

ALASKA LEGISLATURE SPECIAL COMMITTEE/SUBJECT FILES 8672
2882 SCOMM 125: HOUSE SPECIAL COMMITTEE ON EDUCATION 2001-02



Bristol Bay Native Corporation Education Foundation

800 Cordova Street, Suite 200, Anchorage, Alaska 99501-6299 / (907) 278-3602 / fax (907) 276-3925

November 7, 2000

Representative Mary Sattler Kapsner
State Capitol
Juneau, AK 99801-1182

Dear Representative Kapsner:

This is in response to your letter regarding the draft conceptual bills calling for Alaska History to be taught in Alaska's schools. As a professional with over 20 years of educational experience in public schools in Alaska, I would wholeheartedly support such bills, both for K-12 and as a graduation requirement. I remember when attending East Anchorage High School in the mid 60's, Alaska History was at least an elective course. I'm not sure when that course was dropped from curriculum in the Anchorage School District, but it has not been available, to my knowledge, for the last 20 years.

I believe there are some states outside that require an "Indian Studies" course as a graduation requirement. The State of Hawaii has a "Hawaiian Studies" curriculum formally in grades 4, 7 and '11. In grade 11 there is a Hawaiian History elective as well. The Hawaiian State Constitution provides for a Hawaiian Education Program... "Article X section 4 reads... The State shall promote the study of Hawaiian culture, history and language. The state shall provide for a Hawaiian education program consisting of language, culture and history in the public schools. The use of community expertise shall be encouraged as a suitable and essential means in furtherance of the Hawaiian education program." A great resource person at the Office of Hawaiian Affairs would be Ms. Rona Rodenhurst. Her email address is rodenhurst@oha.org.

A resource person regarding the incorporation of "Native Studies" curriculum in elementary and middle schools currently in the Anchorage School District, would be Ms. Edna Lamebull, Indian Education Program Supervisor. Her office number is (907) 787-3001.

As you probably already know, another resolution (#00-11) calling for a mandate to the State Board of Education to develop a comprehensive Alaska History curriculum was introduced at the AFN Convention in October and did pass.

Thank you for your work in leading the effort to ensure that the teaching of our rich history, including a strong emphasis on Alaska Native history, would finally become a state high school graduation requirement.

Sincerely,

Luanne Pelagio
Executive Director

From the Desk of
Brad T Angasan
Bristol Bay Native Association
PO BOX 310
Bellingham, AK 99570
(907)842-5257 brad@bbaa.com

REP Mary Sattler Kapsner
State Capitol
Juneau, AK 99801-1182

Re: Curriculum for Alaska History

Dear Mary:

Quyana for your thoughtful inquiry in regard to our State's educational curriculum, specifically the proposed language for "Alaska's History". Mary, it has always a firm belief of mine, that our current State educational standard and curriculum neglect to address major components for our educational needs. Specifically the significance between the first people's culture and their many ways' of life. It has always been absolutely amazing to me that this recklessness has been allowed to happen.

At any rate, I endorse your model of allowing Alaska's History to be a requirement of various school districts' curriculum. Like many native students, my family and I relocated to Anchorage due to the development of ANCSA Corporations. As a result, my family sacrificed a significant portion of our indigenous culture: the Sugpiaq language; and general well being of the native way of life. It will undoubtedly take a lifetime to recover this loss. This is not, by far an isolated case. There is a major population of displaced Alaska Natives that reside in the urban areas of Alaska. Unfortunately, the will to recapture the identity of their culture may have yet to be found.

The proposed action will truly serve to not only benefit those that maintain a similar position, but to actually open the doorway between the void of divisiveness between rural and urban Alaska, an issue of an unparalleled degree. Your efforts are appreciated, and I hope to discuss this and other factors affecting the regions we serve.

Sincerely,



Brad T Angasan
VPSO Program Manager

Introduced by: City Manager
Date: October 24, 2000
Action: Adopted
Vote: Unanimous

CITY OF BETHEL, ALASKA

RESOLUTION #00-33

A RESOLUTION SUPPORTING ALASKA HISTORY TO BE TAUGHT IN THE SCHOOLS OF ALASKA

WHEREAS, Alaska history is not a required course in the state's elementary and high school curricula and;

WHEREAS, For generations the graduating students of Alaska's schools have been deprived of the knowledge of their territory, state, tribes, and communities, and;

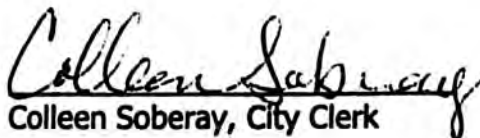
WHEREAS, Most states of the Union require a minimum level of instruction in the history of their state and the history of Alaska is a fascinating subject covering North America's most ancient records of human habitation, and;

WHEREAS, The study of Alaska's history will enable Alaskans to understand the source of some of today's conflicts and assist in their resolution;

NOW, THEREFORE, BE IT RESOLVED that the City Council of Bethel, Alaska, supports efforts to require Alaska history be included in Alaska elementary and high school curricula.

PASSED AND APPROVED THIS 24th DAY OF OCTOBER 2000, by unanimous voice vote.

ATTEST:


Colleen Soberay, City Clerk


Stanley "Tundy" Rodgers, Mayor

Representative Mary Kapsner

State Capitol • Juneau, Alaska 99801-1182

Phone: (907) 465-4942 • Fax: (907) 465-4589

E-Mail: Representative_Mary_Kapsner@legis.state.ak.us

House District 39

Lower Kuskowkim and Upper Bristol Bay

Akiachak

Akiak

Aleknagik

Atmautluak

Bethel

Chefornak

Clarks Point

Dillingham

Eek

Ekwok

Goodnews Bay

Kasigluk

Kipnuk

Koltiganek

Kongiganak

Kwethluk

Kwigillingok

Manokotak

Napakiaak

Napaskiak

New Stuyahok

Nunapitchuk

Oscarville

Platinum

Portage Creek

Quinhagak

Togalak

Tuntutuliak

Twin Hills

MEMORANDUM

TO: Representative Con Bunde, Chair
House Special Committee on Education

FROM: Representative Mary Kapsner

DATE: March 13, 2001

RE: HB 171 – Alaska History Curriculum

I would appreciate your consideration of scheduling House Bill 171 for hearing. I have attached a copy of my Sponsor Statement, a Sectional Analysis, and a sampling of supportive documents.

In the course of preparing this bill for introduction I have worked with an extremely active Alaska History committee, organized as a part of the 2000 Commonwealth North Urban Rural Study, the Alaska Municipal League, the Association of Alaska School Boards, NEA, and Commissioner Holloway. Commissioner Holloway has suggested that a standards based Alaska History requirement would dovetail with the work that has been done over the last decade on social studies standards.

When I have talked with other Alaskans about this bill the response I most frequently get is one of surprise. Most of those who were educated in the Lower 48 are surprised because they had been required to take their home state's history and assumed Alaska students would be educated in our state's history also. In 1981 the State Board of Education talked about requiring Alaska History and Government as a graduation requirement. In 1988 Senator Willie Hensley tried again to address the lack of Alaska History education through a resolution asking the State School Board to act through regulation. I have become convinced that the only way we are going to make sure Alaska students are given the opportunity to enrich their lives in the many ways an Alaska history and government education will do, is to require it by statute. I look forward to discussion through the public hearing process.

Thank you for your consideration.

Subject: Alaska History requirement

Date: Tue, 17 Apr 2001 20:27:58 -0800

From: "Jim Ducker" <ahs@alaska.net>

To: <Representative_Con_Bunde@Legis.state.ak.us>

Con,

I write to voice my support for requiring Alaskan high school students to take an Alaskan history course. Students should understand the land in which they live--the lives and history of its Native peoples, the difficulties faced by those Americans and people from around the world who came to settle and develop the land in the last couple hundred years, the role of the federal government that has at times helped and at times hindered the lives of people here.

Please keep me informed with the progress of legislation that would help our youth better understand Alaska and their people.

Jim Ducker

Subject: Re: HB 171

Date: Tue, 17 Apr 2001 08:46:46 -0800

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

Organization: Alaska State Legislature

To: afswh1@webmail.uaa.alaska.edu

Mr. Haycox:

Thank you for contacting me about testifying regarding HB 171. Testimony will be taken via teleconference from the Anchorage Legislative Information Office, located at 716 W. 4th. I ask that all those who testify limit their remarks to 3 minutes or less. If you read from prepared remarks, please ask the LIO teleconference person to fax a copy to me so the recording secretary may enter them correctly into the record.

Sincerely,
Representative Con Bunde

Stephen Haycox wrote:

> Is there a possibility I could testify at the hearing on Mary Kaspner's
> Alaska history requirement bill on Wednesday morning? I would need to
> make remarks from Anchorage, by phone or however you are arranging to
> take testimony.
>
> Many thanks
>
> Steve Haycox
> Prof. of History
> UAA

Bill Analysis
HB 171
Hearing April 18, 2001

Bill Title: "An Act relating to a curriculum for Alaska history; and providing for an effective date."

Sponsor: Representative Mary Kapsner

This bill adds new sections to AS 14.30, which is related to Alaska History. It requires the department to develop a standards based Alaska history education curriculum in grades 9-12. It also requires schools to implement and require passage of Alaska history for graduation. The bill defines a curriculum to allow flexibility of offering Alaska history as a stand-alone course or integrated into existing curriculum by requiring the course of study to be cumulatively equivalent of one semester. This would begin with students at the 9th grade level starting July 1, 2001.

Information and Possible Questions:

- 1) Many states currently have requirements for state history classes (New York, Illinois, California). Is this something that those states have benefited from in the manner that you have noted this particular bill would do for our state? (Informing and making students effective participants in state and local affairs.)
- 2) Currently there is an Alaska History class offered as a social studies elective at the high school. It is a .5 credit class, and while there is a social studies credit requirement to graduate, that particular social studies class is not a requirement.
- 3) Is it possible to mainstream Alaska history into current curriculum, without having to create a completely separate class? Include it as part of the history programs currently established at the high school level.

Available to Testify:

Representative Mary Kapsner

John Kumin, Commonwealth North, from Anchorage LIO

Duane Heyman, Commonwealth North, from Anchorage LIO

Fiscal Note: This bill impacts the Department of Education and Early Development with a fiscal note of \$223,000.00. With money for personal services, travel contractual services, and supplies.

amendment inside

passed.

22-LS0070\P.1
Ford
4/21/01

AMENDMENT

OFFERED IN THE HOUSE

TO: HB 171

W - yes

B - no

S - yes

J - yes

G - yes

P - absent (Gov mty)

G - no

1 Page 3, line 19:

2 Delete "school board"

3 Insert "governing body"

5 Page 3, following line 22:

6 Insert a new subsection to read:

7 "(b) Notwithstanding (a) of this section, a governing body may waive
8 completion of the curriculum described under (a) of this section as a requirement
9 for graduation for a student who transfers into the district after completion of the
10 student's junior year or for a student who receives special education services."

12 Reletter the following subsection accordingly.

14 Page 3, line 26:

15 Delete "."

16 Insert ";

17 (3) "special education" has the meaning given in AS 14.30.350."

AMENDMENT

OFFERED IN THE HOUSE

TO: HB 171

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*who exclude
these people?*

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I write to voice my support for requiring Alaskan high school students to take an Alaskan history course. Students should understand the land in which they live--the lives and history of its Native peoples, the difficulties faced by those Americans and people from around the world who came to settle and develop the land in the last couple hundred years, the role of the federal government that has at times helped and at times hindered the lives of people here.

Please keep me informed with the progress of legislation that would help our youth better understand Alaska and their people.

Jim Ducker



Anchorage School District

4600 DeBarr Road
P.O. Box 198614
Anchorage, Alaska 99519-6614
(907) 742-4000

SCHOOL BOARD

Peggy Robinson
President

Dave Werdal
Vice President

Betty Davis
Clerk

Rita J. Hulthouse
Treasurer

Tom Anderson

Harold A. Drummond

Dubbie Ossiander

ACTING SUPERINTENDENT

Carol Comeau

April 17, 2001

Dear Representative Kapsner:

Thank you for your letter of April 17, 2001, regarding HB 171, An Act relating to a curriculum for Alaska history, in which you clarify that the bill allows for the Alaska history course to be either a "one semester stand-alone course or integrated into existing curriculum." We very much appreciate the flexibility and your recognition that each school district can best decide how to meet this requirement.

Like you, the Anchorage School District believes that it is in the best interest of the state that Alaska's young people learn something about who we are as a state and how we got here through the teaching of Alaska history in our school system.

Our school board, however, favors integrating Alaska history into the curriculum rather than through a semester stand-alone course.

Thank you for your effort in this area. We look forward to working with you in support of this bill as it moves through the legislative process.

Sincerely,

Larry Wiget
Executive Director, Public Affairs

Representative Mary Kapsner

State Capitol • Juneau, Alaska 99801-1182

Phone: (907) 465-4942 • Fax: (907) 465-4589

E-Mail: Representative_Mary_Kapsner@legis.state.ak.us

House District 39

Lower Kuskowkim and Upper Bristol Bay

Akiachak

Aktak

Aleknagik

Atmautluak

Bethel

Chefornak

Clarks Point

Dillingham

Eek

Ekuk

Ekwok

Goodnews Bay

Kasigluk

Kipnuk

Koliganek

Kongiganak

Kwethluk

Kwigillingok

Manokotak

Napakiak

Napaskiak

New Stuyahok

Nunapitchuk

Oscarville

Platinum

Portage Creek

Quinhagak

Togiak

Tuntutuliak

Twin Hills

House Bill 171 – Alaska History Curriculum Sponsor Statement

Although we are a very young state, we are a land with a rich history. Today's Alaska Natives are descendants of people who have made their homes in Alaska for over 10,000 years. They welcomed newcomers to the land and taught them skills to survive and flourish. Other Alaskans immigrated from European, American and Asian cultures, bringing with them ideas and values that, along with the foundational beliefs of the Native people, have helped shape the society we have today.

