

ALASKA LEGISLATURE SPECIAL COMMITTEE/SUBJECT FILES 8672

2892 SCOMM 125: HOUSE SPECIAL COMMITTEE ON EDUCATION 2001-02

Edward McLain

From: Patrick and Tabitha Hooker [dhooker@ideafamilies.org]
Sent: Sunday, March 24, 2002 6:07 PM
To: 'Ed_McLain@eed.state.ak.us'
Subject: Oops--Thank-you note

Ed McLain,

I'm writing a quick note to you to thank you for responding positively to our concerns about the proposed regulations covering correspondence programs. We belong to IDEA and are long-term homeschoolers. The IDEA program has made it possible for us to provide our children with an enriched curriculum and teacher guidance. I really wondered when I wrote to all the different people involved whether I would be heard, but I am encouraged. Thank-you for understanding our concerns and responding so well.

Tabitha Hooker

PS, Sorry the last note had your name wrong. I hit the wrong button on the spell checker!

Edward McLain

From: The Eberhardts [impactak@alaska.net]
Sent: Monday, March 25, 2002 6:45 PM
To: 'Ed_McLain@eed.state.ak.us'
Subject: Thank you!

As dedicated homeschool parents for the past 13 years, we thank you for hearing our concerns and adjusting the proposed DEED regulations accordingly.

Sincerely,
Christie Eberhardt

Edward McLain

From: Tabitha Hooker [Tabitha@MatSuShopper.com]
Sent: Sunday, March 24, 2002 6:05 PM
To: 'Ed_McLain@eed.state.ak.us'
Subject: Thank-you

Ed McAllen,

I'm writing a quick note to you to thank you for responding positively to our concerns about the proposed regulations covering correspondence programs. We belong to IDEA and are long-term homeschoolers. The IDEA program has made it possible for us to provide our children with an enriched curriculum and teacher guidance. I really wondered when I wrote to all the different people involved whether I would be heard, but I am encouraged. Thank-you for understanding our concerns and responding so well.

Tabitha Hooker

Edward McLain

From: Tyler and Cindy Schlung [schlung@nook.net]
Sent: Saturday, March 23, 2002 5:25 PM
To: 'Ed_McLain@eed.state.ak.us'
Subject: Homeschooling

Hello,

I am writing to tell you thanks for listening to our concerns and adjusting the new regulations as they would effect us as a home schooling family. It is wonderful to live in a country where we do in fact have some say in how we are governed.

Keep up the good work,
Cindy Schlung

Shirley Holloway

From: Jwmelliott@aol.com
Sent: Saturday, March 23, 2002 12:32 PM
To: Shirley_Holloway@eed.state.ak.us
Subject: Regulations

Commissioner, you, Ed, and PJ are to be congratulated for what you have achieved, despite the latest compromise, re the proposed statewide correspondence regulations. The main goal was to stop !DEA and Cyberlynx from allowing parents to purchase religious materials with state money. You've done that and, therefore, deserve appreciation from districts, like AGSD, that run their own in-district correspondence programs. You've leveled the playing field!

Are you going to be in your Anchorage office next week? If so, is there a time that would be convenient for me to stop by?

Subject: Statewide correspondence programs

Date: Tue, 16 Apr 2002 23:45:22 -0800

From: "D&A Smith" <dcugs@gci.net>

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

Dear Rep. Con Bunde

Please support and move SB 346 and HB 464 to successful passage with their original language from their first hearing committees INTACT, as the avenue to protect statewide correspondence programs in this state FOR THE LONG TERM.

We home educate our 5 children. We are proof that home education is a viable education alternative and should be protected. My 2 high schoolers, as part time students, are at the top of their classes. They take their education very seriously and are motivated, independent learners. The younger three are courteous to each other and enjoy learning. They are each full of curiosity and creativity, love reading and learning new things. In their extra-curricular activities, their instructors remark that they concentrate well and listen attentively. It's these respectful new attitudes we are fostering in our home educated students. Freedom and trust and respect towards our very hard work is of the utmost importance.

Thank you, Douglas and Angela Smith

April 16, 2002 *cc: Sponsors
of SB 346*

Dear House EDU Committee,

I support the successful movement and passage of HB 464 with all original sponsor and co-sponsor language intact. I do not support any additions or deletions to original sponsor and co-sponsor language, with one exception:

I request that the term 'statewide correspondence program' be stricken from all records to more accurately reflect what the programs actually are, and be called:

Parent Guided Education Programs

Parents are the teachers of their children, and the ones carrying their children into the passage of Benchmark exams. Parents rely on the programs as advisory and guidance bodies. Parents are guiding their children's education.

There needs to be titles and terminology unstubbornly amended in regulations to more accurately reflect what these families really do (all the work). These are programs about families. There needs to be co-authority in grading in the unique nature of Parent Guided Education Programs.

These programs were put out there for home educating families - an appeal was made to 'homeschoolers' that there were home education assistance programs available. Now, the rules are being changed with misleading, inaccurate labels being put upon everything, and writing the parents role as simply an entity involved in total 'oversight.' The choice, trust, and responsibility were the beauty of the programs - that is what the current movement by DEED interferes with.

We were parents guiding our children's education before these programs were put out there. We are no different now. We will be responsibly guiding our children after the new complicated status that is perpetuating everywhere around us has destroyed everyone's safety, peace, and autonomy. That, I believe was the Dept. of Ed's driving staff member's intent behind this movement.

I respectfully request all co-sponsors and sponsors of both bills, HB 464 and SB 346, to consider recategorizing the labels they have put upon this group of parents that are doing the hard work they free everyone else up from having to do, and rename this for what it really is, instead of after what DEED intends to make us like: Alyeska, a centralized correspondence program.

