSIS:** (Attach a separate page if necessary)  
HCR 8 establishes a Task Force to make recommendations regarding job descriptions and salary changes for the Commissioners and support staff of the Regulatory Commission of Alaska. For purposes of this fiscal note it is assumed the Task Force will meet five times. Three of the meetings will be by teleconference and two meetings will require travel and be held in Anchorage. Travel costs for the Legislative members are included in this fiscal note. Travel costs for Executive Branch members will be absorbed within Executive Branch budgets. The Task Force will be staffed by Legislative staff of Legislators appointed to the Task Force. The Task force will make a final report of its findings and recommendations to the Legislature not later than February 1, 2008. The Task Force will end May 30, 2008. The Legislative Affairs Agency will absorb the cost to print the report and to teleconference meetings of the Task Force.

Prepared by: Karla Schofield, Deputy Director Phone 465-6626  
Division: Legislative Affairs Agency Date/Time 4/30/07 11:56 AM  
Approved by: Pamela Varni, Executive Director Date 4/30/2007  
Agency: Legislative Affairs Agency

# FISCAL NOTE

STATE OF ALASKA  
2008 LEGISLATIVE SESSION

Fiscal Note Number: 1  
Bill Version: SCS HB2  
( ) Publish Date: \_\_\_\_\_

Identifier (file name): SCSHB2-EED-TLS-04-09-08 Dept. Affected: Education & Early Development  
Title: An act relating to unemployment contributions for the RDU: TLS  
Alaska technical and vocational education program... Component: Student and School Achievement  
Sponsor: Representative Neuman  
Requester: Senate Finance Component Number: 2796

## Expenditures/Revenues (Thousands of Dollars)

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

|                               | Appropriation<br>Required | Information  |            |            |            |            |            |            |
|-------------------------------|---------------------------|--------------|------------|------------|------------|------------|------------|------------|
|                               |                           | FY 2009      | FY 2009    | FY 2010    | FY 2011    | FY 2012    | FY 2013    | FY 2014    |
| <b>OPERATING EXPENDITURES</b> |                           |              |            |            |            |            |            |            |
| Personal Services             |                           |              |            |            |            |            |            |            |
| Travel                        |                           |              |            |            |            |            |            |            |
| Contractual                   |                           |              |            |            |            |            |            |            |
| Supplies                      |                           |              |            |            |            |            |            |            |
| Equipment                     |                           |              |            |            |            |            |            |            |
| Land & Structures             |                           |              |            |            |            |            |            |            |
| Grants & Claims               |                           | 120.2        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |
| Miscellaneous                 |                           |              |            |            |            |            |            |            |
| <b>TOTAL OPERATING</b>        |                           | <b>120.2</b> | <b>0.0</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                    |  |              |            |            |            |            |            |            |
| 1005 GF/Program Receipts   |  |              |            |            |            |            |            |            |
| 1037 GF/Mental Health      |  |              |            |            |            |            |            |            |
| Other Interagency Receipts |  | 120.2        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        |
| <b>TOTAL</b>               |  | <b>120.2</b> | <b>0.0</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 (FY2008) cost: \_\_\_\_\_

### POSITIONS

|           |  |  |  |  |  |  |  |
|-----------|--|--|--|--|--|--|--|
| Full-time |  |  |  |  |  |  |  |
| Part-time |  |  |  |  |  |  |  |
| Temporary |  |  |  |  |  |  |  |

**ANALYSIS:** (Attach a separate page if necessary)

Department of Education & Early Development anticipated an increment of 29.7 in the operating budget and this fiscal note increases the total allocation to 377.9.

Prepared by: Mark Lewis, Admin Services Director  
Division: Admin Services  
Approved by: Barbara Thompson, Interim Commissioner  
Education & Early Development

Phone: 465-2875  
Date/Time: 4/11/08 12:00 AM  
Date: 4/11/2008

# FISCAL NOTE

STATE OF ALASKA  
2008 LEGISLATIVE SESSION

Fiscal Note Number: \_\_\_\_\_  
Bill Version: SCS HB 2  
( ) Publish Date: \_\_\_\_\_

Identifier (file name): HB002SCS(FIN)-DOLWD-CO-04-11-08 Dept. Affected: Labor and Workforce Development  
Title "An Act relating to unemployment contributions for the Alaska technical and vocational education program..." RDU Office of the Commissioner  
Sponsor Representative Neuman Component Commissioner's Office  
Requester Senate FIN Component Number 340