Understanding our state's history is important to providing the context of where Alaskans came from and what we as Alaskans value about the diversity and richness of our state. It is fundamental to being an informed and effective participant in state and local affairs. An understanding of how Alaskan's economy and form of government developed is crucial to understanding how to deal with today's issues.

Last September Commonwealth North released a study which focused on the issue of the urban/rural divide in Alaska. Among their findings was the assertion that if we do nothing to address the critical issues that divide Alaskans, the result will be an increasingly fragmented state, with discouraging economic growth and increasing social and cultural clashes. The group put forth a set of recommendations and action items, including the teaching of Alaska history at the high school level, and backed up the recommendation with an active working committee.

Support has grown. Resolutions were passed at the AFN Convention for the past two years calling for Alaska history education. The Alaska Municipal League issued a policy statement in support of civic education for Alaska's students, noting that teaching children how to understand and influence their government is critical to the well being of Alaska. The Department of Education and the Association of School Boards have worked with us as well, helping craft and fine tune language for House Bill 171.

We share an important goal: that every student graduating from an Alaska secondary school will do so with a demonstrable understanding of Alaska's rich and unique history. Recent events in Anchorage are a reminder that understanding who we are and how we got here is fundamental in addressing issues that divide us and building bridges to a prosperous future for all Alaskans.

SPONSOR STATEMENT

COMMONWEALTH NORTH

Urban Rural Unity Study "U. R. US"

September 2000

Janie Leask • Rick Mystrom
Study Group Co-Chairs

Duane Heyman
Editor

Major underwriting for production and printing of this report provided by:

The Port of Anchorage
Dorsey & Whitney LLP
Alyeska Pipeline Service Company
ASCG Incorporated
Cook Inlet Region Incorporated
Ranken & McCollum

BILL BACKUP

Executive Summary

Portun
rell as of

What are the most significant issues?

To achieve a unified vision for Alaska's future, we believe the main issues that must be addressed are: (1) economic survival and development, (2) quality, delivery and control of local services, and (3) access to fish and game. The body of this report discusses each of these issues in detail, using the next decade as our basic frame of reference. Each section of the report includes descriptions of some specific real world "success stories" as illustrations that some communities already are making progress toward a resolution of these issues.

In examination of these issues, certain broad needs emerged that must be dealt with in order to develop a full partnership between "urban" and "rural" Alaska:

- The need for cross-cultural understanding through enhanced personal contact and education of both urban and rural viewpoints.
- The need for cross-cultural understanding of how essential subsistence hunting and fishing is to rural Alaskans, and yet how important hunting and fishing is to urban Alaskans.
- The need for recognition that local decisions are best made by local people at the community level and may be influenced or implemented by municipal and tribal governments.
- The need to encourage communities in their efforts to promote meaningful economic development and career opportunities for their citizens.
- The need for statesmanship and leadership with a statewide (not just regional) perspective in both the public and private sectors.
- The need for state and local funding mechanisms to be equitable and sustainable.
- The absolutely essential need to create and maintain an effective education system for its economic as well as social benefits.
- ✓ [• The need to require meaningful instruction in Alaska history for every student.]
- The need to make access to utilities, transportation, justice, health care and modern high-speed telecommunications available throughout the state.

What would the ideal look like?

Utopia is not achievable, but it is possible to achieve a more harmonious Alaska that honors and respects the diversity of its people and recognizes the many areas where urban and rural interests coincide. Many assume that our cultures in Alaska are exactly alike and expect Natives to behave like urban Alaskans. There are two components to the perception gap. Many do not realize what we have in common. At the same time many are not aware of the real differences between Native and urban cultures. Alaska has an

SUCCESS STORIES

Education

The Chugach School District has established a community based "Crib to Crypt" approach to education that recognizes support needed for an individual's entire life cycle. It surveyed businesses on skills students need then established an "outcome based" curricula. The district sets clear expectations of students, teachers and parents with measurable goals.

White Mountain High School sent a high school team to the National Ocean Sciences Bowl held the past three years in Seward, one of the few small schools competing with large high schools from Anchorage, Juneau, and the Kenai Peninsula. This year, a team of young women placed first in their research on salmon management and second overall behind a Juneau High School team.

paid better-educated work force. Well-educated workers can help ensure continued strong military presence.

Alaskans will be better prepared for a changing world, more well rounded and self-sufficient. More job opportunities will be available for all residents once they are qualified. Self-sufficiency will reduce the need for state or federal subsidies, and gives people mobility – they can choose where they want to work.

Learning Alaska history will give us a better understanding of each other and build a better sense of community. Education will allow diversity to thrive in a modern world and avoid creating an underclass that is shut out of economic, social and political opportunities.

C. Health services

Alaska's population will be healthier. Healthier people will improve economic development and attract businesses. Less administrative dollars spent will give us better value. People will have a more positive outlook as a rural and urban health safety net will cover the essentials of people's physical and psychiatric needs.

D. Public safety

Intervention will occur before people harm themselves and society. With adequate safety officers spread around the state, people will be responded to quicker. The public will understand that intervention and prevention saves money. Long-term savings will result from healthier people with reduced FAS/FAE. Suicide rates will be reduced.

With a reduced prison population prisoners will be closer to the support structure of their family and community. Larger cities will run and control their own jails. In rural areas, where appropriate, tribal councils might have a direct role in certain local correctional and court services. Citizens will understand the provisions of and the protections provided all citizens by the U.S. and State constitutions.

Local communities will be able to make and enforce alcohol ban decisions. The state can partner and share with local tribes for public safety services. Elder counseling can provide for better diversion of children and keep them out of trouble.

ALASKA FEDERATION OF NATIVES

2000 ANNUAL CONVENTION

RESOLUTION 00-11

**TITLE: REQUIRING THAT ALASKA AND ALASKA NATIVE HISTORIES BE
 TAUGHT IN THE SCHOOLS OF ALASKA**

**WHEREAS: AFN fully supports its member villages' endeavors in all aspects of their self-
 determination, health and well-being; and,**

**WHEREAS: Alaska history and Alaska Native History is not a required course in the state's
 elementary and high school curriculum; and**

**WHEREAS: For generations, graduating students of Alaska's schools have been deprived of
 the knowledge of their territory, state, tribes, and communities; and**

**WHEREAS: Most states of the Union require a minimum level of instruction in the history of
 their state; and**

**WHEREAS: The history of Alaska and Alaska Native History are fascinating subjects covering
 North Americas most ancient records of human habitation; and**

**WHEREAS: The study of Alaska's and Alaska Natives' history will enable Alaskans to
 understand the source of some of today's conflicts and assist in their resolution;
 and**

**NOW THEREFORE BE IT RESOLVED by the Delegates to the 2000 Annual Convention of the
 Alaska Federation of Natives, Inc. directs AFN to work with the Alaska State
 Legislature and help it to recognize that Alaska history and Alaska Native History
 should be made a requirement in the curriculum in Alaska's schools; and**

**BE IT FURTHER RESOLVED that AFN work with the State Board of Education to mandate
 that Alaska's Department of Education develop a comprehensive Alaska history
 and Alaska Native History curriculum that will be taught in all of Alaska's
 elementary and secondary schools.**

SUBMITTED BY: AVCP, INC.

COMMITTEE ACTION: DO PASS

CONVENTION ACTION: AMENDED/PASSED

ALASKA FEDERATION OF NATIVES, INC.

1999 ANNUAL CONVENTION

RESOLUTION 99-85

TITLE: REQUIRING ALASKA HISTORY TO BE TAUGHT IN THE SCHOOLS OF ALASKA.

WHEREAS: Alaska history is not a required course in the in the states' elementary and high school curriculum; and,

WHEREAS: For generations the graduating students of Alaska's schools have been deprived of the knowledge of their territory, state, tribes, and communities; and,

WHEREAS: Most states of the Union require a minimum level of instruction in the history of their state; and,

WHEREAS: The history of Alaska is a fascinating subject covering North Americas most ancient records of human habitation; and,

WHEREAS: The study of Alaska's history will enable Alaskans to understand the source of some of today's conflicts and assist in their resolution.

NOW THEREFORE BE IT RESOLVED that the State Legislature recognize that Alaska history should be made a requirement in the curriculum in Alaska's schools.

BE IT FURTHER RESOLVED that the State Board of Education be mandated to development a comprehensive Alaska history curriculum that will be taught in all of Alaska's Elementary and Secondary Schools.

SUBMITTED BY: Willie Hensley

COMMITTEE ACTION: Passed



FEB. 14. 2001 12:14PM

ALASKA MUNI LEAGUE

NO. 2601 P. 1/1
FROM: AK MUNICIPAL LEAGUE



217 Second Street, Suite 200 • Juneau, Alaska 99801 • Tel (907)586-1325, Fax (907)-483-5480

February 14, 2001

Jon Kumin
Kumin and Associates
808 E St, Suite 200
Anchorage, AK 99501

Re: Alaska History in the schools

Dear Jon,

AML/ACoM is a coalition of 142 cities and boroughs representing over 97% of Alaska's citizens.

The AML/ACoM strongly supports teaching Alaska History in the schools with a civic component. Alaska's history, including our economy and how Alaska's government forms developed, are crucial to understanding how to deal with today's issues including urban-rural cooperation and the state's fiscal problems.

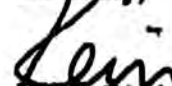
This is the statement adopted by the AML/ACoM membership in November, 2000:

Civic Education:

The League urges the Department of Education and Early Development to prepare a school program on civic education including state and municipal forms and processes. As parents and government partners, the members of the League and the Alaska Conference of Mayors offer to provide assistance in assuring that this level of civic education is implemented in each secondary school. Teaching children how to understand and influence their government is critical to the well being of Alaska.

As offered in the policy statement the AML/ACoM will partner in a broad effort to plan and develop and implement an excellent Alaska history curriculum.

Sincerely,


Kevin Ritchie
Executive Director

Cc: AML Board of Directors

Alaska Historical Society



P.O. BOX 100299
ANCHORAGE, ALASKA 99510-0299
PHONE (907) 276-1596

March 6, 2001

The Honorable Mary Kapsner
House of Representatives
State Capitol
Juneau, Alaska 99801-1182

Dear Representative Kapsner:

Last week, the Alaska Historical Society's Board of Directors unanimously voted to support your bill calling for high school students to take a semester of Alaska History to graduate. They recommend that bill call for "Alaska History" and not "Alaska Studies." If taught correctly, a course in Alaska history would, as the bill presently states, include geography, Native history, government, economics, anthropology, resource development, art, and other cultural relationships. Our concern with the term "Alaska Studies" is that it might focus too much on the state's current events, leaving out any historical perspective.

The Society appreciates your efforts to encourage the study of Alaska's history and the exchange of ideas and information concerning our heritage.

Thank you for keeping me advised of the bill. Please let me know how the Alaska Historical Society can help get the bill considered and passed.

Sincerely,

R. Bruce Parham
Vice President

MS Chicago
Polish-Americans "to con-
siders of greatest need,"

the city's Polish-Ameri-
Walesa said in a recorded
go's annual Polish Day

r of the Polish American
ply grateful for your in-
I am very pleased to in-
s of lifesaving drugs have
lives. Your shipments of
sion well."

Bristol forecast may up pressure

ANCHORAGE (AP) — A University of Washington prediction of an early peak in the Bristol Bay red salmon run is expected to create more intense pressure on fishermen and processors in that region.

"That means people are going to have to start scrambling to get there sooner," said Rodger Painter, executive director of United Fishermen of Alaska. "It may cause some logistical problems."

The early-peak estimate also could affect price negotiations between the fishermen and processors, he said.

"It probably means that efforts to hold out are going to have a

much harder time this year," Painter said.

Robert Burgner, a biologist with the Fisheries Research Institute at the University of Washington, said his data — based on correlations between salmon runs, air and water temperatures — indicates the run could peak about June 30 or July 1, four or five days earlier than usual.

His estimate also could put more pressure on lawmakers in Juneau to act on a pack loan appropriation needed to help processors meet operating costs this year.

Juneau Empire 6-15-81

History course eyed for schools

By Empire Staff

Alaska high school students will be required to learn something about their state's history and government if a proposal by the state Board of Education is adopted this week.

The proposal, which would add one year of Alaska History and Government as a graduation requirement, has been recommended by the board after it received comments from parents that schools should give students an understanding of Alaska's political system, according to a state official.

If adopted, the requirement will raise the number of graduation units specified by the state to six, said Harry Gamble, public information director for the state Department of Education.

The board meets today and Tuesday in Anchorage.

High school students must have 19 units to graduate, but the state only specifies five of those units, in areas such as English and Math, Gamble said.

The other 14 units are left to the school districts, he said.

Some districts are offering courses in Alaska History or on aspects of state government, he said, but the board would want to see it become part of the curriculum in all high schools by 1984.

Another regulation change before the board at this week's meeting has been initiated by Juneau high school/science teacher Chuck Jurasz.

Jurasz is seeking an exception to the requirement that teachers obtain certification by earning university credits. He has asked that his certificate be renewed on the basis of journal articles he has co-authored.

In a letter to Vincent Casey, chairman of the state education board, Jurasz said "please ex-

pand the mechanism via which you address recertification and its intent to include demonstrations of excellence such as inventions, patents, discoveries, research and publications in juried and popular journals and periodicals."

Board policy stipulates that teachers must gain certification every five years as a guarantee they are keeping up-to-date on developments in their fields. Teachers can earn six college credits for recertification, or they can earn three academic credits and three through non-classroom activities, such as writing papers or attending workshops.