I offer the following amendment to allow for wonderful, innovative change and cooperative work agreements to flourish:

That 'statewide correspondence study' and 'statewide school district correspondence study' be changed to:

"Parent Guided Education Programs"

In all documents in existence referring to education regulation, and state law. Thank you. You will help our state and the DEED relationship, towards a much friendlier, cooperative, respectful situation in regards to our position as parents doing our job by doing this.

Joan Dangel *Joan Dangel*
Box 34711

Juneau, AK 99803-4711 startraveler@gci.net

SCOMM

125:49

ALASKA STATE LEGISLATURE



REPRESENTATIVE GRETCHEN GUESS

SPONSOR STATEMENT HB 478

"An act relating to the Alaska teacher recruitment loan assumption program; and providing for an effective date."

House Bill 478 would create a loan assumption program to aid in recruiting new teachers.

As a shortage of qualified teachers in the public elementary and secondary schools exist in this state and as competition is increasing among other states for qualified teachers, the necessity for teacher incentive and recruitment program becomes crucial.

The student loan assumption program is a key to attracting and retaining teachers. The program would be available to all new teachers in Alaska, regardless of the postsecondary school where teachers earned their teaching degrees or the entities from which teachers borrowed their student loans. Loans would be repaid at the rate of \$2,000 per year up to a maximum of \$10,000. Teachers would need to teach for five consecutive years in order to realize the maximum benefit under this plan.

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM

April 17, 2002

SUBJECT: Alaska teacher recruitment program (CSHB 478(EDU))

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

FROM: Michael F. Ford
Legislative Counsel

cc Guess
Dillon (HESS)



The CS you requested in enclosed. I wanted to point out that the amendment adopted by the committee adding a definition of "board" to Sec. 14.43.590 is redundant. The same definition for the term "board" already exists under AS 14.60.010 and applies to all of Title 14. I would recommend that the next committee remove the definition to avoid confusion.

Please contact me if you have further questions.

MFF:pjc
02-042.pjc

Enclosure

BILL ANALYSIS

HB 478

Bill Title: "Teacher Loan Assumption Program"

Sponsor: Rep. Guess

Bill Would:

- 1) Create a loan assumption program for teachers. ACPE would do the financial transfers, DEED would establish standards for and certify applicants' eligibility.
- 2) The program would be available to all new teachers, regardless of where they earned their degrees or borrowed their student loans.
- 3) Loans would be repaid at the rate of \$2,000 per year to a maximum of \$10,000. Teachers would need to teach for five consecutive years to realize the maximum benefit.
- 4) The dividend paid by the Alaska Commission on Postsecondary Education could be reappropriated to fund this program (Section 2).

Possible Questions:

- 1) How is a loan assumption program different from the loan forgiveness bill passed by the House and now in Senate HESS?
- 2) For DEED -- What kind of standards does DEED envision for teachers to be eligible for this program?
- 3) For DEED -- Why is there no fiscal note from DEED to cover the cost of establishing those standards, certifying applicants as eligible, and promulgating regulations?
- 4) For Diane Barrans -- Would it be wise to require that the teacher's degree must come from an accredited institution?
- 5) For Diane Barrans -- the fiscal note says you cannot estimate how much money would need to be appropriated to the program account created by HB 478. Can you give us an educated guess?
- 6) For Diane Barrans -- Page 3, lines 12-15 indicate that the account would be used to provide awards to teachers and pay the cost of collected defaulted teacher and for administration. Are the second and third uses fiscally responsible?

Available to Testify:

- 1) Rep. Guess
- 2) Dr. Ed McLain, Deputy Commissioner, DEED
- 3) Diane Barrans, Executive Director, ACPE
- 4) Debbie Ossiander, Anchorage School Board

Teleconference Sites:

Anchorage, Barrow, Bethel, Delta Junction, Fairbanks, Kenai, Ketchikan, Kodiak, Kotzebue, Petersburg, Wrangell. We also have 2 offnets.

AMENDMENT

OFFERED IN THE HOUSE

BY REPRESENTATIVE GUESS

TO: HB 478

1. Page 5, line 12, following "program":
2. Delete "."
3. Insert ";
4. Page 5, following line 12:
5. Insert a new subsection to read:
6. “(5) “board” means the Board of Education and Early Development.”

FISCAL NOTE

STATE OF ALASKA
2002 LEGISLATIVE SESSION

Fiscal Note Number: _____
Bill Version: HB478
() Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: Education
Title An Act relating to the Alaska teacher recruitment BRU ACPE
loan assumption program; and providing for an effective date. Component Student Loan Operation
Sponsor Rep. Gretchen Guess
Requester (H) Special Comm. On Education Component No. 213

Expenditures/Revenues

(Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES	(****)	(****)	(****)	(****)	(****)	(****)
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CHANGE IN REVENUES ()						
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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--Do not abbreviate)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2002) cost: 0.0

Check this box (X) if funding for this bill is included in the Governor's FY 2003 budget proposal: ☐

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

HB 478, An act relating to the Alaska teacher recruitment loan assumption program...

Section 1 describes Alaska's current and anticipated ongoing workforce need relative to elementary and secondary public school teachers. The proposed program is intended to encourage eligible teachers to pursue teaching careers in those schools in Alaska.

Section 2 authorizes the state board of education and early development to set out specific eligibility criteria and standards under which individuals could qualify to receive program benefits.

Section 3 requires the commission to perform certain administrative functions relating to acting in a fiduciary capacity to administer and transmit benefits authorized as payable by the department.