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

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

|                               | Appropriation<br>Required | Information |                |                |                |                |                |
|-------------------------------|---------------------------|-------------|----------------|----------------|----------------|----------------|----------------|
|                               |                           | FY 2009     | FY 2009        | FY 2010        | FY 2011        | FY 2012        | FY 2013        |
| <b>OPERATING EXPENDITURES</b> |                           |             |                |                |                |                |                |
| Personal Services             |                           |             |                |                |                |                |                |
| Travel                        |                           |             |                |                |                |                |                |
| Contractual                   |                           |             |                |                |                |                |                |
| Supplies                      |                           |             |                |                |                |                |                |
| Equipment                     |                           |             |                |                |                |                |                |
| Land & Structures             |                           |             |                |                |                |                |                |
| Grants & Claims               | 1,704.3                   |             | 1,704.3        | 1,704.3        | 1,704.3        | 1,704.3        | 1,704.3        |
| Miscellaneous                 |                           |             |                |                |                |                |                |
| <b>TOTAL OPERATING</b>        | <b>1,704.3</b>            | <b>0.0</b>  | <b>1,704.3</b> | <b>1,704.3</b> | <b>1,704.3</b> | <b>1,704.3</b> | <b>1,704.3</b> |

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

|                                       |                |            |                |                |                |                |                |
|---------------------------------------|----------------|------------|----------------|----------------|----------------|----------------|----------------|
| <b>CHANGE IN REVENUES (TVEP 1151)</b> | <b>3,017.5</b> | <b>0.0</b> | <b>3,017.5</b> | <b>3,017.5</b> | <b>3,017.5</b> | <b>3,017.5</b> | <b>3,017.5</b> |
|---------------------------------------|----------------|------------|----------------|----------------|----------------|----------------|----------------|

**FUND SOURCE** (Thousands of Dollars)

|                                     |                |            |                |                |                |                |                |
|-------------------------------------|----------------|------------|----------------|----------------|----------------|----------------|----------------|
| 1002 Federal Receipts               |                |            |                |                |                |                |                |
| 1003 GF Match                       |                |            |                |                |                |                |                |
| 1004 GF                             |                |            |                |                |                |                |                |
| 1005 GF/Program Receipts            |                |            |                |                |                |                |                |
| 1037 GF/Mental Health               |                |            |                |                |                |                |                |
| 1151 Technical Voc Ed Program Rcpts | 1,704.3        |            | 1,704.3        | 1,704.3        | 1,704.3        | 1,704.3        | 1,704.3        |
| <b>TOTAL</b>                        | <b>1,704.3</b> | <b>0.0</b> | <b>1,704.3</b> | <b>1,704.3</b> | <b>1,704.3</b> | <b>1,704.3</b> | <b>1,704.3</b> |

Estimate of any current year (FY2008) cost: None

**POSITIONS**

|           |  |  |  |  |  |  |  |
|-----------|--|--|--|--|--|--|--|
| Full-time |  |  |  |  |  |  |  |
| Part-time |  |  |  |  |  |  |  |
| Temporary |  |  |  |  |  |  |  |

**ANALYSIS:** (Attach a separate page if necessary)

See attached.

Prepared by: Guy Bell, Assistant Commis. of  
Division Office of the Commissioner  
Approved by: Click Bist.op, Commissioner  
Department of Labor and Workforce Development

Phone 465-2700  
Date/Time 4/11/08 8:29 AM  
Date 4/11/08

## FISCAL NOTE

STATE OF ALASKA  
2008 LEGISLATIVE SESSION

BILL NO. SCS HB 2

### ANALYSIS CONTINUATION

Section 1(a) of this bill increases the amount allocated to the Alaska Training and Vocational Education Program (TVEP) account from the current 0.10 percent (\$6.0 million) to 0.15 (\$9.1 million) of taxable wages that are subject to employee contributions under AS 23.20.290(d). This equates to an additional investment of approximately \$3 million per year into TVEP which would be used for grants to training entities. Section 3 makes changes to the statutory distribution of the receipts.

There will be no cost to the Employment Security Division, Unemployment Insurance Component to implement these changes.