Jurasz is asking for an allowance that all six credits

can be earned outside a college classroom.

He says classroom work is professionally limiting.

"Grades and credit have as their upper limit that which those of us as professionals recognize as a peer examination several levels of excellence or credibility below that to which they themselves as academic personnel are subject." The board can vote to grant Jurasz an exception, change the certification requirements for all teachers, or reject the proposal.

got into a car matching the descrip-
was found abandoned in a shoppi-
day.

The teller said there were two or
Troopers speculated earlier that or
Hopkins was arrested Monday n
charge stemming from a house brea
which several handguns and a shotg

All the guns were discovered in a
by Hopkins, police said, except for
showed Mrs. Walatka had been sh
times with a pair of 9mm pistols.

Two other men, Scott M. Walker,
22, also have been charged with secc
with the Wasilla burglary.

NOTICE OF INVITATION

SPACE ALTERATIONS, Fed. Bldg.,
Juneau, Alaska, Project Number AAK
July 28, 1981.

Completion Time: Sixty Calendar Day
Bidding Range: \$25,000-\$50,000.

Small Business Set-Aside
Bidding material will be available for

DESCRIPTION OF WORK:

ALTER EXISTING METAL STUD PARTI
STUD PARTITIONS; CLOSE DOORW.
HARDWARE AND FRAMES; NEW CO
SPECIAL SHELVING; AND RELATED PA
BING FIXTURES; ADD NEW ELECTR
OUTLETS; AND LIGHTING REVISIONS.

Applications for General Contractor
sets of drawings and specifications sho
the Issuing Office.

Public Buildings Service—Region 10.

GENERAL SERVICES

Design & Con
GSA Cen
Phone: (2

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Anchorage Daily News

Civic literacy

Another basic subject for Alaska students to learn

(Published February 17, 2001)

Alaska's exit exam has stimulated an important debate about what graduating high school students should know. So far the discussion has focused on math, reading and writing. But there's another basic subject students should master: civic literacy.

Civic literacy means that students have the knowledge and skills needed to participate effectively in our democracy. They become informed citizens who know about and exercise their rights and responsibilities as members of the community. Civic literacy is right up there with the fabled "three R's" on the list of reasons to maintain a public education system at all.

To ensure civic literacy, students need a basic command of how the American and Alaska political systems work. They need an overview of the important historical milestones and themes that have shaped our country. They need to know what kind of decisions each branch and each level of government makes and why our political system is structured the way it is.

Civic literacy also involves a basic knowledge of the history, peoples and cultures of Alaska -- a human history that goes back more than 10,000 years, and a set of political and economic institutions that is unique to Alaska. This, too, is core knowledge for students we hope to turn into productive citizens of our state.

Discussion of establishing a statewide Alaska history and cultures graduation requirement has been gathering steam in recent months. Commonwealth North, the Alaska Federation of Natives and the National Education Association-Alaska -- disparate groups reaching broadly across the spectrum in Alaska public life -- each has endorsed the concept in recent months. Interested civic leaders are studying options for how best to achieve that goal. Those discussions are on the right track.

Beyond a knowledge of Alaska history and cultures, students should know what rights we have as citizens and how we came to have them. On a more practical level, students should leave Alaska schools knowing how to register to vote, when elections are held and how to identify and contact elected officials.

Alaska's educational system has already set goals covering some aspects of civic literacy. They are included in two of the state's current content standards for government and citizenship. But the list of standards is long and civic literacy easily gets lost. The list has 59 goals in 13 major subject areas -- all told, 351 different elements describing what students should know and be able to do.

Three hundred fifty-one elements is more than any educational system anywhere can guarantee its students, so we need priorities. Along with the three R's, civic literacy belongs at the top of the list. Preparing the next generation of citizens to uphold our democracy is too important a job to leave to happenstance.

Close Window

Anchorage Daily News

Sunday, March 4, 2001 F-3

Adding a Native education course could help teach youths tolerance

With the recent media coverage of the hate crimes against Alaskan Natives, I have discovered within myself and within the community a lack of communication and basically a lack of interest between cultures. A seemingly peaceful society has been divided with the national news coverage of the latest hate crime. The fact that juveniles committed this crime emphasizes the fact that our education of different cultures is missing during the most crucial time in a person's life.

During adolescence, predilections and prejudices become set in stone. It's hard to change their way of thinking after they become an adult. I propose an idea that could benefit the city as a whole. We must work together to teach tolerance and acceptance.

I think that, especially in Alaska, Native education should be a requirement. Just one semester during high school could provide students with the knowledge to help understand the close-knit, inspiring culture that is native to this great land.

— Alyssa Adamcik, senior
Dimond High School
Anchorage

3240 Fritz Cove Road

Juneau Ak 99301

March 13, 2001

Representative Mary Kapsner

Alaska State Legislature

State Capitol

Juneau Ak 99801-1182

Dear Representative Kapsner:

I applaud your effort to enact legislation to require a course in Alaska history as a requisite for high school graduation. As a 40-plus-year Alaska resident I am dismayed by the ignorance and lack of appreciation of many Alaska young folks for the rich historical legacy of the State. The extent of their knowledge often extends back only twenty years or so. A short course on Alaska's history would give them a perspective which would serve them, and the State, well.

Sincerely,

A handwritten signature in cursive script that reads "Ted Merrell".

Ted Merrell

cc: Hudson, Elton, Kerttula

Kay Shelton- President, Alaska Historical Society



March 10, 2001

Representative Mary Kapsner
State Capital
Juneau AK 99801-1182

Dear Representative Mary Kapsner

Volunteers, supporters, board members and staff of the more than seventy-five museums in Alaska thank you for your hard work during this legislative session. As the session began, you received a packet from the Alaska Historical Society detailing concerns for funding state programs that preserve the history of our state. You may have spoken with Clark Gruening or Bea Shepard from Museums Alaska over the past couple of months about these concerns. I would like to review Museums Alaska's—the association for all Alaska's museums—priorities during this legislative session. The preservation of our history can only be accomplished through adequate funding.

Two very important ways you can support museums across the state are to fund (1) the Alaska State Museum, Alaska State Library and Historical collections, Alaska State Archives and The Alaska Office of History and Archaeology, and (2) the Alaska State Museum Grants-In-Aid program.

The Alaska State Museum provides services and expertise that we can get nowhere else in the state. The Grants-In-Aid program provides funding for projects that otherwise would not be completed. Both are essential for the well being of ALL our museums. On a personal level, my institution would NOT be accredited now if these services were not available. The Alaska State Museum staff provides professional ideas and leadership and Grants-In-Aid funds accomplish them.

Also essential to the well-being of the state's historical preservation are:

(3) Funding for property acquisition and design of the Alaska State Museum and Archives Building expansion. The Museum is exploding from lack of internal space and the archives imploding from the encroaching hillside.

(4) Funding the expansion of the University of Alaska Museum. This is our teaching and research museum and the repository for artifacts and specimens found on state and federal lands. They have been diligently and successfully seeking funds from a variety of sources for several years and will, with the state's appropriation, be able to reach their goal.

(5) Requiring high school students to study Alaska history will give our children a better sense of place and a platform for making good decisions for our state.

In making your decisions, ask, "When our children's children are running this state, will the tools be in place for them to learn about what we accomplished?" WE are making THEIR history. Again, thank you for all your hard work.

Sincerely,

Cynthia L. Jones, President
Museums Alaska

PRESIDENT:

Cynthia Jones,
Sheldon Museum,
Haines

VICE PRESIDENT:

Aron Crowell,
Arctic Studies Center
of the Smithsonian
Institution,
Alaska Office

SECRETARY:

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TREASURER:

ail Hollinger,
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Museum, Anchorage

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of History & Art

Michael Hawfield,
Pratt Museum,
Homer

Rick Knecht,
Museum of the Aleutians,
Unalaska

Michael Naab,
Ketchikan Museums

Bea Shepard,
Friends of the Alaska
State Museum, Juneau

PO BOX 242323

ANCHORAGE AK 99524

Phone: (907) 243-4714

Fax: (907) 243-4714

Email: info@museumsalaska.org

FEB. 14. 2001 12:14PM

ALASKA MUNI LEAGUE

NO. 2601 P. 1/1
FROM: AK MUNICIPAL LEAGUE



217 Second Street, Suite 200 • Juneau, Alaska 99801 • Tel (907)586-1325, Fax (907)-483-5480

February 14, 2001

Jon Kumin
Kumin and Associates
808 E St, Suite 200
Anchorage, AK 99501

Re: Alaska History in the schools

Dear Jon,

AML/ACoM is a coalition of 142 cities and boroughs representing over 97% of Alaska's citizens.

The AML/ACoM strongly supports teaching Alaska History in the schools with a civic component. Alaska's history, including our economy and how Alaska's government forms developed, are crucial to understanding how to deal with today's issues including urban-rural cooperation and the state's fiscal problems.

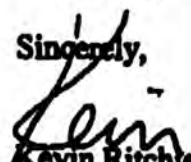
This is the statement adopted by the AML/ACoM membership in November, 2000:

Civic Education:

* The League urges the Department of Education and Early Development to prepare a school program on civic education including state and municipal forms and processes. As parents and government partners, the members of the League and the Alaska Conference of Mayors offer to provide assistance in assuring that this level of civic education is implemented in each secondary school. Teaching children how to understand and influence their government is critical to the well being of Alaska.

As offered in the policy statement the AML/ACoM will partner in a broad effort to plan and develop and implement an excellent Alaska history curriculum.

Sincerely,


Kevin Ritchie
Executive Director

Cc: AML Board of Directors

February 6, 2000

Representative Mary Kapsner
State Capitol
Juneau, AK 99801-1182

Dear Representative Kapsner:

I am writing this letter to inform you that I support your bill that requires Alaska History to be taught in public schools in Alaska. I have personally taken Alaska History as an elective and was lucky enough to have a teacher that offered the class. I learned many interesting and educational things in the course including:

- the first settlement of Alaska by the Russians
- the abundance of fur animals and over killing of them in Alaska
- the exploration of Alaska by the Europeans
- the adoption of Alaska into the United States
- the native rights issues that were discussed including ANCSA
- the three branches of government
- the current state of our legislature and the state of Alaska

We also learned about many other major historical events that helped Alaska reach its current state. I feel that all students should be required to take Alaska History because it will increase their knowledge of our own history, and will start their thinking of getting more involved in local and even state government.

I thank you for putting forth this bill into the legislature and giving all students the opportunity to learn about their rich history.

Sincerely,



Peter Evon

Note: Peter Evon is a high school student from Akiachak. He spent two weeks in Juneau earlier this session as a Close-Up Intern.

Alaska Historical Society



P.O. BOX 100299
ANCHORAGE, ALASKA 99510-0299
PHONE (907) 276-1596

January 27, 2001

The Honorable Mary Kapsner
House
State Capitol
Juneau, Alaska 99801-1182

Dear Representative Kapsner:

The 500 members of the Alaska Historical Society are concerned about the state programs that help preserve the buildings, artifacts, archival records, and printed materials of our state's history, and work to educate our children and visitors about Alaska's history.

We hope that, at a minimum, you support retaining the existing levels of funding for the **State Library, Archives, and Museums** in the Department of Education and Early Development and the **Alaska Office of History and Archaeology** in the Department of Natural Resources. The deep budget and staff cuts for these programs over a twenty-five year period (1976-2001) have led to an erosion of program responsibilities and increased difficulty in meeting Alaska and federal statutory obligations. The State Library, Archives, and Museums helps you, the citizens, and others obtain information as well as preserve the permanently valuable records of territorial and state government, printed materials, photographs, artifacts, and other evidence of our history. The "permanently valuable" records are preserved and made available because they are judged to have continual practical use in the necessary processes of government, to provide protection of public and private rights, and to contain useful information for the general public, students, and scholars. The Alaska State Museums in Juneau and Sitka collects, preserves, interprets, and displays our state's human and natural history and serves as a unifying neutral ground of cultural respect and education for all Alaskans. With less money than was appropriated in 1986, the Alaska State Museums in Juneau and Sitka are required to care for and administer a collection of over 32,000 objects valued at more than \$27 million dollars.

* We strongly urge you to support forthcoming legislation, sponsored by Representative Mary Kapsner, to require high school students to study Alaska history, which is not frequently offered at this level. According to a rural-urban study by Commonwealth North this past year, a better understanding of Alaska's history would help bridge the misunderstandings between rural and urban Alaskans. In 1999, the Alaska Federation of Natives passed a resolution (99-85) to request that the Alaska State Legislature require Alaska history to be taught in Alaska's schools.

We also urge you to support long overdue crucial \$550,000 in major renovations and repairs, including asbestos abatement, for the Alaska State Museum at Juneau (EED – Capital Budget, \$550,000). Until the State Museum at Juneau is expanded in the future, these repairs will help safeguard people and over 26,000 objects valued at \$15 million dollars at this facility. For the long-term, we also hope that funds for design of a new Alaska State Museum and Archives Building at Juneau will approved. This will help address two serious problems: limited storage capacity and building deterioration (EED—Capital Budget, \$500,000). The Alaska State Museums collects, preserves, interprets, and displays our state's human and natural history and serves as a unifying neutral ground of cultural respect and education for all Alaskans.

We also support increased funding in the Museums Grant-in-aid Program (EED \$126,000) to restore funding to the 1983 level. This program funds nuts-and-bolts basics that keep community museums open and for which no other grant funds are available. We also support funding to continue the Gold Rush Centennial Task Force Projects Program (DNR-Capital Budget, \$50,000) to aid community-wide efforts in Fairbanks to prepare for celebrations between 2002 and 2004 and to enhance tourism.

Thank you very much for your consideration.