Prepared by: Diane Barrans, Executive Director
Division: Executive Office
Approved by: Diane Barrans, Executive Director *Diane Barrans*
Agency: Alaska Commission on Postsecondary Education

Phone 465-6740
Date/Time 4/8/02 9:22 AM
Date 4/8/2002

FISCAL NOTE

STATE OF ALASKA
2002 LEGISLATIVE SESSION

BILL NO. HB478

ANALYSIS CONTINUATION

ACPE is providing this fiscal note to reflect a zero increase in administrative costs. Program managers anticipate that the transmittal of funds to various lenders will be primarily performed through electronic transfers with minimal need for manual support.

ACPE is providing this fiscal note as "indeterminate" in terms of actual program benefits paid out. The availability of awards will be predicated upon the future appropriation of funds into the Alaska teacher recruitment loan assumption program account created by the bill. We have no way of estimating what amount of funding would be appropriated in the future.

Recommend amending Section 6, page five, Sec. 14.43.590. Definitions, to include new (2) "board" means the board of education and early development [renumber]. This is to eliminate confusion with the board of the Alaska Student Loan Corporation which is referenced elsewhere in the Commission's statutes.

- Alaska Department of -
EDUCATION
& EARLY DEVELOPMENT

**Resolution of the
State Board of Education & Early Development
on
Teacher Loan Forgiveness**

Whereas, quality teachers and administrators are a crucial component for raising student achievement; and

Whereas, Alaska is experiencing a statewide shortage of teachers and administrators; and

Whereas, teacher and administrator turnover is at best disruptive and at worst disabling to education reform, and an especially acute problem in rural Alaska; and

Whereas, the need for committed, quality teachers and administrators has never been greater; and

Whereas, the Alaska Student Loan program serves a valuable public purpose by enabling thousands of Alaska students to attend colleges and universities each year; and

Whereas, Alaska Student Loan Program terms have been higher than those available through private lenders and have only recently been reduced and remain more expensive than those offered by federal loan programs; and

Whereas, the Teacher Scholarship Loan program serves only a limited number of students each year, and those are limited to rural districts; and

Whereas, the Alaska student loan forgiveness program that ended in the 1980s enticed many educated Alaskans to return to our state where, by the time the forgiveness cycle had run its course, those young people had established homes and families; and

Whereas, Alaska Student Loans currently provide no incentive to return to the state after completing a degree; and

Whereas, Alaska benefits when Alaskans return to make their homes in our state; and

Whereas, states all across America are going to great lengths to attract and retain teachers and administrators, offering a wide variety of incentives; and

Whereas, demographic trends make it unlikely that Alaska educational institutions will, even under the best of circumstances, be able to produce more than one third of the teachers our schools need each year; and



Public School Funding Formula *Educational Adequacy*

FY2002 budget will require \$10.5 million less than the FY2001 foundation formula budget due to increases in required local contribution and federal impact aid funds for a drop in state aid for education of approximately \$29.7 million for the two years. However, the legislature did approve a one-time appropriation in FY2001 of \$6.2 million for Learning Opportunity Grants. The last shift to municipal districts results in

Teachers

Recruitment of qualified and experienced teachers continues to become more difficult in Alaska as it is for much of the United States. Many states and outside school districts offer incentives as: signing bonus, down payment on a home, mortgage subsidy, and student loan repayment programs. (*See examples of teacher incentives offered in other states.*) These are examples of the recruiting techniques used beyond the annual salary to entice teachers to sign contracts. Due to limited resources, Alaska school districts continue to struggle to be competitive with other states and outside school districts when recruiting teachers.

From FY99 to FY2000 the average teacher salary in Alaska increased less than 1%. This reflects the smallest increase in average teacher salary in the nation from FY99 to FY2000. For the ten-year period from FY90 to FY2000, the average teacher salary stated in constant dollars decreased 11.7% and is the largest decrease in the nation for this time period. (*See National Education Association attachment.*)

Demand for teachers in Alaska has already exceeded supply, leaving unfilled positions across the state in math, special education, and speech pathology. For the 1999-2000 school year, 1,335 new teachers were hired in Alaska. On the first day of school 84 teaching positions were still unfilled, and some remained unfilled for up to

Examples of Teacher Incentives Offered in Other States

- Increased Salaries
 - Maryland-10%
 - Virginia-\$90 million over 2 years
 - New York City-15% increase for teachers in schools on academic watch list
 - Detroit-\$3000 for high-need subject areas
 - Los Angeles-\$5000 for bilingual
- Scholarship-loan Programs
 - Virginia-\$3000 forgivable loans
 - North Carolina-\$6500 annually, requiring 4 years of teaching after graduation (3 if they work in "low performance" schools)
- Signing Bonuses
 - Massachusetts-\$20,000 over 4 years for 150 teachers in urban areas
 - Virginia-\$1000 for hard-to-fill areas
 - Maryland-for top graduates
 - Texas-\$3000 for special education
 - Philadelphia-\$4500 for teachers who stay for 3 years
- Tax Exemptions
 - California-proposed exemption from state income tax for certificated teachers
- Student Performance Bonuses
 - California-proposed \$5000 bonus for each teacher in a school with student test score improvement of 20%; lesser amounts for lower improvement rates
- Low Interest Home Mortgages
 - Maryland
 - California-for teachers to live within school boundaries
- Double Dipping
 - Maryland-retired teachers who return to classroom can continue to draw pension

At least 13 states - California, South Carolina, Maryland, North Carolina, Texas, Missouri, Alabama, Kentucky, Louisiana, Massachusetts, Ohio, Oklahoma and Tennessee - have made it feasible for teachers to draw a salary and pension benefits while they work, as well as offering other financial benefits

50 State Scan on Incentives

Alabama

Alaska

Teacher Education Loan Program

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United Press International

July 30, 2001, Monday

SECTION: GENERAL NEWS

LENGTH: 872 words

HEADLINE: Features: Incentives dangled to teachers

BYLINE: By MARCELLA S. KREITER

Last year, the New York and Alaska legislatures considered measures allowing retired **teachers** to return to the classroom and still collect their full pensions to ease shortages.