The department cannot quantify the impact of this change on Unemployment Insurance (UI) rates. On the one hand, employer tax rates may be higher with an additional \$3 million per year allocation to the TVEP than they would be without such an allocation. On the other hand, the workers trained by virtue of the TVEP funded programs are contributing to the UI program and reducing their call on unemployment benefits, thereby contributing to the solvency of the UI program and keeping employer rates lower than they would otherwise be.

This is a consolidated Fiscal Note for the Department of Labor and Workforce Development as the bill would affect the funding levels for a number of existing department components and it would also establish four new ones. In addition to this department the bill also affects the funding received by the University of Alaska and the Department of Education and Early Development. See the following page for specifics on funding level changes.

FISCAL NOTE

STATE OF ALASKA  
2008 LEGISLATIVE SESSION

BILL NO. SCS HB 2

ANALYSIS CONTINUATION

Department of Labor and Workforce Development  
FY09 TVEP Funding Distribution (in thousands)

|                      | <u>Current<br/>Distribution</u> | <u>Proposed<br/>Distribution</u> | <u>Change</u>  |
|----------------------|---------------------------------|----------------------------------|----------------|
| FY08 Est Ending Bal: | 1,001.5                         | 1,001.5                          |                |
| FY09 Est Revenue:    | (0.1%) 6,035.0                  | (0.15%) 9,052.5                  | 3,017.5        |
| Less Reserve:        | (250.0)                         | (250.0)                          |                |
| Net Available        | <u>6,786.5</u>                  | <u>9,804.0</u>                   | <u>3,017.5</u> |

| Entity  | Current<br>Percent | FY08<br>Allocation | FY09<br>Allocation | Proposed<br>Percent | Revised<br>FY09 | FY09<br>Change |
|---|--------------------|--------------------|--------------------|---------------------|-----------------|----------------|
| Revenue Collection<br>Costs (DOLWD)<br>Administration |                    | 344.8              | 356.9<br>0.0       |                     | 356.9<br>0.0    | 0.0<br>0.0     |
| University of Alaska                                  | 55%                | 134.3              | 3,542.9            | 45.0%               | 4,251.2         | 708.3          |
| Univ of AK Southeast                                  |                    |                    |                    | 5.0%                | 472.4           | 472.4          |
| Galena (DEED)   | 4%                 | 228.0              | 257.7              | 4.0%                | 377.9           | 120.2          |
| Kotzebue (DOLWD)                                      | 11%                | 626.9              | 708.6              | 9.0%                | 850.2           | 141.6          |
| AVTEC (DOLWD)   | 22%                | 1,253.7            | 1,417.2            | 17.0%               | 1,606.0         | 188.8          |
| SAVEC (DOLWD)   | 4%                 | 228.0              | 257.7              | 3.0%                | 283.4           | 25.7           |
| Yuuut (DOLWD)   | 4%                 | 228.0              | 257.7              | 9.0%                | 850.2           | 592.5          |
| Delta (DOLWD)   |                    |                    |                    | 3.0%                | 283.4           | 283.4          |
| NACTEC (DOLWD)  |                    |                    |                    | 3.0%                | 283.4           | 283.4          |
| New Frontier (DOLWD)                                  |                    |                    |                    | 2.0%                | 188.9           | 188.9          |
| Total   | 100%               | 6,043.7            | 6,798.6            | 100.0%              | 9,804.0         | 3,005.4        |

Note 1: Due to the use of revenue projections to determine the annual appropriation amount, actual receipts may be higher or lower than budgeted authorization. To accommodate revenue shortfalls a reserve of 250.0 is maintained.

Note 2: The difference in the current FY09 revenue distributed of \$6,798.6 and the total revenue available of \$6,786.5 is the result of a calculation done for the costs of the new GPU salary contract which increased the Revenue Collection Costs. The calculation was made after the initial fund allocations were done and distributed. The cost increase of \$12.1 is included in the FY09 Governor's budget and will be absorbed by the funds held in reserve.