Sincerely,



R. Bruce Parham
Advocate Coordinator

Attachments:

1. Fact Sheet: Alaska's Cultural Resource Agencies: Guardians of Our Heritage;
2. State of Alaska General Fund Support for State Historical and Cultural Agencies: The Historical Perspective, 1976-2001; and
3. Alaska Historical Society: Advocacy Priorities for 2001 (Summary Sheet).

Alaska Historical Society Advocacy Priorities for 2001

1. Retain existing staffing, as a minimum, at the four state historical and cultural agencies and support their programs and services:

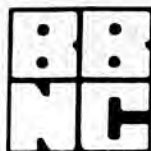
- Alaska State Museums (Education and Early Development)
- Alaska State Library and Historical Collections (Education and Early Development)
This includes continued funding for SLED
- Alaska State Archives (Education and Early Development)
- Alaska Office of History and Archaeology (Natural Resources)
This includes a \$50,000 General Fund Match (GFM) request to make 6 positions fully funded and to meet the 40% match required of the federal Historic Preservation Fund grant.

 2. Support efforts to require high school students to study Alaska history.

Representative Mary Kapsner (D-Bethel) is working on legislation relating to a curriculum for Alaska history and will soon be introducing a bill.

- 3. Alaska State Museum (Juneau) Facility Upgrade (EED – Capital Budget, \$550,000).**
 - 4. Property acquisition for Alaska State Museum (Juneau) expansion.**
 - 5. Design Alaska State Museum and Archives Building (Juneau) expansion (EED – Capital Budget, \$500,000).**
 - 6. Increase Museums Grants-in-aid Program (EED) \$126,000.**
 - 7. Continue Gold Rush Task Force Projects Program (DNR – Capital Budget) [\$50,000/year, FY 2002-FY2004].**
-

See the Alaska Historical Society's Web Page (www.alaska.net/~ahs)
for more detailed information



Bristol Bay Native Corporation Education Foundation

800 Cordova Street, Suite 200, Anchorage, Alaska 99501-6299 / (907) 278-3602 / fax (907) 276-3925

November 7, 2000

Representative Mary Sattler Kapsner
State Capitol
Juneau, AK 99801-1182

Dear Representative Kapsner:

This is in response to your letter regarding the draft conceptual bills calling for Alaska History to be taught in Alaska's schools. As a professional with over 20 years of educational experience in public schools in Alaska, I would wholeheartedly support such bills, both for K-12 and as a graduation requirement. I remember when attending East Anchorage High School in the mid 60's, Alaska History was at least an elective course. I'm not sure when that course was dropped from curriculum in the Anchorage School District, but it has not been available, to my knowledge, for the last 20 years.

I believe there are some states outside that require an "Indian Studies" course as a graduation requirement. The State of Hawaii has a "Hawaiian Studies" curriculum formally in grades 4, 7 and '11. In grade 11 there is a Hawaiian History elective as well. The Hawaiian State Constitution provides for a Hawaiian Education Program..."Article X section 4 reads...The State shall promote the study of Hawaiian culture, history and language. The state shall provide for a Hawaiian education program consisting of language, culture and history in the public schools. The use of community expertise shall be encouraged as a suitable and essential means in furtherance of the Hawaiian education program." A great resource person at the Office of Hawaiian Affairs would be Ms. Rona Rodenhurst. Her email address is rodenhurst@oha.org.

A resource person regarding the incorporation of "Native Studies" curriculum in elementary and middle schools currently in the Anchorage School District, would be Ms. Edna Lamebull, Indian Education Program Supervisor. Her office number is (907) 787-3001.

As you probably already know, another resolution (#00-11) calling for a mandate to the State Board of Education to develop a comprehensive Alaska History curriculum was introduced at the AFN Convention in October and did pass.

Thank you for your work in leading the effort to ensure that the teaching of our rich history, including a strong emphasis on Alaska Native history, would finally become a state high school graduation requirement.

Sincerely,

Luanne Pelagio
Executive Director

From the Desk of
Brad T Angasan
Bristol Bay Native Association
PO BOX 310
Bellingham, AK 99570
(907) 542-5257 brada@bbna.com

REP Mary Sattler Kapsner
State Capitol
Juneau, AK 99801-1182

Re: Curriculum for Alaska History

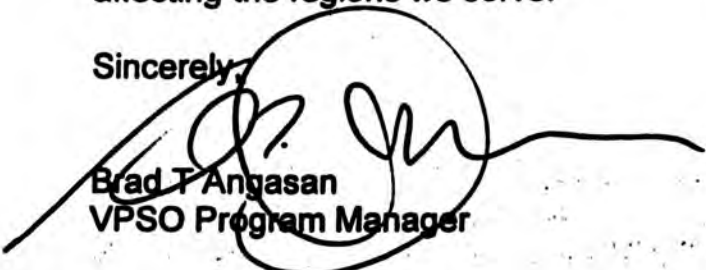
Dear Mary:

Quyana for your thoughtful inquiry in regard to our State's educational curriculum, specifically the proposed language for "Alaska's History". Mary, it has always a firm belief of mine, that our current State educational standard and curriculum neglect to address major components for our educational needs. Specifically the significance between the first people's culture and their many ways' of life. It has always been absolutely amazing to me that this recklessness has been allowed to happen.

At any rate, I endorse your model of allowing Alaska's History to be a requirement of various school districts' curriculum. Like many native students, my family and I relocated to Anchorage due to the development of ANCSA Corporations. As a result, my family sacrificed a significant portion of our indigenous culture: the Sugpiaq language; and general well being of the native way of life. It will undoubtedly take a lifetime to recover this loss. This is not, by far an isolated case. There is a major population of displaced Alaska Natives that reside in the urban areas of Alaska. Unfortunately, the will to recapture the identity of their culture may have yet to be found.

The proposed action will truly serve to not only benefit those that maintain a similar position, but to actually open the doorway between the void of divisiveness between rural and urban Alaska, an issue of an unparalleled degree. Your efforts are appreciated, and I hope to discuss this and other factors affecting the regions we serve.

Sincerely,



Brad T Angasan
VPSO Program Manager

Introduced by: City Manager
Date: October 24, 2000
Action: Adopted
Vote: Unanimous

CITY OF BETHEL, ALASKA

RESOLUTION #00-33

A RESOLUTION SUPPORTING ALASKA HISTORY TO BE TAUGHT IN THE SCHOOLS OF ALASKA

WHEREAS, Alaska history is not a required course in the state's elementary and high school curricula and;

WHEREAS, For generations the graduating students of Alaska's schools have been deprived of the knowledge of their territory, state, tribes, and communities, and;

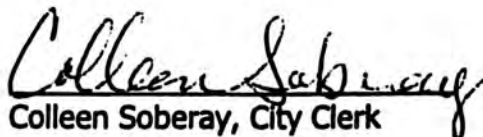
WHEREAS, Most states of the Union require a minimum level of instruction in the history of their state and the history of Alaska is a fascinating subject covering North America's most ancient records of human habitation, and;

WHEREAS, The study of Alaska's history will enable Alaskans to understand the source of some of today's conflicts and assist in their resolution;

NOW, THEREFORE, BE IT RESOLVED that the City Council of Bethel, Alaska, supports efforts to require Alaska history be included in Alaska elementary and high school curricula.

PASSED AND APPROVED THIS 24th DAY OF OCTOBER 2000, by unanimous voice vote.

ATTEST:


Colleen Soberay, City Clerk


Stanley "Fundy" Rodgers, Mayor


NORTH

810.N Street, Suite 202
Anchorage, AK 99501
duane@commonwealthnorth.org
907-276-1414
Fax 907-276-6350

Founding Co-Chairmen
Former Governor
Walter J. Hickel
and the late Governor
William A. Egan

April 17, 2001

House Special Committee on Education
Alaska State Capitol Building
Juneau, Alaska 99801

Dear Representative Bunde:

Commonwealth North is a statewide public policy organization whose mission is to educate its members and other Alaskans on issues of importance. To accomplish this mission, the organization sponsors study groups to investigate and analyze these issues.

You may be familiar with our recent report, the Urban Rural Unity Study, "U.R. US," co-chaired by Janie Leask and Rick Mystrom. One of its key findings was a widespread regret that Alaskans are not sufficiently well informed about their own history. House Bill 171 and its companion, SB 144, address this need in a fashion consistent with our recommendations.

Specifically, the "U.R. US" report recommends that we "seek mandated Alaska history at the high school level as a state graduation requirement for all Alaska students. This does not necessarily imply a one-size-fits-all approach, but does require meaningful history education as determined by local authorities."

Commonwealth North urges the Legislature to continue supporting steps in this direction.

Sincerely,



Duane Heyman
Executive Director

cc: Representative Mary Kapsner,
Jon Kumin and Janie Leask (CWN Implementation co-chairs)

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Susan Runkley

William Sheffield

William J. Tobin

James Yarnon

Executive Director

Duane Heyman





217 Second Street, Suite 200 ■ Juneau, Alaska 99801 ■ Tel (907)586-1325, Fax (907)-463-5480

April 17, 2001

Representative Mary Kapsner
State Capitol
Juneau, AK 99811

Dear Representative Kapsner

On behalf of the members of the Alaska Municipal League (AML) and Alaska Conference of Mayors (ACoM), I am writing in support of HB 171, Alaska History Curriculum.

The AML/ACoM strongly supports teaching Alaska history, with a civic component, in the schools. Alaska's history, including our economy and how Alaska's government was developed, is crucial to understanding how to deal with today's issues.

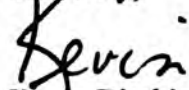
This is the statement adopted by the AML/ACoM membership in November 2000:

Civic Education:

The League urges the Department of Education and Early Development to prepare a school program on civic education including state and municipal forms and processes. As parents and government partners, the members of the League and the Alaska Conference of Mayors offer to provide assistance in assuring that this level of civic education is implemented in each secondary school. Teaching children how to understand and influence their government is critical to the well being of Alaska.

If you have any questions about this or any other municipal issue, please do not hesitate to call me.

Sincerely,


Kevin Ritchie
Executive Director

States & Territories DOE

State/Terr.	Answer	Respondent	Position	Contact
Alabama	No	Judy Cooper	Social Studies Curr. Dir.	jcooper@alsde.edu
Arizona	Yes	Kavemuii Murangi	Educ. Program Specialist	kmurang@mail1.ade.state.az.us
Arkansas	Yes	Gayle Potter	Assoc. Dir. Academic Stds.	gpotter@arkedu.k12.ar.us
California	No	Thomas Adams	Dir. Curriculum	tadams@cde.ca.gov
Colorado	No	Gary H. Sibigroth	Regional Manger CDE	sibigroth_g@cde.state.co.us
Connecticut	No	Daniel W Gregg	Social Studies Consultant	Dan.Gregg@po.state.ct.us
Delaware	No	Lewis E. Huffman	Educ. Assoc. Social Stu.	lhuffman@state.de.us
District of Columbia	Yes	Rocael N. Duke	Content Specialist	roceal.duke@k12.dc.us
Florida	No	Robert Lumsden	Program Dir. Curr. Support	lumsdeb@mail.doe.state.fl.us
Georgia	No	Eddie Bennett	Prog. Spec. for Soc. Studies	(404) 651-7271
Hawaii	Yes	Donna Mills	Res. Teach. For Soc. Stud.	donna_mills@notes.k12.hi.us
Idaho	No	Dan Prinzing	Coordinator: Curr. Material	dprinzing@sde.state.id.us
Illinois	No	Donald R. Full	Contact	dfull@isbe.net
Indiana	No	Mary Fortney	Social Studies Coordinator	mfortney@doe.state.in.us
Iowa	No	Nina Carran	Contact	nina.carran@ed.state.ia.us
Kansas	Yes	Steve Adams	Team Leader for Sch. Imprv.	sadams@ksde.org
Kentucky	No	Robin Chandler	Social Studies Consultant	rchandle@kde.state.ky.us
Louisiana	No	Nicki Clark	Social Studies Prog. Dir.	nclark@mail.doe.state.la.us
Maine	Yes	Connie Mantor	Social Studies Coordinator	(207) 624-6600
Maryland	No	Elene Oickle	Chief Mid/High Sch. Learn.	(410) 767-0345
Massachusetts	No	Susan Whelittle	Office for the Humanities	swhelittle@doe.mass.edu
Michigan	No	Michael R. Williamson	Deputy Superintendent	willimr@state.mi.us
Minnesota	No	Charlie Skemp	Social Studies Specialist	charles.skemp@state.mn.us
Mississippi	Yes	Brian Baughman	Contact	bbaughman@mde.k12.ms.us
Missouri	No	Warren Soloman	Social Studies Consultant	Wsoloman@mail.dese.state.mo.us
Montana	No	Cheri Bergeron	Contact	cbergeron@state.mt.us
Nebraska	No	Dawn Lynn Rice	Administrator Dept. of Educ.	drice@nde.state.ne.us
Nevada	No	Cindy Sharp	Curriculum Consultant	csharp@nsn.k12.nv.us
New Hampshire	No	Ed Hendry	Dir. of State Assmt. Prog.	ehendry@ed.state.nh.us
New Jersey	No	John Dougherty	Social Studies Coordinator	john.dougherty@doe.state.nj.us
New Mexico	No	Pat Concannon	Curr. Instr. Learn. Tech Unit	pconcannon@sde.state.nm.us
New York	No	emsc Comm. Unit	Contact	acampbell@mail.nysed.gov
North Carolina	No	Mike Frye	Sect. Chief Lang. Arts & SS	mfrye@dpi.state.nc.us
North Dakota	No	Tari LaLonde	Exec. Asst.	tlalonde@mail.dpi.state.nd.us
Ohio	No	Donna Nesbitt	Social Studies Consultant	donna.nesbit@ode.state.oh.us