Arizona

Arkansas

University Assisted **Teacher** Recruitment and Retention Grant Program within the Department of Higher Education.

California

SACRAMENTO BEE (www.sacbee.com) By Erika Chavez -- Bee Staff Writer -
(Published February 8, 2002)

Education Commissioner Charlie Crist today announced an apartment rental program to give Florida public school teachers discounts on rent and move-in fees, waiver of application fees, and extra credit toward home purchases.

The partnership between Equity Residential Properties Trust and the Florida Department of Education creates "Equity for Education," an exclusive discount program for Florida teachers. The program provides the following:

- 10% off monthly rent
- \$100 off move-in expenses
- No application fee
- \$500 rent credit toward home purchase

Equity Residential owns or has investments in over 31,000 units in Jacksonville, Gainesville, Daytona Beach, Orlando, Tampa, Ft. Myers, West Palm Beach, Ft. Lauderdale, and Miami. Nationwide it is the largest publicly traded apartment company in America with investments in 1,092 properties in 35 states consisting of 226,495 units.

visit [Equity's web site](#) for more information.

Sun-Sentinel (Fort Lauderdale, FL) - June 17, 2001, Sunday, Palm Beach EDITION
TEACHERS OFFERED A DEAL ON HOUSING; MORTGAGE, APARTMENT PLANS BEGIN
BYLINE: Scott Travis Education Writer

County and state officials are trying to remove a possible obstacle to teachers moving here -- high housing costs.

Palm Beach County School District partnership with the county Housing Finance Authority to offer lower mortgage costs to teachers who are buying their first home.

Also,
Alliance with Equity Residential Properties
Operates 15 apartment complexes in the county
Will offer discounts on move-in costs and monthly rents.

Under the district's partnership with the Housing Finance Authority, teachers who have never owned a home would be able to buy one with a down payment of \$ 500, considerably lower than the 3 percent down that most first-time home-buyer programs offer.

Mortgage rates probably would be more than 1 percent below market rates, said David Brandt, financial adviser for the Housing Finance Authority of Palm Beach County.

The finance authority will issue about \$ 15 million worth of bonds. Eight participating lending institutions will be able to use the proceeds to offer the low-interest loans to teachers. Brandt estimated there would be enough money for about 150 teachers to participate.

Illinois

United Press International, July 30, 2001, Monday

HEADLINE: Features: Incentives dangled to teachers

BYLINE: By MARCELLA S. KREITER

Chicago Public Schools

Offers dormitories for student teachers

Bargain rents for veterans

No-interest \$3-5 thousand dollar relocation loans (for special education teachers & other specialty teachers)

"Housing, if you package it right, can be a powerful incentive," Chicago Deputy Housing Commissioner David Saltzman told the Chicago Sun-Times.

The Chicago City Council

Has authorized a \$48,000 grant to help fund a study to determine the best housing incentives for new teachers, who will have to live within the city limits because of the city's residency rule.

St. Louis Post-Dispatch

February 16, 2001, Friday, ILLINOIS FIVE STAR LIFT EDITION

HEADLINE: ILLINOIS MAY OFFER SOME NEW TEACHERS \$ 1,000 BONUS;
SOME LAWMAKERS SAY EFFORT COULD HELP STATE AVOID **TEACHER SHORTAGE**

BYLINE: Kevin McDermott; Post-Dispatch Springfield Bureau

Newly certified teachers could get \$ 1,000 "signing bonuses" if they agree to stay in Illinois classrooms for at least three years, under a proposal aimed at averting a **teacher shortage**.

The signing-bonus idea, for top graduates, has had moderate success in other states and is likely to be welcomed in school districts like the Alton School District. It expects to lose nearly 20 percent of its teaching staff in the next two years. "It may help us in getting (new graduates) to at least look at our district," said Superintendent James Baiter.

The bill would offer \$ 1,000 signing bonuses to accredited teachers who have graduated in the **top 10 percent of their classes**, and who commit to teach in Illinois public schools for at least three consecutive years.

The bill is HB326.

Lawmakers last year approved \$40 million statewide to increase teachers' pay. They had hoped to increase the amount to \$60 million for the 2002-03 school year, but with the state's continuing revenue shortfall that is unlikely to happen, some lawmakers have said.

Under Tymeson's proposal, teachers working in Iowa's accredited public and private elementary, middle and high schools would receive a tax credit for the items they could show they bought for their classrooms. The tax credit would be subtracted from a teacher's tax bill.

Tymeson proposed the credit last session, but it languished in committee.

Would cost \$9 million

Rep. James Van Fossen, R-Davenport, is unsure whether the state can afford the \$9 million tax credit.

"It's a great idea if we can find the money for it," said Van Fossen, chairman of the House Ways and Means Committee, where the bill will be considered. He said the committee will likely consider the bill in mid-February.

Green said any financial help to offset teachers' expenses would be welcome.

Linden Snyder, a teacher in Goldfield, agrees. She said she spent \$350 out of her own pocket last year on books, prizes, supplies and ink cartridges for a school computer's printer.

"I hesitate to even ask the district for any money because things are so tight," she said. "I have only asked to be reimbursed for things that are absolute necessities."

Snyder said the school's parent-teacher group has annually given teachers \$1,000 to buy supplies and other necessary classroom materials, a practice common at many Iowa schools. That money, while welcome, doesn't go far when divided among a dozen or more teachers and school staff, she said.