**HCR**

**13**

**HFIN**

**FILE**



# FISCAL NOTE

STATE OF ALASKA  
2008 LEGISLATIVE SESSION

Fiscal Note Number: \_\_\_\_\_  
Bill Version: CS HCR 13 (FIN)  
( ) Publish Date: \_\_\_\_\_

Identifier (file name): \_\_\_\_\_ Dept. Affected: Legislature  
Title Establishing and relating to the Education Funding District Cost RDU Legislative Budget and Audit Committee  
Factor Commission. Component Committee Expenses  
Sponsor Rep. Hawker by Request of the JLEFTF  
Requester House Finance Committee Component Number 775

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

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

|                               | Appropriation<br>Required | Information |            |            |            |            |            |            |
|-------------------------------|---------------------------|-------------|------------|------------|------------|------------|------------|------------|
|                               |                           | FY 2009     | FY 2009    | FY 2010    | FY 2011    | FY 2012    | FY 2013    | FY 2014    |
| <b>OPERATING EXPENDITURES</b> |                           |             |            |            |            |            |            |            |
| Personal Services             |                           |             |            |            |            |            |            |            |
| Travel                        |                           | 0.0         | 0.0        |            |            |            |            |            |
| Contractual                   |                           |             |            |            |            |            |            |            |
| Supplies                      |                           |             |            |            |            |            |            |            |
| Equipment                     |                           |             |            |            |            |            |            |            |
| Land & Structures             |                           |             |            |            |            |            |            |            |
| Grants & Claims               |                           |             |            |            |            |            |            |            |
| Miscellaneous                 |                           |             |            |            |            |            |            |            |
| <b>TOTAL OPERATING</b>        |                           | <b>0.0</b>  | <b>0.0</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                    |  | 0.0        | 0.0        |            |            |            |            |            |
| 1005 GF/Program Receipts   |  |            |            |            |            |            |            |            |
| 1037 GF/Mental Health      |  |            |            |            |            |            |            |            |
| Other Interagency Receipts |  |            |            |            |            |            |            |            |
| <b>TOTAL</b>               |  | <b>0.0</b> | <b>0.0</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 (FY2008) cost: \_\_\_\_\_

**POSITIONS**

|           |  |  |  |  |  |  |  |  |
|-----------|--|--|--|--|--|--|--|--|
| Full-time |  |  |  |  |  |  |  |  |
| Part-time |  |  |  |  |  |  |  |  |
| Temporary |  |  |  |  |  |  |  |  |

**ANALYSIS:** (Attach a separate page if necessary)

HCR 13 establishes an Education Funding District Cost Factor Commission made up of ten members of the Legislature appointed by the Presiding Officers and one public member appointed by the Governor to examine school district cost differentials. The commission will be staffed by legislative staff to the legislators who are appointed to the commission. It is estimated that the commission will meet several times by teleconference and three times requiring travel. For purposes of this fiscal note, it is assumed the eleven members of the commission will be appointed from various regions of the state and will travel three times each year to meet in Anchorage, Fairbanks, and Juneau. The commission will also meet several times via teleconference. The commission will submit a report to the Legislature and the Governor by 9/30/09 and terminate on 4/1/2011.

Prepared by: House Finance Committee  
Division: \_\_\_\_\_  
Approved by: Representative Kevin Moyer, Co-Chairman  
Representative Mike Chonault, Co-Chairman

Phone 465-4945  
Date/Time 02/18/08 4:32 p.m.  
Date 2/18/2008

FISCAL NOTE

STATE OF ALASKA  
2008 LEGISLATIVE SESSION

BILL NO. CS HCR 13 (FIN)

ANALYSIS CONTINUATION

The intent of the House Finance Committee is that all costs associated with the operations of the commission be absorbed in the budget of the Legislative Budget and Audit Committee. Further, any contractual work that the commission requires will be under the authority and oversight of the Legislative Budget and Audit Committee.

AMENDMENT

conceptual

2/18/08

scv

adopted

OFFERED IN THE HOUSE

BY REPRESENTATIVE HAWKER

TO: CS ~~HB 13~~ (HES) HCR 13

- 1 Page 2, line 1, following "differentials"
- 2 Delete "and"
- 3 Insert ","
- 4
- 5 Page 2, line 2, following "providing education"
- 6 Insert ", and contracting for research, consultants and experts, as the commission considers
- 7 necessary, to create the model"

# Representative Mike Hawker

## Alaska State Legislature



### HCR 13

### Sponsor Statement

*Session:*

State Capitol  
Juneau, AK 99801  
907 465-4949 direct  
800 478-4950 toll free  
907 465-4979 fax

*Interim:*

716 W 4<sup>th</sup> Avenue  
Anchorage, AK 99501  
907 269-0244 office  
907 269-0248 fax

*Member:*

*House Finance Committee  
Legislative Budget  
& Audit Committee*

*House District 32:*

*Eagle River  
Anchorage  
Rainbow  
Indian  
Bird  
Girdwood  
Portage  
Whittier  
Sunrise  
Hope*

### Short Title: Education Funding/Cost Factor Commission

HCR 13 creates the Education Funding District Cost Factor Commission, which is tasked with examining school district cost differentials and determining a formula to adequately and equitably fund education throughout Alaska.