Oklahoma	Yes	R. Eugene Earsom	Dir. Social Studies Curr.	eugene_earsom@mail.sde.state.ok.us
Oregon	No	Andrea Morgan	Education Specialist	andrea.morgan@state.or.us
Pennsylvania	No	Jim Wetzler	Social Studies Advisor	jwetzler@state.pa.us
Rhode Island	No	Faith Fogle	Social Studies Curr. Dir.	ffogle@ride.ri.net
South Carolina	No	James Bryan	Contact	jbryan@sde.state.sc.us
South Dakota	No	Bruce Slama	Program Administrator	bruce.slama@state.sd.us
Tennessee	No	Michelle Walker	Social Studies Educ. Spec.	mwalker@mail.state.tn.us
Texas	No	Cheryl Wright	Director of Social Studies	teaifo@tea.state.tx.us
Utah	Yes	Carol E. Coleman	Social Studies Spec.	ccoleman@usoe.k12.ut.us
Vermont	No	Jill L. Peck	Consultant Stds. & Curr.	jpeck@doe.state.vt.us
Virginia	Yes	Joan Spence	Social Studies Consultant	jspence@mail.vak12ed.edu
Washington	Yes	Larry Strickland	Social Studies Coordinator	larrys@ospi.wednet.edu
West Virginia	No	Sharon Flack	Contact	sflack@access.k12.wv.us
Wisconsin	No	Sue Grady	Dir. Content & Learn. Team	sue.grady@dpi.state.wi.us
Wyoming	No	Annette Bohling	NCA State Dir & Dir of Stds	abohli@educ.state.wy.us
American Samoa	Yes	Teresa Stanley	Social Studies Consultant	teresastanleydci@yahoo.com
Commonwealth of N.M.I.	Yes	Ms. Rita A. Sablan	Assoc. Comm. For Sec. Ed	rasablan@saipan.com
Federated States of Micronesia	Yes	Whens Billen	State Dir. Of Adult Educ.	wbillen@mail.fm
Guam	Yes	Eloise Sanchez	Superintendent	esanchez@doe.edu.gu
Puerto Rico				
Republic of Palau	Yes	Raynold Mechol	Principal/Palau High School	raymechol@hotmail.com
Republic of Marshall Islands				
Virgin Islands				

Question: Do you require high school students (grades 9-12) to take at least a semester course on your state's history (or related studies course) to graduate?

SCOMM

125:34

AMENDMENT #2 BY REPRESENTATIVE BUNDE

Page 2, Line 3:

Add to the intent language:

(e) that the secondary student competency examination (or test) focus on the minimum competencies in the areas of reading, English, and mathematics that a student should have to know in order to function in our society.

AMENDMENT #1 BY REPRESENTATIVE BUNDE

Page 2, Line 4:

Change "Secondary pupil competency testing" to either

Secondary student competency testing OR

Secondary student competency examination

Amendment
Rep Guess

AS 14.03.120(d) is amended to read:

(5) a description of the school's attendance, retention, dropout, and graduation, including the number and percentage of students who received a diploma under a waiver from the competency examination required under AS 14.03.075(a), as specified by the state board.

**ALASKA COMMISSION ON POSTSECONDARY EDUCATION
SECTIONAL ANALYSIS
SB155/HB204**

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	TYPE OF CHANGE	EFFECTIVE DATE
1	Findings and purpose.	1	12	Emphasize ACPE/ASLC joint missions to expand economic benefit of education and training as broadly in the state as possible; providing benefits to individuals, institutions, and industries.	New Language	Immediately
		2	1-25			
2	ACPE advisory functions.	2	26-31	Remove archaic and/or unfunded functions.	Amended Language	Immediately
		3	1-14			
3	ACPE mandated functions.	3	15-23	Emphasize financial aid administration, regulation of in-state postsecondary institutions; and administration of federal student financial aid.	Repeal and Reenacting Language	Immediately
4	ACPE authorized (permissive) functions.	3	24-31	Clarify: (1) regulation adoption authority to administer state and federal financial aid programs and postsecondary institutional authorization; (2) authority to delegate operational administration to ACPE executive director or subcommittees; (3) establish and collect fees for review of non-Alaska institutions; and, (4) collect financial aid debts from individuals, including collection fees.	Moves Existing Language and Adds New Language	Immediately
		4	1-25			
5	ACPE authorized role re: postsecondary consortia in Alaska	4	26-31	Authorization to negotiate agreements between the University of Alaska and other consortia institutions.	Amended Language	Immediately
		5	1-7			
6	ASLC purpose	5	8-18	To include creating financial aid administration efficiencies. Provide operating principles to guide corporation action.	Amending and Clarifying Language	Immediately
7	ASLC general powers	5	19-31	Revise and clarify collection authority and to insure ASLC activities are financially self-sustaining.	Amending and Clarifying Language	Immediately
		6	1-31			
		7	1-31			
		8	1-16			

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	TYPE OF CHANGE	EFFECTIVE DATE
8	ASLC to finance education loan programs.	8 9	17-31 1-11	Provide direction for establishment of state supplemental education loan programs. Provide operating principles to insure flexibility for developing various state loan products and that such products be designed to attract and retain students in Alaska, including offering terms and conditions that are more attractive than prevailing market terms.	New Language	Immediately implement, but loans disbursed on or after July 1, 2002
9	Clarifies the purpose of the education loan fund and describes appropriate uses of the fund.	9 10	12-31 1-8	By reference, specifically authorize financing for integrated state and federal financial aid programs.	Amended Language	Immediately
10	Education loan fund.	10	9-16	Conforming change to incorporate the new programs that have an effective date of 7/01/02.	Amended Language	Immediately implement, but loans disbursed on or after July 1, 2002
11	Education loan fund.	10	17-26	Conforming change to incorporated the new programs that have an effective date of 7/01/02.	Amending Language.	Immediately implement, but loans disbursed on or after July 1, 2002
12	Bonds of the corporation.	10 11	7-31 1-2	Extend maximum time period for ASLC bond maturities when longer terms are financially beneficial.	Amended Language.	Immediately
13	Bonds of the corporation.	11	3-6	Increase two-year aggregate ASLC bonding capacity to insure adequate cash flow to meet integrated programs loan demand.	Amended Language.	Immediately
14	Trust indentures and trust agreements.	11 12	7-31 1-8	Conforming change clarifying broad collection authority on all assets and obligations to the corporation.	Amended Language	Immediately
15	Pledge and agreement of state.	12	9-18	Conforming change.	Amended Language	Immediately

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	TYPE OF CHANGE	EFFECTIVE DATE
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16	General provisions.	12 13	19-31 1-7	Provide definitions of terms used throughout this chapter.	Moves Existing Language and Adds New Language	Immediately
17	Education loan program.	13	8-20	Secs. 17 through 28 retain existing Alaska Student Loan Program until AKAdvantage is operating in 2002-2003.	New Language to Replace AS 14.43.090	Immediately
18	Conditions of loans.	13	21-26	Conforming change.	Amended Language	Immediately
19	Conditions of loans.	13 14	27-31 1-2	Conforming change.	Amended Language	Immediately
20	Conditions of Loans.	14	3-11	Conforming change.	Amended Language	Immediately
21	Consolidation of loans.	14	12-20	Conforming change.	Amended Language	Immediately
22	Eligibility of Students.	14	21-25	Conforming change.	Amended Language	Immediately
23	Discrimination prohibited.	14	26-30	Conforming change.	Amended Language	Immediately
24	Default.	14 15	31 1-24	Provide administrative collection power through authority to issue liens against real property as a means of recovering on defaulted loans.	New Language	Immediately
25	Default.	15	12-24	Extend uniform collection methods for all loans serviced by the Commission. Recognize that default threshold under AKAdvantage will be set according to federal standards (currently at 280 days delinquency).	Amended Language	Immediately implement, but loans disbursed on or after July 1, 2002.
26	Default.	15 16	25-31 1-6	Provide default appeal process to borrowers regardless of the specific loan type. Establish a timely response standard for the ACPE executive director to act upon a default appeal.	Amended Language	Immediately implement, but loans disbursed on or after July 1, 2002.

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	TYPE OF CHANGE	EFFECTIVE DATE
27	Lien.	16	7-18	Describe the lien authority of the ACPE regarding defaulted student loans.	New Language.	Immediately
28	Definitions.	16 17	19-31 1-14	Conforming changes.	Amended Language.	Immediately
29	Establish the federal guaranteed AKAdvantage and the Alaska Supplemental Education Loan Programs.	17-22			New Language.	Immediately implement, but loans disbursed on or after July 1, 2002.
29	Sec. 14.43.161 Purpose; creation.	17	16-20	Sec. 29 as a whole, describes the new, integrated loans programs. AKAdvantage to be first loan offered to borrowers.		
29	Sec. 14.43.162 Eligibility.	17 18	21-31 1-11	Recognize that the eligibility criteria is established by federal student loan rules. Additional AKAdvantage criteria are that a borrower be an Alaska resident or attending school in Alaska. Defines residency criteria.		
29	Sec. 14.43.163 Restrictions on award.	18	12-22	Recognize that annual lending limits under this program are set by federal student loan rules.		
29	Sec. 14.43.164 Use of loan.	18	23-25	Recognize that permitted use of funds determined by federal student loan rules.		
29	Sec. 14.43.165 Interest.	18 19	26-31 1-9	Recognize: (1) that the formula for setting the interest rate on the loan is determined by federal rules (variable with current cap of 8.25%); (2) the rate may be no more than the federal student loan rate; (3) interest accrues from the time the loan is disbursed to the borrower; (4) during periods of enrollment or deferment the borrower may elect to pay the interest or to have it capped; and (5) for those borrowers who qualify, the federal government may pay interest on their behalf during qualifying periods.		
29	Sec. 14.43.166 Repayment.	19	10-17	Clarify that loan terms include a six-month grace period during which payments are deferred. Clarify that loans obtained in error or by falsification by borrower may be subject to accelerated repayment requirement permitted by federal student loan rules.		
29	Sec. 14.43.167 Consolidation of loans.	19	18-25	Clarify ACPE authority to offer consolidation of loans.		

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	TYPE OF CHANGE	EFFECTIVE DATE
29	Sec. 14.43.168 Default.	19	26-31	Authorize ACPE to establish default requirements that are compliant with federal student loan rules.		
29	Sec. 14.43.170 Creation; purpose.	20	1-10	Alaska non-federal loan to be provided to supplement AKAdvantage loan to address remaining financial need or to provide aid if AKAdvantage loan is unavailable.		
29	Sec. 14.43.171 Applicability of other laws.	20	11-14	Incorporate, by reference, certain specific existing Alaska Student Loan requirements. This section creates alignment of terms and conditions of the Supplemental loans with AKAdvantage loans to reduce consumer confusion and administrative complexity where possible. Applicable laws are regarding: minimum standards for institutional default rates; prohibited discrimination; contracting with minors; default and collection tools (PFD garnishment, leveraging licenses, administrative wage garnishment, creating liens); definitions; use of loans; loan consolidation, and, default.		
29	Sec. 14.43.172 Eligibility.	20 21	15-31 1-27	Provide for Supplemental loans to continue to be available to Alaska institutions that may not participate or qualify for participation in the federal student loan program and allow ACPE to establish certain standards with which the institutions may be required to comply. Provide the authority to perform credit review of applicants for Supplemental loans. Establish minimum credit standards. Specify conditions under which an applicant who fails to meet the standards may become qualified for a loan, including obtaining a credit-worthy co-signer.		
29	Sec. 14.43.173 Loan award maximums.	21 22	28-31 1-12	Establish annual and aggregate loan award maximum for the Supplemental loan. Provide that borrowers must be considered in good standing by their institution to continue to receive loan disbursements.		
29	Sec. 14.43.174 Interest.	22	13-21	Provide authority for the ASLC to set the interest rates and provides that the rate not exceed 8.25%. Clarify that interest accrues from the time a loan is disbursed and that interest may be paid or deferred and capped, as elected by the borrower.		
29	Sec. 14.43.175 Repayment of loans.	22	22-27	Provide for a six-month grace period following the in-school period when payments are deferred.		
30	Memorial Scholarship Loan Fund	22 23	28-31 1-5	Conforming change. Throughout this chapter references to "scholarship loans" are being amended to read "education loans" to eliminate any confusion about whether the aid is a scholarship or a loan.	Amending Language.	Immediate
31	Memorial loan payment.	23	6-12	Conforming changes.	Amended Language.	Immediate

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	TYPE OF CHANGE	EFFECTIVE DATE
32	Memorial loan administering authority.	23	13-17	Conforming changes.	Amended Language.	Immediate
33	Education Incentive Grant Administration.	23	18-22	Conforming changes.	Amended Language.	Immediate
34	Teacher Education Loan selection criteria.	23	23-27	Conforming changes.	Amended Language.	Immediate
35	Teacher Education Loan selection criteria.	23 24	28-31 1	Conforming changes to incorporate the two new programs.	Amended Language.	Immediate
36	Family Education Loan account.	24	2-14	Conforming changes.	Amended Language.	Immediate
37	Definitions.	24	15-17	Adding a chapter definition for corporation to mean ASLC.	New Language.	Immediate
38	Definitions.	24	18-24	Adding chapter definitions for "federal guaranteed student loan program" and approved FFEL institution."	New Language	Immediate implement, but loans disbursed on or after July 1, 2002.
39	Repayment condition for (WICHE) program participants.	24	25-27	Conforming changes.	Amended Language.	Immediate
40	Repayment.	24	28-31	Provide for collection authority in the event of default of a WICHE Professional Student Exchange Program loan.	New Language	Immediate
41	Duties of recorder.	25	1-3	Conforming change related to ACPE authority to place a lien as a means of collection on a defaulted loan.	New Language	Immediate
42	Repealer section.	25	4-5	Repeal 14.42.010(a), ACPE purpose and intent, and 14.42.030(c) ACPE functions. Replaced in Secs. 1-4 of this bill. Repeal 14.42.390, ASLC definitions, replaced in Sec. 16 of this bill.	Amending Language.	Immediate

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	TYPE OF CHANGE	EFFECTIVE DATE
				Repeal 14.43.090, creation of the scholarship loan fund, which is replaced in Sec. 17 of this bill. Repeal 14.43.255(c), memorial loan fund, authority to sell or assign loans to the corporation. Repeal 14.43.315, memorial loan discrimination prohibited section. Protection provided through incorporation by reference in Sec. 32 of this bill. Repeal 14.43.730; family education loan administration section. Authority provided through incorporation by reference in Sec. 3 of this bill. Repeal 14.48.050(10), ACPE power to establish fees for review of institution. Replaced in Sec. 4 of this bill.		
43	Transition language.	25	6-13	Provide ACPE with ability to immediately begin AKAdvantage implementation processes that are necessary in order to offer student loans under the new program for the 2002-2003 academic period.	Transition language.	Immediate
44	Transition language.	25	14-20	Provide ACPE with ability to immediately begin AKAdvantage regulation promulgation necessary to offer student loans under the new program for the 2002-2003 academic period.	Amended Language.	Immediate
45	Instruction to Revisor	25 26 27	21-31 1-31 1-9	Conforming changes to provide consistent use of terminology relating to loan programs administered by ACPE.		Immediate
46	Effective Date Section.	27	10-11			
47	Effective date section.	27	12			

STATE OF ALASKA

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

March 22, 2001

TONY KNOWLES, GOVERNOR

3030 VINTAGE BLVD.
JUNEAU, ALASKA 99801-7109
VOICE (800) 441-2962
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VIA FACSIMILE TRANSMISSION

The Honorable Con Bunde
Chair
Special Committee on Education
House of Representatives
State Capitol, Room 501
Juneau, Alaska 99801

Dear Representative Bunde:

I am writing to request that HB204, a bill relating to the establishment of the Alaska Advantage Loan Program, be scheduled for a hearing before the Special Committee on Education at your earliest convenience.