Discussed before

Providing teachers with the tax credit has been discussed by lawmakers in numerous states, a spokeswoman for the Conference of State Legislatures group said.

The idea also has been discussed in Congress. A provision to cover educators' out-of-pocket professional development and classroom supply expenses was included in last year's U.S. Senate tax bill. The provision did not make the final version of the bill.

The Professional Educators of Iowa supports the credit.

"We want to put more money in the pocket of teachers - this puts more money in their pockets and it goes directly to our children," said Jim Hawkins, state director of the Norwalk-based professional educators group.

Only 50 bonuses offered this year.

400 scholarships to the Massachusetts Institute for New Teachers

In 1999, the state awarded 59 bonuses. In 2000 and 2001, the numbers climbed to 120. Last year, the state awarded 232 MINT scholarships.

Criticism of the program:

Not encouraging career-changers to work in urban schools

Subsidized a stellar teacher corps for already-successful suburban schools.

Recruitment efforts will now focus on people willing to work in urban schools.

"Applications for Teacher Signing Bonus Drop," Boston Herald

http://www2.bostonherald.com/news/local_regional/mint01302002.htm

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United Press International - July 30, 2001, Monday

Incentives dangled to teachers By MARCELLA S. KREITER

Schools put up \$20,000 over four years for the 100 top candidates.

In **Massachusetts**, almost one out of every five new teachers who accepted \$ 8,000 signing bonuses at the beginning of the 1999-2000 school year quit or weren't rehired at the end of the year. The **Massachusetts** program didn't include the multi year commitment that is written into the pending Illinois legislation.

Michigan

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Features: *INCENTIVES DANGLED TO TEACHERS*

BYLINE: By MARCELLA S. KREITER

Detroit – offers a \$3,000 signing bonus

Minnesota

Mississippi

Mississippi

Mississippi targets teachers seeking master's degrees to locate to shortage areas. In exchange for three years of service, recipients receive tuition scholarships, professional development opportunities, participation in a mentoring program, home loans and up to \$ 1,000 for moving expenses.

"Becoming a Teacher in Rural America" is the base for the content and sequence of UM-Western's teacher education program. University-School partnerships provide for collaboration & outreach. (See Web site) Unfortunately it didn't give a real good overview of specifics. Vague.

Loan Forgiveness Program

- targeted toward teachers who agree to teach in high demand/low supply areas (in terms of both geographic location and certification/endorsement areas).
- Up to \$3,000 per year forgiven, depending on loan amount
- Funding level specified by state with number of recipients limited by total available funding
- Recipients must be "fully" certified and endorsed for position they take

<http://www.discoveringmontana.com/racicot/Reports/TeachersRpt.htm>

Nebraska

Recent legislation authorizes the Nebraska Volunteer Services Commission to apply for funding from the Corporation for National Service. Funding will be used to provide incentives to college graduates to establish their teaching careers in Nebraska and to encourage experienced Nebraska teachers to pursue graduate degrees.

Some schools offer signing bonuses.

And almost all schools now allow unlimited years of experience to new teachers. (not sure what that means?)

Nevada

New Hampshire

New Jersey

New Mexico

New York

The New York Board of Regents has recommended a \$10,000 signing bonus for teachers who agree to work in high-need schools for three years. (Recruiting New Teachers Web-site)

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HEADLINE: Features: Incentives dangled to teachers

BYLINE: By MARCELLA S. KREITER

Utah

Vermont

Virginia

Washington

Wellpinit School District, Spokane Indian Reservation, Washington

- Offers staff subsidized housing
- Laptop Computer
- Eight computers & copy machine for each classroom
- Full-time teaching assistant
- Classes that average just 17 students
- Free breakfast & lunch if teacher eats with students
- No staff meetings longer than 30 minutes

West Virginia

Wisconsin

Wyoming

SCOMM

125:50

Bill Analysis: HB 479

Held

Bill Title: "Minimum Expenditure for Instruction"

Sponsor: Rep. Gretchen Guess (Rep. Crawford, co-sponsor)

Bill Would:

- 1) re-write the 70/30 provision for instruction and administration expenditures:

<u>Average Per School</u>	<u>Percentage of Funding</u>
401 or more students	85%
301 - 400 students	80%
200 - 300	75%
less than 200	70%

Rep. Guess wants to push some of the larger school districts to do more in instruction 70%. They haven't been pushed. Larger districts have to look at their books under 70%.

- 2) define "school ADM" as "the district ADM divided by the number of schools in the district." The reason for adding this definition is to arrive at the average number of students per school in the district. This is based on the theory that more students and more facilities allow for greater economies of scale.

Possible Questions:

- 1) Why not calculate the instruction component of school operating expenditures based on "district ADM?"
- 2) Wouldn't there be greater overhead costs for districts that have a greater number of facilities? More janitors, plumbers, snow plowing costs, classified personnel?
- 3) Do you anticipate that the District Cost Factor Study will increase funding to some small district, thereby allowing them to reach the 70/30 requirement? If so, why do this now?

Available to Testify:

- 1) Eddy Jeans - DEED supports
- 2) Debbie Ossiander, Anchorage School Board (via offnet) opposes bill. \$22mil more would have to be spent on instruction. All admin fixed would work.
- 3) Mike Fisher, Fairbanks S.D. Ass't. Superintendent for Finance
- 4) ~~Tom Harvey~~ NEA supports bill. *opposes*. Have looked a budget very closely. *agrees w/ intent exceeds 70% 85% is unrealistic. Would cost \$1 mil & cut all instr. support admin.*

Teleconference Sites:

Wrangell, Kotzebue, Kodiak, Fairbanks, and Anchorage. & Kenai,

Eddie Jeans - question is whether 70%, 75%, 80% or 85% are the right numbers. Likes density as a factor for determining %. Tried cutting each % down by 5% & provided chart.