The school funding formula recognizes that school districts across the state face differing costs for similar goods and services including energy, supplies and labor. These geographic cost-of-living differences are accommodated in the formula by a factor that is applied to the school size adjusted ADM. Anchorage is presumed to be the base for this calculation and receives a factor of one (1.0). Other districts are individually assigned factors in excess of one to recognize their individual cost differential in relation to Anchorage.

The numerical value of the cost differential factors has been a policy issue with the formula since it was adopted in 1998. The legislature has undertaken various efforts utilizing professional economic consultants to accurately and fairly determine these factors. A controversial economic analysis was completed in 2003 by the American Institute of Research (AIR). This work was reviewed and modified in 2005 by the University of Alaska's Institute of Social and Economic Research (ISER). Certain aspects of the ISER differential calculation continue to generate questions and controversy within the legislature.

HCR 13 recognizes that legitimate concerns exist with the ISER study and would establish a dedicated commission to address the district cost factor issue in detail. The commission would be charged with developing a durable and dynamic (updateable) economic model that can be used to update district cost factors on a regular and recurring basis.

amended  
2/18/08

25-LS1076C

**CS FOR HOUSE CONCURRENT RESOLUTION NO. 13(HES)**

**IN THE LEGISLATURE OF THE STATE OF ALASKA**

**TWENTY-FIFTH LEGISLATURE - SECOND SESSION**

**BY THE HOUSE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE**

**Offered: 2/11/08  
Referred: Finance**

**Sponsor(s): REPRESENTATIVES HAWKER BY REQUEST OF THE JOINT LEGISLATIVE EDUCATION  
FUNDING TASK FORCE, Chenault**

**A RESOLUTION**

1 **Establishing and relating to the Education Funding District Cost Factor Commission.**

2 **BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

3 **WHEREAS**, under art. VII, sec. 1, Constitution of the State of Alaska, a system of  
4 public schools is required to be established and maintained; and

5 **WHEREAS** the cost of providing adequate public education for children living in the  
6 state varies significantly among geographic areas of the state; and

7 **WHEREAS** accurately measuring relative cost differences is integral to equitable  
8 funding for education across geographic areas; and

9 **WHEREAS** the cost differentials have been a recurring policy issue since the current  
10 funding formula was adopted in 1998; and

11 **WHEREAS** the findings of economic analyses conducted in 2002 and 2004 have  
12 raised questions and controversy within the Alaska State Legislature; and

13 **WHEREAS** previous determinations of cost differentials have been static and,  
14 consequently, have become outdated;

15 **BE IT RESOLVED** by the Alaska State Legislature that the Education Funding  
16 District Cost Factor Commission is established for the purpose of examining school district

1 cost differentials and creating a valid and durable model that can be updated to accurately  
2 reflect the costs of providing education; and be it

3 **FURTHER RESOLVED** that the commission consists of 11 members as follows:

4 (1) five shall be from the senate appointed by the president of the senate;

5 (2) five shall be from the house of representatives appointed by the speaker of  
6 the house of representatives; and

7 (3) one shall be appointed by the governor; and be it

8 **FURTHER RESOLVED** that the president of the senate and the speaker of the house  
9 of representatives shall jointly appoint the chair and vice-chair of the commission; and be it

10 **FURTHER RESOLVED** that a commission member is subject to reappointment or  
11 replacement if either the president of the senate or speaker of the house of representatives is  
12 replaced and the member was appointed by the former president or speaker; a member may  
13 continue to serve even if the member is no longer a state legislator; and be it

14 **FURTHER RESOLVED** that the commission shall submit a report of its findings  
15 and proposed legislative changes to the governor and the legislature by September 30, 2009,  
16 and may make any additional reports it considers advisable; and be it

17 **FURTHER RESOLVED** that the Education Funding District Cost Factor  
18 Commission is terminated on April 1, 2011.