In order for the Alaska Student Loan Corporation and Alaska Commission on Postsecondary Education to effectively implement the programs created by this legislation without undue delay, it is imperative that the authorizing statutes be amended before legislative adjournment in 2001.

Attached for your review is the agency's briefing brochure, developed to assist in educating the public about the broad-based benefits that will accrue to Alaska with successful implementation. Also, the fiscal note attached to the bill will be of interest to you.

Thank you in advance for not only your consideration of this request, but also for the strong and consistent support you have shown for our efforts in the past. As always, I am available to discuss this request with you at your convenience.

Respectfully,


Diane Barrans
Executive Director

DB/dm

Enclosures

CS FOR HOUSE BILL NO. 203(EDU)
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-SECOND LEGISLATURE - FIRST SESSION

BY THE HOUSE SPECIAL COMMITTEE ON EDUCATION

Offered:

Referred:

Sponsor(s): REPRESENTATIVES WILSON, Lancaster, Cissna, Stevens

A BILL

FOR AN ACT ENTITLED

1 **"An Act making an appropriation to the Legislative Council for a study of school**
2 **district cost factors; and providing for an effective date."**

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

4 * **Section 1. LEGISLATIVE INTENT.** The Alaska State Legislature intends that the
5 Legislative Council use the appropriation made by sec. 2 of this Act to prepare or contract for
6 the preparation of a study of the district cost factors used as a component of the formula for
7 determining funding of public education under AS 14.17.460 and submit the study to the
8 legislature by January 15, 2002. The study

9 (1) should be based on the cost of doing business in each school district;

10 (2) should consider the cost of living, including the cost of food, housing,
11 utilities, transportation, medical expenses, property values, or other costs that contribute to the
12 cost of doing business;

13 (3) should use Anchorage as a base value for comparing costs between school
14 districts;

1 (4) may consider information from state, federal, or private sources to
2 document cost differentials between districts; and

3 (5) may be completed by contract.

4 * Sec. 2. LEGISLATIVE COUNCIL. The sum of \$350,000 is appropriated from the
5 general fund to the Legislative Council for a study of school district cost factors for the fiscal
6 year ending June 30, 2002.

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

BILL ANALYSIS
HB 203

Bill Title: "An Act making an appropriation to the Legislative Council for a study of school district cost factors; and providing for an effective date."

Sponsor: Representative Peggy Wilson

Overview:

Section 1: Legislative Intent

- 1) Legislative Council use the appropriation in Section 2 to prepare or contract for the preparation of a district cost factor study
- 2) That the study will be submitted to the Legislature by January 15, 2002.
- 3) The study
 - a) should be based on the cost of doing business in each school district and
 - b) should consider cost of living, property values, food, utilities, transportation, medical expenses and other costs associated with doing business
 - c) should use Anchorage as a base value
 - d) may consider information from state, federal or private sources to document cost differences between districts.

Section 2: Appropriation

- 1) \$350,000 is appropriated from the General Fund to the Legislative Council for a study of school district cost factors for Fiscal Year ending June 30, 2002.

Section 3: Effective Date

- 1) July 1, 2001.

Fiscal Note: None. It's an appropriation bill for \$350,000, so the cost is clear and we don't need a fiscal note.

Available to Testify:

In Person: Representative Wilson
Eddie Jeans, Manager, School Finance and Facilities Section, Dept. of Education



Alaska State Legislature

Representative Peggy Wilson
Putting Alaska's Families First

SPONSOR STATEMENT

HB 203

“ An Act making an appropriation to the Legislative Council for a study of school district cost factors; and providing for an effective date.”

Alaska has a constitutional obligation to provide a full education for all students. The challenge inherent in this mission is to account for diverse geographic, cultural and economic conditions.

The formula currently employed, while well-intentioned, has unintentional consequences. A design error, which tracked expenses as opposed to actual costs of doing business in each school district, has resulted in flawed district cost factors. Failure to precisely measure differential costs across the state has resulted in inequitable funding.

What is the cost of providing an education in each school district as it relates to Anchorage as a base? What are the exact costs of electronic communications in Yakutat? What is the specific cost of fuel in Dillingham? What are the property insurance rates in Tok? What does it cost to get a school fire code inspector to Angoon?

HB 203 will provide factual answers to these questions. HB 203 proposes an independent study of school cost differentials to be contracted by the Legislative Council at the cost of \$350,000.

ALASKA SCHOOL OPERATING COST STUDY

REVIEW OF CALCULATED COST FACTORS

PREPARED FOR:

**Alaska Department of Education
and Early Development
801 WEST 10TH STREET
JUNEAU ALASKA, 99801**

PREPARED BY:



Juneau • Anchorage

January 2001

BILL BACKUP

Statement of the Situation

In early 1998, the McDowell Group prepared the *Alaska School Operating Cost Study* for the State of Alaska Legislative Budget and Audit Committee. The purpose of the study was to determine adjustment factors that compensate for the impact of school size and geographical location on school operating costs. These factors were incorporated into the Public School Funding Formula.

It is important to stress that this study dealt with only one piece - operating costs - of a large and complex puzzle termed the School Foundation Formula. It was not intended to determine the cost of basic educational (Basic Need), but only how to allocate a portion of Basic Need (i.e., certain school operating costs) as defined by legislative appropriation. Also, Basic Need is only a starting point for public school funding; many adjustments are made for local contributions, federal impact aid, special needs, and other factors. Since the report was published, additional legislation has been enacted which has "adjusted" the District Cost Factors; all of these adjustments have been determined outside of the study analysis.

In our report, we cautioned the Committee that this was an important step, but only a first step in the process of transforming the funding process into one that has a scientific and empirical basis. Previous to 1998, District Cost Factors were based primarily on outdated (1985) household market basket costs unrelated to the cost of operating schools. A major advance of the Alaska School Operating Cost Study was, for the first time since statehood, to base District Cost Factors on what it cost to actually operate schools. The priority focus of the study effort was placed on the most significant part of operating costs, namely school level or instructional costs accounting for at least 70% of the total. The second major advance was to base school level (instructional) costs on standards for staffing schools of various sizes. The result was a sound defensible means of allocating instructional costs consistent from district to district that allows for updating based on changes in ADM.

However, such a standard was not possible for district level costs and the solution was an imperfect one that now prevents updating of the district level cost component of the DCF. Instead of a uniform standard like that calculated for school size, districts were simply allocated district level costs based on each district's actual expenditures per student in FY 1996, the most recent year available at the time of the study. As a result of this acknowledge shortcoming, we recommended that the Committee implement a transition period to evaluate if adjustments are needed, and put further work into understanding the non-personnel and administrative costs, research that eventually could lead to standards for district level costs.

The Alaska Department of Education and Early Development is now in the process of recalculating the cost factors using 1999 data. Several issues and concerns about the District Cost Factors have emerged in this work. The McDowell Group views this situation as an excellent opportunity to review the assumptions, strengths and limitations of our earlier study.

Recommendations for Further Work

The 1998 McDowell Study put significant analysis into school level (instructional) costs, which comprise the major percentage of school operating costs. This analysis produced a methodology that can be updated yearly with the assurance of providing meaningful allocations.

As stated in the 1998 report, the State of Alaska should continue to improve its Public School Funding Formula and engage a similar quantitative effort into district level costs. Though the magnitude of these costs is well below instructional costs, they comprise a value that is certainly significant and can impact many districts, especially those on the margin of adequate funding. Data collection and standardization has apparently improved to the point that such a study will produce meaningful results.

Updating the District Cost Factors using the current methodology with 1999 data will result in more questions than answers. We recommend that the current DCF's be maintained and the Department's efforts be placed in re-examining the methodology.

There are two primary approaches to an analysis of district level costs. The first is a study similar to the one in 1998 that seeks to understand the reasons for why these costs vary by school size and location. For these types of indirect costs, a typical study would be to determine major cost pools and identify unique drivers for the pools. A private industry approach to understanding indirect costs is to develop cost pools based on distinct activities, hence the name activity-based costing (or ABC). The ABC approach has become quite popular in the public sector as well, as it can lead to the creation of standards that can be used to monitor and control indirect costs.

The second approach is a rate-setting approach. Indirect cost would be examined to the extent that expenditure goals could be developed. A funding methodology could then be devised to provide incentives to school districts for achieving these goals. This approach requires a more clearly defined public policy component than the activity-based approach.

In closing, the McDowell Group offers a two-step recommendation. The first is to assemble a preliminary study team comprised of Alaska education experts with a mix of rural and urban school district operations experience. This study team would determine and examine critical issues and develop project objectives. The second step is to design an on-going cost research program that specifies data that will properly account for regional and school size differences in district level and administrative costs.



Public School Funding Formula District Cost Factors

study methodology shows that those schools with correspondence students have an elevated cost factor. For example, Galena's cost factor is set in statute at 1.348 but using the cost study methodology with FY99 correspondence dollars assigns Galena a cost factor of 6.631. The increases the methodology calculates for districts with correspondence students are not warranted by increased costs. Additionally, because the formula simply divides each district's average basic need per student by the statewide average basic need per student, the impacts affecting districts with correspondence studies are also carried into the statewide average.

By using a calculation based on adjusted average daily attendance and average basic need to calculate cost factors any imperfections in the adjustment to average daily attendance or in the determination of basic need, are incorporated into district cost factors. Further, without identifying the underlying elements of true cost differences there is not a process to evaluate outcomes.

Conclusion

The 1998 Alaska School Operating Cost Study reported that compensating districts for actual district costs incurred was an unsatisfactory long-term solution. Based on our review of the methodology, and the outcome of calculations using FY99 data, we agree with the study's conclusion that the current methodology is unsatisfactory.

We recommend that a request-for-proposal be developed that requires identification of the underlying elements affecting school costs and determines a methodology for measuring those underlying elements. This will improve our cost factor methodology from that of compensating districts for current basic need to an improved method of allocating funding based on differences in applicable costs.



Public School Funding Formula District Cost Factors

Consideration should be given to the elements that contribute to costs in school districts. The investigation should evaluate whether the previously studied elements of travel, supplies, utilities, insurance, and communication correctly identify cost elements in districts, or whether other items should be added, or if different factors driving school district costs are applicable. Once the underlying elements are identified, a measurement tool applicable to each element should be identified.

The results obtained from recalculating cost factors using FY99 data under the 1998 cost study methodology do not provide a basis to recommend changes to existing cost factors because the formula does not adequately evaluate for cost differences in district level costs and the methodology does not adequately account for changes in the foundation formula after SB 36.

Recommendation

The department recommends that district cost factors remain at their current levels as designated in statute under AS 14.17.460 because there is not any empirical data to support changing the district cost factors at this time. The department also recommends that a new district cost model be developed to properly account for cost differences between districts on an ongoing basis.



IV. Conclusion – Continuous Improvement

Alaska adopted the Quality Schools Initiative with the understanding that **ALL** children can reach higher standards. Furthermore, the Quality Schools Initiative promises that no child will be left behind. This indeed is an enormous undertaking and is the first time the State of Alaska has made such a promise to **all** children.

That promise means every child will read, write and do math at higher levels than ever before. It means schools and parents will no longer let children move through the grades without gaining essential skills along the way. It means more children will have a bright future and will become good citizens.

It means Alaska's policy makers need to follow through and provide the support and necessary resources that teachers and schools need in order for Alaska to make good on its promise to youth.

Members of the task force recognized from the outset the challenge in estimating the funds needed to educate **all** Alaska students to high standards. In structuring the assignment for the task force, members relied on the staff of the Department of Education & Early Development to provide extensive background information. Issues related to prior statutory amendments to the foundation formula, cost-of-doing-business in relationship to annual allocations of funds through the formula, analyses of district expenditures of funds, and individual and professional experiences all played a significant role in the formulation of the recommendations.