*Con - as we get more information, we could adjust our course.
Eddy - as districts get FF adjustments after DCFS, districts will be assisted to move to 70%.*

Dept. of Education and Early Development
 Prepared 4/2/02
 Minimum Expenditure for Instruction Calculation - HB479
 If amended to 65%, 70%, 75% 80%

Prepared by Mindy Lobaugh

School District	Facility ADM	# of Schools	ADM/Schools	% Required	Actual FY02 %	Waiver Needed ?
Anchorage	49,242.50	97.00	507.65	80%	78%	Waiver
Fairbanks	14,822.00	31.00	478.13	80%	77%	Waiver
Juneau	5,404.18	13.00	415.71	80%	78%	Waiver
Mat-Su	12,979.00	34.00	381.74	75%	77%	
Kashunamiut	337.00	1.00	337.00	75%	74%	Waiver
Sitka	1,530.00	5.00	306.00	75%	81%	
Ketchikan Gateway	2,415.00	8.00	301.88	75%	76%	
Valdez	893.90	3.00	297.97	70%	74%	
Dillingham	554.00	2.00	277.00	70%	74%	
Cordova	463.00	2.00	231.50	70%	70%	
Kenai Peninsula	9,283.00	41.00	226.41	70%	73%	
Petersburg	639.33	3.00	213.11	70%	75%	
North Slope	2,062.53	10.00	206.25	70%	65%	Waiver
Nenana	195.00	1.00	195.00	65%	76%	
Kodiak Island	2,811.00	15.00	187.40	65%	74%	
Unalaska	369.90	2.00	184.95	65%	72%	
Northwest Arctic	2,210.00	12.00	184.17	65%	65%	
Klawock	173.90	1.00	173.90	65%	70%	
Lower Yukon	1,814.00	11.00	164.91	65%	68%	
St. Mary's	162.00	1.00	162.00	65%	68%	
Yupitit	460.00	3.00	153.33	65%	63%	Waiver
Nome	735.00	5.00	147.00	65%	68%	
Wrangell	441.00	3.00	147.00	65%	74%	
Lower Kuskokwim	3,694.00	28.00	131.93	65%	73%	
Skagway	121.00	1.00	121.00	65%	66%	
Bering Strait	1,779.00	15.00	118.60	65%	70%	
Delta/Greely	588.00	5.00	117.60	65%	73%	
Bristol Bay	229.00	2.00	114.50	65%	69%	
Craig	440.00	4.00	110.00	65%	75%	
Hoonah	219.00	2.00	109.50	65%	67%	
Annette Island	301.00	3.00	100.33	65%	61%	Waiver
Denali	289.00	3.00	96.33	65%	68%	
Haines	373.00	4.00	93.25	65%	73%	
Southwest Region	769.00	9.00	85.44	65%	69%	
Galena	252.00	3.00	84.00	65%	75%	
Kake	165.00	2.00	82.50	65%	62%	Waiver
Pribilof	141.75	2.00	70.88	65%	61%	Waiver
Copper River	554.15	8.00	69.27	65%	69%	
Yakutat	129.00	2.00	64.50	65%	69%	
Alaska Gateway	439.00	7.00	62.71	65%	65%	
Tanana	51.50	1.00	51.50	65%	47%	Waiver
Aleutians East	299.00	6.00	49.83	65%	67%	
Hydaburg	95.00	2.00	47.50	65%	64%	Waiver
Chatham	224.00	5.00	44.80	65%	69%	
Iditarod Area	345.80	8.00	43.23	65%	69%	
Kuspuk	459.00	11.00	41.73	65%	68%	
Yukon/Koyukuk	453.00	11.00	41.18	65%	68%	
Yukon Flats	296.00	8.00	37.00	65%	61%	Waiver
Lake & Peninsula	419.65	15.00	27.98	65%	67%	
Southeast Island	212.00	8.00	26.50	65%	69%	
Chugach	74.00	3.00	24.67	65%	74%	
Aleutian Region	63.00	3.00	21.00	65%	67%	
Pelican	19.00	1.00	19.00	65%	58%	Waiver
TOTALS:	123,491.09	486.00	7,988.26			13 Waivers

School District	Facility ADM	# of Schools	ADM/Schools	% Required	Actual FY02 %	Waiver Needed ?
Anchorage	49,242.50	97.00	507.65	85%	78%	Waiver
Fairbanks	14,822.00	31.00	478.13	85%	77%	Waiver
Juneau	5,404.18	13.00	415.71	85%	78%	Waiver
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Dillingham	554.00	2.00	277.00	75%	74%	Waiver
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Wrangell	441.00	3.00	147.00	70%	74%	
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Bering Strait	1,779.00	15.00	118.60	70%	70%	
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Craig	440.00	4.00	110.00	70%	75%	
Hoonah	219.00	2.00	109.50	70%	67%	Waiver
Annette Island	301.00	3.00	100.33	70%	61%	Waiver
Denali	289.00	3.00	96.33	70%	68%	Waiver
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Tanana	51.50	1.00	51.50	70%	47%	Waiver
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Chatham	224.00	5.00	44.80	70%	69%	Waiver
Iditarod Area	345.80	8.00	43.23	70%	69%	Waiver
Kuspuk	459.00	11.00	41.73	70%	68%	Waiver
Yukon/Koyukuk	453.00	11.00	41.18	70%	68%	Waiver
Yukon Flats	296.00	8.00	37.00	70%	61%	Waiver
Lake & Peninsula	419.65	15.00	27.98	70%	67%	Waiver
Southeast Island	212.00	8.00	26.50	70%	69%	Waiver
Chugach	74.00	3.00	24.67	70%	74%	
Aleutian Region	63.00	3.00	21.00	70%	67%	Waiver
Pelican	19.00	1.00	19.00	70%	58%	Waiver
TOTALS:	123,491.09	486.00	7,988.26			39 Waivers