# FISCAL NOTE

STATE OF ALASKA  
2008 LEGISLATIVE SESSION

Fiscal Note Number: 1  
Bill Version: CSHCR 13(HES)  
(H) Publish Date: 2/11/08

Identifier (file name): HCR13-LEG-COU-02-04-08 Dept. Affected: Legislature  
Title: Establishing and relating to the Education Funding District Cost RDU: Legislative Council  
District Cost Factor Commission Component: Council and Subcommittees  
Sponsor: Representative Hawker by Request  
Requester: House HES Component Number: 783

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

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

| OPERATING EXPENDITURES | Appropriation Required | Information |             |            |            |            |            |
|------------------------|------------------------|-------------|-------------|------------|------------|------------|------------|
|                        | FY 2009                | FY 2009     | FY 2010     | FY 2011    | FY 2012    | FY 2013    | FY 2014    |
| Personal Services      |                        |             |             |            |            |            |            |
| Travel                 | 30.0                   |             | 30.0        |            |            |            |            |
| Contractual            |                        |             |             |            |            |            |            |
| Supplies               |                        |             |             |            |            |            |            |
| Equipment              |                        |             |             |            |            |            |            |
| Land & Structures      |                        |             |             |            |            |            |            |
| Grants & Claims        |                        |             |             |            |            |            |            |
| Miscellaneous          |                        |             |             |            |            |            |            |
| <b>TOTAL OPERATING</b> | <b>30.0</b>            | <b>0.0</b>  | <b>30.0</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                    | 30.0        |            | 30.0        |            |            |            |            |
| 1005 GF/Program Receipts   |             |            |             |            |            |            |            |
| 1037 GF/Mental Health      |             |            |             |            |            |            |            |
| Other Interagency Receipts |             |            |             |            |            |            |            |
| <b>TOTAL</b>               | <b>30.0</b> | <b>0.0</b> | <b>30.0</b> | <b>0.0</b> | <b>0.0</b> | <b>0.0</b> | <b>0.0</b> |

Estimate of any current year (FY2008) cost: \_\_\_\_\_

**POSITIONS**

|           |  |  |  |  |  |  |  |
|-----------|--|--|--|--|--|--|--|
| Full-time |  |  |  |  |  |  |  |
| Part-time |  |  |  |  |  |  |  |
| Temporary |  |  |  |  |  |  |  |

**ANALYSIS:** (Attach a separate page if necessary)

HCR13 establishes an Education Funding District Cost Factor Commission made up of ten members of the Legislature appointed by the Presiding Officers and one public member appointed by the Governor to examine school district cost differentials. The Commission will be staffed by Legislative staff to the Legislators who are appointed to the Commission. It is estimated that the Commission will meet several times by teleconference, three times requiring travel. For purposes of this fiscal note it is assumed the eleven members of the Commission will be appointed from various regions of the State and will meet several times by teleconference and travel three times each year to meet in Anchorage, Fairbanks, and Juneau. The Commission will submit a report to the Legislature and the Governor by 9/30/09 and terminate 12/31/10. Costs for teleconferencing and to print the report will be absorbed by the Legislative Affairs Agency.

Prepared by: Karla Schofield, Deputy Director  
Division: Legislative Affairs Agency  
Approved by: Pamela Varni, Executive Director  
Legislative Affairs Agency

Phone: 465-6626  
Date/Time: 2/4/08 9:05 AM  
Date: 2/4/2008



## 25<sup>th</sup> Alaska State Legislature Joint Legislative Education Funding Task Force

### *Chair:*

Rep. Mike Hawker  
District 32, Anchorage

716 W. 4<sup>th</sup> Avenue  
Anchorage, AK 99501  
(907) 269-0244 office  
(907) 268-0248 fax

### *Vice-Chair:*

Senator Bert Stedman

### *Members:*

Senator  
Johnny Ellis

Senator  
Lyman Hoffman

Representative  
Reggie Joule

Representative  
Mike Kelly

Representative  
Bob Roses

Carl Rose  
Assoc. of Alaska  
School Boards

Representative  
Paul Seaton

Senator  
Gary Stevens

Senator  
Gary Wilken

### *Committee Aides:*

Juli Lucky  
Charisse Millett  
jletf@akleg.org

### CHANGES TO HOUSE CONCURRENT RESOLUTION 13

#### House Health, Education and Social Services Committee

Adopted an amendment to extend the termination date of the Commission to April 1, 2011.