Task force members extensively examined the recent report entitled *Alaska's Public School Funding Formula: A Report to the Alaska State Legislature*. In reviewing the report, the task force

- agreed that districts had lost purchasing power;
- concluded that a new methodology needs to be determined to more precisely fund the cost-of-doing-business in each Alaska community;
and
- recognized that the foundation formula's funding floor reduction should be suspended until a new district cost factor study is conducted and fully implemented.

Alaska State Legislature



Representative Peggy Wilson
District 2

FOR IMMEDIATE RELEASE: March 26, 2001

CONTACT: Rep. Peggy Wilson (907) 465-3824

Bill Seeks Study of School Cost Differences **Wilson Hoping for More Accurate Education Funding Formula**

(JUNEAU) – Saying Alaskans deserve proof the state is distributing education money fairly, Rep. Peggy Wilson (R-Petersburg) has introduced legislation calling for a study of how the funding formula should compensate for the extra costs of running schools in remote areas.

Wilson's House Bill 203 calls on the state to spend \$350,000 on an independent study to identify the actual basis for the cost differences in operating schools in different parts of Alaska, a factor known as the area cost differential (ACD).

"The current area cost differential is not based on what it actually costs to teach children away from the big cities," Wilson said. "It just measures what districts have spent in the past, and brings that forward into the present. That's not right, and it's not fair to many districts, including some in Southeast Alaska."

The unfairness arises because districts may simply be doing without important but expensive goods or services, which the foundation formula interprets as demonstrating no need for them. Though the state rewrote the foundation formula in 1998's Senate Bill 36, the new formula retained ACD formulas dating to 1986, ignoring significant economic changes.

The Alaska Constitution obligates the state to provide free and appropriate public education to all Alaska children, regardless of where they live. But while the state education formula provides for some differences school districts incur, they are based on a flawed premise, she said.

HB 203 calls for the Legislative Council to contract for a study of the actual costs of doing business in each of the state's 53 districts, including the costs of food, utilities, transportation, medical expenses property values. The study must be presented to the Legislature by Jan. 15, 2002.

The bill was introduced in the House on March 22, and referred to the House Special Committee on Education and the House Finance Committee.

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Broadcasters note: Comments are available on the Majority Actuality Line 1 (800) 478-6540

PRESS RELEASE

SCOMM

125:35

**ALASKA COMMISSION ON POSTSECONDARY EDUCATION
SECTIONAL ANALYSIS
SB155/HB204**

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	TYPE OF CHANGE	EFFECTIVE DATE
1	Findings and purpose.	1	12	Emphasize ACPE/ASLC joint missions to expand economic benefit of education and training as broadly in the state as possible; providing benefits to individuals, institutions, and industries.	New Language	Immediately
		2	1-25			
2	ACPE advisory functions.	2	26-31	Remove archaic and/or unfunded functions.	Amended Language	Immediately
		3	1-14			
3	ACPE mandated functions.	3	15-23	Emphasize financial aid administration, regulation of in-state postsecondary institutions; and administration of federal student financial aid.	Repeal and Reenacting Language	Immediately
4	ACPE authorized (permissive) functions.	3	24-31	Clarify: (1) regulation adoption authority to administer state and federal financial aid programs and postsecondary institutional authorization; (2) authority to delegate operational administration to ACPE executive director or subcommittees; (3) establish and collect fees for review of non-Alaska institutions; and, (4) collect financial aid debts from individuals, including collection fees.	Moves Existing Language and Adds New Language	Immediately
		4	1-25			
5	ACPE authorized role re: postsecondary consortia in Alaska	4	26-31	Authorization to negotiate agreements between the University of Alaska and other consortia institutions.	Amended Language	Immediately
		5	1-7			
6	ASLC purpose	5	8-18	To include creating financial aid administration efficiencies. Provide operating principles to guide corporation action.	Amending and Clarifying Language	Immediately
7	ASLC general powers	5	19-31	Revise and clarify collection authority and to insure ASLC activities are financially self-sustaining.	Amending and Clarifying Language	Immediately
		6	1-31			
		7	1-31			
		8	1-16			

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	TYPE OF CHANGE	EFFECTIVE DATE
8	ASLC to finance education loan programs.	8 9	17-31 1-11	Provide direction for establishment of state supplemental education loan programs. Provide operating principles to insure flexibility for developing various state loan products and that such products be designed to attract and retain students in Alaska, including offering terms and conditions that are more attractive than prevailing market terms.	New Language	Immediately implement, but loans disbursed on or after July 1, 2002
9	Clarifies the purpose of the education loan fund and describes appropriate uses of the fund.	9 10	12-31 1-8	By reference, specifically authorize financing for integrated state and federal financial aid programs.	Amended Language	Immediately
10	Education loan fund.	10	9-16	Conforming change to incorporate the new programs that have an effective date of 7/01/02.	Amended Language	Immediately implement, but loans disbursed on or after July 1, 2002
11	Education loan fund.	10	17-26	Conforming change to incorporated the new programs that have an effective date of 7/01/02.	Amending Language.	Immediately implement, but loans disbursed on or after July 1, 2002
12	Bonds of the corporation.	10 11	27-31 1-2	Extend maximum time period for ASLC bond maturities when longer terms are financially beneficial.	Amended Language.	Immediately
13	Bonds of the corporation.	11	3-6	Increase two-year aggregate ASLC bonding capacity to insure adequate cash flow to meet integrated programs loan demand.	Amended Language.	Immediately
14	Trust indentures and trust agreements.	11 12	7-31 1-8	Conforming change clarifying broad collection authority on all assets and obligations to the corporation.	Amended Language	Immediately
15	Pledge and agreement of state.	12	9-18	Conforming change.	Amended Language	Immediately

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	TYPE OF CHANGE	EFFECTIVE DATE
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16	General provisions.	12 13	19-31 1-7	Provide definitions of terms used throughout this chapter.	Moves Existing Language and Adds New Language	Immediately
17	Education loan program.	13	8-20	Secs. 17 through 28 retain existing Alaska Student Loan Program until AKAdvantage is operating in 2002-2003.	New Language to Replace AS 14.43.090	Immediately
18	Conditions of loans.	13	21-26	Conforming change.	Amended Language	Immediately
19	Conditions of loans.	13 14	27-31 1-2	Conforming change.	Amended Language	Immediately
20	Conditions of Loans.	14	3-11	Conforming change.	Amended Language	Immediately
21	Consolidation of loans.	14	12-20	Conforming change.	Amended Language	Immediately
22	Eligibility of Students.	14	21-25	Conforming change.	Amended Language	Immediately
23	Discrimination prohibited.	14	26-30	Conforming change.	Amended Language	Immediately
24	Default.	14 15	31 1-24	Provide administrative collection power through authority to issue liens against real property as a means of recovering on defaulted loans.	New Language	Immediately
25	Default.	15	12-24	Extend uniform collection methods for all loans serviced by the Commission. Recognize that default threshold under AKAdvantage will be set according to federal standards (currently at 280 days delinquency).	Amended Language	Immediately implement, but loans disbursed on or after July 1, 2002.
26	Default.	15 16	25-31 1-6	Provide default appeal process to borrowers regardless of the specific loan type. Establish a timely response standard for the ACPE executive director to act upon a default appeal.	Amended Language	Immediately implement, but loans disbursed on or after July 1, 2002.

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	TYPE OF CHANGE	EFFECTIVE DATE
27	Lien.	16	7-18	Describe the lien authority of the ACPE regarding defaulted student loans.	New Language.	Immediately
28	Definitions.	16 17	19-31 1-14	Conforming changes.	Amended Language.	Immediately
29	Establish the federal guaranteed AKAdvantage and the Alaska Supplemental Education Loan Programs.	17-22			New Language.	Immediately implement, but loans disbursed on or after July 1, 2002.
29	Sec. 14.43.161 Purpose; creation.	17	16-20	Sec. 29 as a whole, describes the new, integrated loans programs. AKAdvantage to be first loan offered to borrowers.		
29	Sec. 14.43.162 Eligibility.	17 18	21-31 1-11	Recognize that the eligibility criteria is established by federal student loan rules. Additional AKAdvantage criteria are that a borrower be an Alaska resident or attending school in Alaska. Defines residency criteria.		
29	Sec. 14.43.163 Restrictions on award.	18	12-22	Recognize that annual lending limits under this program are set by federal student loan rules.		
29	Sec. 14.43.164 Use of loan.	18	23-25	Recognize that permitted use of funds determined by federal student loan rules.		
29	Sec. 14.43.165 Interest.	18 19	26-31 1-9	Recognize: (1) that the formula for setting the interest rate on the loan is determined by federal rules (variable with current cap of 8.25%); (2) the rate may be no more than the federal student loan rate; (3) interest accrues from the time the loan is disbursed to the borrower; (4) during periods of enrollment or deferment the borrower may elect to pay the interest or to have it capped; and (5) for those borrowers who qualify, the federal government may pay interest on their behalf during qualifying periods.		
29	Sec. 14.43.166 Repayment.	19	10-17	Clarify that loan terms include a six-month grace period during which payments are deferred. Clarify that loans obtained in error or by falsification by borrower may be subject to accelerated repayment requirement permitted by federal student loan rules.		
29	Sec. 14.43.167 Consolidation of loans.	19	18-25	Clarify ACPE authority to offer consolidation of loans.		

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	TYPE OF CHANGE	EFFECTIVE DATE
29	Sec. 14.43.168 Default.	19	26-31	Authorize ACPE to establish default requirements that are compliant with federal student loan rules.		
29	Sec. 14.43.170 Creation; purpose.	20	1-10	Alaska non-federal loan to be provided to supplement AKAdvantage loan to address remaining financial need or to provide aid if AKAdvantage loan is unavailable.		
29	Sec. 14.43.171 Applicability of other laws.	20	11-14	Incorporate, by reference, certain specific existing Alaska Student Loan requirements. This section creates alignment of terms and conditions of the Supplemental loans with AKAdvantage loans to reduce consumer confusion and administrative complexity where possible. Applicable laws are regarding: minimum standards for institutional default rates; prohibited discrimination; contracting with minors; default and collection tools (PFD garnishment, leveraging licenses, administrative wage garnishment, creating liens); definitions; use of loans; loan consolidation, and, default.		
29	Sec. 14.43.172 Eligibility.	20 21	15-31 1-27	Provide for Supplemental loans to continue to be available to Alaska institutions that may not participate or qualify for participation in the federal student loan program and allow ACPE to establish certain standards with which the institutions may be required to comply. Provide the authority to perform credit review of applicants for Supplemental loans. Establish minimum credit standards. Specify conditions under which an applicant who fails to meet the standards may become qualified for a loan, including obtaining a credit-worthy co-signer.		
29	Sec. 14.43.173 Loan award maximums.	21 22	28-31 1-12	Establish annual and aggregate loan award maximum for the Supplemental loan. Provide that borrowers must be considered in good standing by their institution to continue to receive loan disbursements.		
29	Sec. 14.43.174 Interest.	22	13-21	Provide authority for the ASLC to set the interest rates and provides that the rate not exceed 8.25%. Clarify that interest accrues from the time a loan is disbursed and that interest may be paid or deferred and capped, as elected by the borrower.		
29	Sec. 14.43.175 Repayment of loans.	22	22-27	Provide for a six-month grace period following the in-school period when payments are deferred.		
30	Memorial Scholarship Loan Fund	22 23	28-31 1-5	Conforming change. Throughout this chapter references to "scholarship loans" are being amended to read "education loans" to eliminate any confusion about whether the aid is a scholarship or a loan.	Amending Language.	Immediate
31	Memorial loan payment.	23	6-12	Conforming changes.	Amended Language.	Immediate

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	TYPE OF CHANGE	EFFECTIVE DATE
32	Memorial loan administering authority.	23	13-17	Conforming changes.	Amended Language.	Immediate
33	Education Incentive Grant Administration.	23	18-22	Conforming changes.	Amended Language.	Immediate
34	Teacher Education Loan selection criteria.	23	23-27	Conforming changes.	Amended Language.	Immediate
35	Teacher Education Loan selection criteria.	23 24	28-31 1	Conforming changes to incorporate the two new programs.	Amended Language.	Immediate
36	Family Education Loan account.	24	2-14	Conforming changes.	Amended Language.	Immediate
37	Definitions.	24	15-17	Adding a chapter definition for corporation to mean ASLC.	New Language.	Immediate
38	Definitions.	24	18-24	Adding chapter definitions for "federal guaranteed student loan program" and approved FFEL institution."	New Language	Immediate implement, but loans disbursed on or after July 1, 2002.
39	Repayment condition for (WICHE) program participants.	24	25-27	Conforming changes.	Amended Language.	Immediate
40	Repayment.	24	28-31	Provide for collection authority in the event of default of a WICHE Professional Student Exchange Program loan.	New Language	Immediate
41	Duties of recorder.	25	1-3	Conforming change related to ACPE authority to place a lien as a means of collection on a defaulted loan.	New Language	Immediate
42	Repealer section.	25	4-5	Repeal 14.42.010(a), ACPE purpose and intent, and 14.42.030(c) ACPE functions. Replaced in Secs. 1-4 of this bill. Repeal 14.42.390, ASLC definitions, replaced in Sec. 16 of this bill.	Amending Language.	Immediate

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	TYPE OF CHANGE	EFFECTIVE DATE
				Repeal 14.43.090, creation of the scholarship loan fund, which is replaced in Sec. 17 of this bill. Repeal 14.43.255(c), memorial loan fund, authority to sell or assign loans to the corporation. Repeal 14.43.315, memorial loan discrimination prohibited section. Protection provided through incorporation by reference in Sec. 32 of this bill. Repeal 14.43.730; family education loan administration section. Authority provided through incorporation by reference in Sec. 3 of this bill. Repeal 14.48.050(10), ACPE power to establish fees for review of institution. Replaced in Sec. 4 of this bill.		
43	Transition language.	25	6-13	Provide ACPE with ability to immediately begin AKAdvantage implementation processes that are necessary in order to offer student loans under the new program for the 2002-2003 academic period.	Transition language.	Immediate
44	Transition language.	25	14-20	Provide ACPE with ability to immediately begin AKAdvantage regulation promulgation necessary to offer student loans under the new program for the 2002-2003 academic period.	Amended Language.	Immediate
45	Instruction to Revisor	25 26 27	21-31 1-31 1-9	Conforming changes to provide consistent use of terminology relating to loan programs administered by ACPE.		Immediate
46	Effective Date Section.	27	10-11			
47	Effective date section.	27	12			

BILL ANALYSIS

HB 204

Title: Student Loans/Commission on Postsecondary Education

Sponsor: House Rules by Request of the Governor

Overview: See Sectional Analysis on left side of bill packet.