ALASKA STATE LEGISLATURE

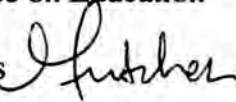


REPRESENTATIVE GRETCHEN GUESS

Memorandum

Date: February 21, 2002

To: Representative Con Bunde
Chair House Special Committee on Education

From: Representative Gretchen Guess 

Re: Hearing Request

Please consider this a formal request for a hearing of House Bill 479, "*An act relating to a minimum expenditure for the instruction component in a public school budget; and providing for an effective date.*"

This bill would seek to increase the minimum percent of the school operating expenditures spent toward the instructional component of the district budget based on their economies of scale. The required expenditures would either be maintained at the current 70 percent or increase up to 85 percent by five percent increments.

If you have any questions regarding HB 479 please feel free to contact my office at x2435.

Thank you very much for your consideration.



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Interesting...

School funds fall short

State's classroom spending below average

By Pat Kossan

The Arizona Republic

March 05, 2002 12:00:00

Last year, Arizona spent nearly 58 percent of its education dollars in the classroom, a little less than the national average, the state auditor general reported Monday.

State schools spent nearly 11 percent on administration, the same as schools nationwide.

The audit on school spending was mandated by Proposition 301 as part of an education sales tax passed by voters in 2000. It doesn't include an estimated \$261 million the tax is expected to generate this year.

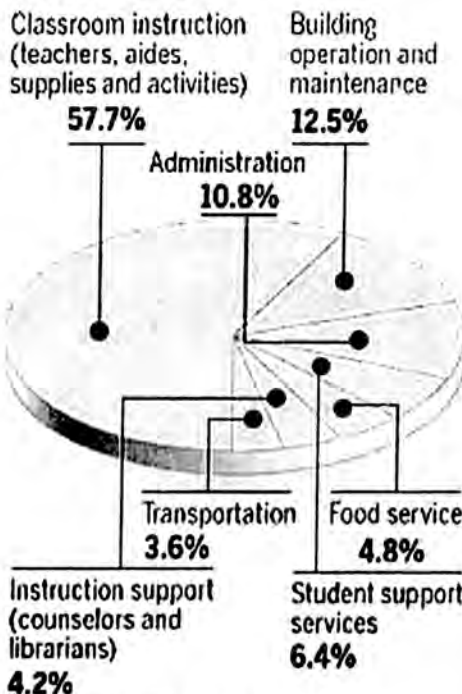
State schools will spend 97 percent of that money on teacher pay, according to a second auditor general study released Monday.

The amount of new tax money a school receives is based on the number of students, meaning the two-student Blue Elementary District in Greenlee County can expect \$850, while the giant Mesa Public Schools expects \$22.4 million, the report estimates.

Base pay increases for teachers range from \$170 to \$1,680, while performance bonus pay, most often tied to student achievement, ranges from \$50 for teachers meeting one goal to \$3,500 for those who meet all district goals.

Education spending 2001

As part of Proposition 301, providing for an education sales tax, the Arizona auditor general is required "to determine the percentage of every dollar spent in the classroom by a school district."



Source: Arizona Office of the Auditor General
Mark Waters/The Arizona Republic



My Wedding

1
57.7
42
6.4
66.3%

Classroom costs include teachers and aides, supplies, such as textbooks, and student activities, such as field trips and band. It doesn't include administration costs, food service, pay for support staff such as librarians, transportation or building maintenance and operations.

In 1999, the most recent statistics available, schools nationwide spent an average of 61.7 percent of education money in the classroom. That year, national studies reported Arizona schools spent 60.1 percent, more than the auditor general's study concluded.

Sharron Walker, state school auditor, said the auditor general's report was more detailed than the 1999 national study.

More information:

- Read the auditor general's reports on various school districts at www.auditorgen.state.az.us.

Links referenced within this article

www.auditorgen.state.az.us.
<http://www.auditorgen.state.az.us/>

Find this article at:

<http://www.arizonarepublic.com/arizona/articles/0305edspending05.html>

☒ Uncheck the box to remove the list of links referenced in the article.



ALASKA STATE LEGISLATURE



REPRESENTATIVE GRETCHEN GUESS

SPONSOR STATEMENT HB 479

"An act relating to a minimum expenditure for the instruction component in a public school budget; and providing for an effective date."

Purpose

House Bill 479 will amend Alaska State law to provide a higher minimum expenditure for the instruction component in a public school budget if the school district has greater economies of scale.

Background

Currently the minimum expenditure for the instruction component in a public school budget is 70 percent of school operating expenditures. This requirement is the same for all school districts and does not take into account the differing economies of scale between districts. For example, a school district with great economies of scale such as Anchorage has the same requirement as a disparate district as Lower Yukon.

By using the average students per school as a measure of economies of scale, it is possible to require school districts which have a greater capability to provide more funding into the classroom to do just that. If by chance, their economies of scale cannot lead to more funds to the classroom, the school district can apply for a waiver.

Solution

House Bill 479 will require the following minimum percentages on instructional components.

School districts with an average of 401 students per school or more spend a minimum of 85 percent.

School districts with at least an average of 301 students per school but less than 401 students per school spend a minimum of 80 percent.

School districts with at least an average of 200 students per school but less than 301 students per school spend a minimum of 75 percent

School district with less than an average of 200 students per school will stay at the minimum of 70 percent.