- 1) Establishes the AlaskAdvantage Loan Program so that Alaska would participate in the federal guaranteed student loan program.
- 2) Brings low interest rates to borrowers and reduced risk to the state.
- 3) Creates a supplemental loan program to provide financial assistance if the new loan program can't cover costs or the student does not qualify for federal student aid.
- 4) Creates a one-stop-shop financial aid information center
- 5) Streamlines aid delivery and offer expanded options for borrowers.
- 6) Reduces financial risk to the State of Alaska.

Fiscal Note:

\$135,600 in 2002 **Costs in new personnel for compliance specialist, programmer/analyst, and an accountant and a customer service specialist. See fiscal note for out-year costs.**

\$4,502,000 in 2003

Revenue from

- 1) Special Allowance payment from the federal government;
- 2) interest subsidy paid by the federal government;
- 3) 98% guarantee on all defaulted federal student loans;
- 4) accrual of interest during the in-school period on non-subsidized and supplemental loans.

Available In Person:

Diane Barrans, Executive Director of Alaska Commission on Postsecondary Education

Available Via Teleconference:

Rick Weems,	Director of Financial Aid, UAA
Skye Rubadeau (Roo-bah-doh)	Student Member on the Alaska Commission on Postsecondary Education

**FROM THE HOUSE JOURNAL
MARCH 22, 2001**

The Governor's transmittal letter dated March 20, 2001, appears below:

"Dear Speaker Porter:

Alaska's student loan program has achieved great success in the past few years. The Commission on Postsecondary Education and the Alaska Student Loan Corporation have turned the program around -- running it in the black for the first time in history and paying a dividend back to the state. This year the dividend payment is \$2.2 million with another \$4 million expected for fiscal year 2002. All of this while serving over 90,000 Alaska student loan customers with \$615 million in loans.

This bill I transmit today establishes the AlaskAdvantage Loan Program, the next step in continuing the growth and financial integrity of the state student loan program. Under this legislation, Alaska would participate in the federal guaranteed student loan program which brings benefits including low interest rates for borrowers and reduced risk to the state through federal loan guarantees.

This bill also creates a supplemental loan program to provide financial assistance in the event the AlaskAdvantage Loan is insufficient to cover education costs or the student does not qualify for assistance under the federal guaranteed student loan program.

This bill will create a one-stop financial aid information center and financial opportunity, guaranty the lowest possible borrowing rates, streamline aid delivery and reduce financial risk to the State through the federal guarantee. This program will also offer expanded options for borrowers with special needs in loan repayment.

At a time when access to quality education is at the forefront of our legislative agenda, I urge your prompt and favorable action on this measure.

Sincerely,
/s/
Tony Knowles
Governor"

Updated from
original.

FISCAL NOTE

STATE OF ALASKA
2001 LEGISLATIVE SESSION

Fiscal Note Number: _____
Bill Version: HB204
() Publish Date: _____

Revision Date/Time (Note if correction): 4/3/2001 10:00 Dept. Affected: Education
Title: An Act relating to the ACPE and the ASLC relating BRU: ACPE
to the student financial aid programs and the financing of those... Component: Student Loan Operations
Sponsor: Rules Committee
Requester: (H)EDU Component Number: 213

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Personal Services	135.6	250.6	256.9	263.3	269.9	276.6
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	135.6	250.6	256.9	263.3	269.9	276.6

CAPITAL EXPENDITURES	135.6	250.6	256.9	263.3	269.9	276.6
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CHANGE IN REVENUES ()		4,502.0	8,440.5	12,160.0	15,957.7	22,948.8
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)	135.6	250.6	256.9	263.3	269.9	276.6
TOTAL	135.6	250.6	256.9	263.3	269.9	276.6

Estimate of any current year (FY2001) cost: 0.0

Check this box (X) if funding for this bill is included in the Governor's FY 2002 budget proposal: ☐

POSITIONS

Full-time	2	2				
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

ACPE's becoming a federal lender will bring additional revenue through loan guarantees, interest subsidies and special allowance payments. Additional revenues will be used to continue to reduce educational financing costs to our borrowers.

Costs are identified for a total of four Federal Family Education Loan Program (FFELP)-related staff; two in FY2002 and two in FY2003. These positions are critical to ensure success as a federal lender. Compliance with federal requirements is required to retain the guarantee on the FFELP portfolio and to receive reimbursements for loan losses due to death, disability, bankruptcy and default. To assure compliance, a full-time compliance specialist is needed. Entry level for this job class is a Range 18, starting in FY2002. To address AKFFELP-related programming and reporting requirements, an additional programmer/analyst will be needed. Entry level is Range 22, starting in FY2002. Starting in FY2003, an accountant will be needed to facilitate required federal and guarantor reporting. Entry level for this position is Range 16. Also in FY2003, a customer relations specialist is needed to meet

Prepared by: Sheila King, Finance Officer Phone 465-6757
Division: Finance Date/Time 4/3/01 10:00 AM
Approved by: Diane Barrans, Executive Director Date 4/3/2001
Agency: Alaska Commission on Postsecondary Education

For distribution information, call the Governor's Legislative Office

Updated Fiscal Note

Analysis (continued)

growing demand for on-site financial aid and training and information dissemination at high schools and postsecondary schools around Alaska. Entry level for this position is Range 14. Salary projections include anticipated annual merit increases.

The income figures shown in the Change in Revenues line is a result of four components: 1) the Special Allowance payment provided by the U.S Department of Education (ED) to compensate the lender (ASLC) for fluctuations in interest rates during the year. This special allowance is determined by a formula, but is currently 50 basis points and is calculated based on the lenders volume of federal student loans; 2) The interest subsidy paid by ED on those federal loans whose borrowers qualify for subsidy based on their family income; 3) A 98% loan guarantee on all defaulted federal student loans serviced within the requirements established by ED; and 4) Accrual of interest during the in-school period on non-subsidized and supplemental loans.

It is important to note that these income figures are based on current FFELP rates. Because this bill provides for the ASLC to make below market rates available to its Alaska customers, the end result will be to utilize this positive financial shift as a means to reduce lending rates and allow our borrowers to benefit in the form of reduced borrowing costs.

FISCAL NOTE

STATE OF ALASKA
2001 LEGISLATIVE SESSION

Fiscal Note Number: 1
Bill Version: HB 204
(H) Publish Date: 3/22/01

Revision Date/Time (Note if correction): _____ Dept. Affected: Education
Title: An Act relating to the ACPE and ASLC; establishing BRU: ACPE
the Alaska Advantage Loan Program and the Alaska Supplemental Component: Student Loan Operations
Sponsor: Rules Committee
Requester: Governor Component Number: 213

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Personal Services	135.6	250.6	256.9	263.3	269.9	276.6
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	135.6	250.6	256.9	263.3	269.9	276.6

CAPITAL EXPENDITURES	135.6	250.6	256.9	263.3	269.9	276.6
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CHANGE IN REVENUES ()		4,752.6	8,697.3	12,423.2	16,227.4	24,416.2
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)	135.6	250.6	256.9	263.3	269.9	276.6
TOTAL	135.6	250.6	256.9	263.3	269.9	276.6

Estimate of any current year (FY2001) cost: 0.0

Check this box (X) if funding for this bill is included in the Governor's FY 2002 budget proposal: ☐

POSITIONS

Full-time	2	2				
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

ACPE's becoming a federal lender will bring additional revenue through loan guarantees, interest subsidies and special allowance payments. Additional revenues will be used to continue to reduce educational financing costs to our borrowers.

Costs are identified for a total of four Alaska Federal Family Education Loan Program (AKFFELP)-related staff; two in FY2002 and two in FY2003. These positions are critical to ensure success as a federal lender. Compliance with federal requirements is required to retain the guarantee on the AKFFELP portfolio and to receive reimbursements for loan losses due to death, disability, bankruptcy and default. To assure compliance, a full-time compliance specialist is needed. Entry level for this job class is a Range 18, starting in FY2002. To address AKFFELP-related programming and reporting requirements, an additional programmer/analyst will be needed. Entry level is Range 22, starting in FY2002. Starting in FY2003, an accountant will be needed to facilitate required federal and guarantor reporting. Entry level for this position is Range 16. Also in FY2003, a

Prepared by: Sheila King, Finance Officer Phone 465-6757
Division: Finance Date/Time 3/12/01 10:00 a.m.
Approved by: Diane Barrans, Executive Director *Diane Barrans* Date 3/12/2001
Agency: Alaska Commission on Postsecondary Education

For distribution information, call the Governor's Legislative Office

Analysis (continued)

HB 204#1

customer relations specialist is needed to meet growing demand for on-site financial aid training and information dissemination at high schools and postsecondary schools around Alaska. Entry level for this position is Range 14. Salary projections include anticipated annual merit increases.



FACT:

Alaska students get the lowest number of federal Pell Grants of any state.

Source: Institute for Higher Education Policy, December 2000

FACT:

The average lifetime income of families headed by college graduates is \$1.6 million more than that of families headed by high school graduates.

Source: Postsecondary Education Opportunity, November 2000

FACT:

Key to expanding Alaska's economy is providing low cost access to higher education for Alaskans.

Source: National Alliance of Business, Fall 2000, and Alaska Department of Labor and Workforce Development, September 2000

FACT:

Each year, Alaska imports over 69,000 workers for jobs that could be filled by Alaskans – if they could get the training they need.

Source: Alaska Economic Trends, February 2000

AlaskAdvantage

*is brought to you
by*

**The Alaska Commission
on Postsecondary Education**

www.state.ak.us/acpe

Customer Service: (800) 441-2962

Administrative Offices: (907) 465-6740

With gratitude to Alaska's accredited institutions of postsecondary education, partners delivering financial aid quality and service:

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Alaska Vocational Technical Center
Hisagvik College
Alaska Pacific University
Sheldon Jackson College
Charter College
Career Academy
Alaska Bible College
New Concepts Beauty School

AlaskAdvantage

*Student Financial Aid
for Alaska's Future*

RTT RACKTIP

Alaska Commission on Postsecondary Education
www.state.ak.us/acpe



Standing:
Commissioners Gary
Mulligan, Lisa Froelich,
Demko, Senator Gary
Wilken, Rosa Fisher,
Mark Hegich
Seated: Commissioners
Frances Rose,
Dr. Milton Byrd,
Robette Bush
Not Pictured:
Commissioners
Representative Lisa
Markowski, Skye
Rubadene, Ernie Hall,
Kristen Louster,
Dr. Lydia Hous

From your Commissioners

Dear Alaskan:

It is with great pleasure that the Commission introduces *AlaskAdvantage*, a revolution in financial aid services for Alaska.

AlaskAdvantage is a service-oriented financial aid packaging and delivery system designed to provide Alaskans access to the guaranteed lowest-cost financial aid, as well as to provide our students and our State with the rewards of increased access to higher education. The *AlaskAdvantage* program packages Alaska Student Loan and federal Title IV programs to provide borrowers with one-stop financial aid shopping, simultaneous grant and loan application, and significant cost reductions. The program additionally includes provisions to fund grant programs and to attract new students at Alaska institutions.

We're particularly proud that the *AlaskAdvantage* program will be managed and operated in Alaska, by Alaskans, for Alaska.

**Your Alaska Commission on
Postsecondary Education**



Questions & Answers

Will the ASL go away?

The ASL will not go away. The ASL will continue to be available for students who are not eligible for federal Title IV aid, and for students whose need exceeds their Title IV aid.

Does this mean all students will be required to complete a free application for federal student aid (FAFSA)?

All students will have to complete a FAFSA. The FAFSA is also the application for federal grants, so this step will ensure that students do not borrow when they could be getting free grant aid.

What about students whose parents will not provide the tax information needed to complete a FAFSA?

Students who cannot complete the FAFSA because their parents do not provide required information may still be eligible to apply for the ASL. If these students have completed the other sections of the FAFSA, they won't even need to fill out a new application form. However, by not completing all sections of the FAFSA, they will be forfeiting their entitlement to any federal grants or loans for which they may be eligible.

What are the *AlaskAdvantage* benefits for Alaska's students?

- ❖ One-stop financial aid shopping & info center
- ❖ One-form grant and loan application
- ❖ Lowest cost financial aid
- ❖ Options for students with poor credit histories
- ❖ Increased access to loan deferment or cancellation for borrowers with hardships

What are the benefits for Alaska's higher education institutions?

- ❖ Streamlined aid packaging and delivery
- ❖ Significantly reduced administrative burden
- ❖ Recruiting tool to attract students to Alaska

And the benefits for Alaska?

- ❖ New funding options for workforce development
- ❖ Creation of grant funding pool for Alaska
- ❖ Incentives for Alaska students to stay in Alaska
- ❖ Economic stimulation via in-state servicing of up to \$24 million in federal loans formerly serviced outside of Alaska

AlaskAdvantage is scheduled to debut fall 2002