FISCAL NOTE

STATE OF ALASKA
2002 LEGISLATIVE SESSION

Fiscal Note Number: _____

Bill Version: _____

HB 479

() Publish Date: _____

Revision Date/Time (Note if correction): _____

Title Minimum Expenditure for Instruction

Dept. Affected: Education & Early Development

BRU K-12 Support

Component Foundation Program

Sponsor Representative Guess

Requester H Special Committee on Education

Component No. 141

Expenditures/Revenues

(Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims	0.0	0.0	0.0	0.0	0.0	0.0
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES ()						
-------------------------------	--	--	--	--	--	--

FUND SOURCE

(Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	0.0	0.0	0.0	0.0	0.0	0.0
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2002) cost: 0.0

Check this box (X) if funding for this bill is included in the Governor's FY 2003 budget proposal: ☐

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This legislation has no fiscal impact on the Department of Education and Early Development. The department currently reviews all school district budgets and financial audits for compliance with the 70% minimum expenditure for instruction required by AS 14.17.520. HB 479 changes the minimum expenditure for instruction requirement for some school districts.

Prepared by: Eddy Jeans, School Finance Manager

Division: Education & Early Development

Approved by: Ed McLain, Deputy Commissioner

Agency: Education & Early Development

Phone 465-8679

Date/Time 3/6/02 4:27 PM

Date 3/6/2002

School District	Facility ADM	# of Schools	ADM/Schools	% Required
Anchorage	49,242.50	97.00	507.65	85%
Fairbanks	14,822.00	31.00	478.13	85%
Juneau	5,404.18	13.00	415.71	85%
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Ketchikan Gateway	2,415.00	8.00	301.88	80%
Valdez	893.90	3.00	297.97	75%
Dillingham	554.00	2.00	277.00	75%
Cordova	463.00	2.00	231.50	75%
Kenai Peninsula	9,283.00	41.00	226.41	75%
Petersburg	639.33	3.00	213.11	75%
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Pribilof	141.75	2.00	70.88	70%
Copper River	554.15	8.00	69.27	70%
Yakutat	129.00	2.00	64.50	70%
Alaska Gateway	439.00	7.00	62.71	70%
Tanana	51.50	1.00	51.50	70%
Aleutians East	299.00	6.00	49.83	70%
Hydaburg	95.00	2.00	47.50	70%
Chatham	224.00	5.00	44.80	70%
Iditarod Area	345.80	8.00	43.23	70%
Kuspuk	459.00	11.00	41.73	70%
Yukon/Koyukuk	453.00	11.00	41.18	70%
Yukon Flats	296.00	8.00	37.00	70%
Lake & Peninsula	419.65	15.00	27.98	70%
Southeast Island	212.00	8.00	26.50	70%
Chugach	74.00	3.00	24.67	70%
Aleutian Region	63.00	3.00	21.00	70%
Pelican	19.00	1.00	19.00	70%
TOTALS:	123,491.09	486.00	7,988.26	

SCOMM

125:51

**REPRESENTATIVE
MIKE CHENAULT**

Interim:
145 Main St. Loop, Second Floor
Kenai, Alaska 99611
(907) 283-7223
Fax: (907) 283-3075

STATE OF ALASKA



HOUSE OF REPRESENTATIVES

Official Business

Session:
Capitol Building, Room 432
Juneau, Alaska 99801-1182
(907) 465-3779
Toll Free: (800) 469-3779
Fax: (907) 465-2833

Sponsor Statement

House Bill 488

House Bill 488 establishes a tax credit for gifts to an institution for the study of math, science, and technology. It provides for calculation of the tax credit and establishes limits on an allowable credit.

SPONSOR STATEMENT

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM

March 14, 2002

SUBJECT: Insurance tax credit HB 488

TO: Representative Mike Chenault
~~Attorney General~~

FROM: Michael F. Ford *M.F. Ford*
Legislative Counsel

You have requested a sectional summary of the above-described bill.

As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents. If you would like an interpretation of the bill as it may apply to a particular set of circumstances, please advise.

Section 1. Establishes an insurance tax credit for gifts to a school for the study of math, science, and technology. Provides for calculation of the tax credit and establishes limits on an allowable credit.

Section 2. Provides that a tax credit under AS 21.89.077 counts towards the limit on credits established under AS 43.20.014(d).

Section 3. Provides that a tax credit under AS 21.89.077 counts towards the limit on credits established under AS 43.55.019(d).

Section 4. Provides that a tax credit under AS 21.89.077 counts towards the limit on credits established under AS 43.56.018(d).

Section 5. Provides that a tax credit under AS 21.89.077 counts towards the limit on credits established under AS 43.65.018(d).

Section 6. Provides that a tax credit under AS 21.89.077 counts towards the limit on credits established under AS 43.75.018(d).

Section 7. Provides that a tax credit under AS 21.89.077 counts towards the limit on credits established under AS 43.77.045(c).

Section 8. Effective date.

MFF:pjc
02-032.pjc

SECTIONAL ANALYSIS

FISCAL NOTE

STATE OF ALASKA
2002 LEGISLATIVE SESSION

Fiscal Note Number: _____
Bill Version: HB 488
() Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: DCED
Title An Act relating to an insurance tax credit for a BRU Insurance (116)
gift to a school for math, science, and technology Component Insurance Operations
Sponsor Representative Chenault
Requester House Education Component No. 354

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING						

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES ()	(150.0)	*	*	*	*	*
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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						
1156 GF Receipt Supported Services						
TOTAL						

Estimate of any current year (FY2002) cost: 0.0

Check this box (X) if funding for this bill is included in the Governor's FY 2003 budget proposal: ☐

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This bill allows a limited tax credit for contributions to a school for math, science, and technology. The contributions would partially offset premium taxes under AS 21.09.210. It is impossible to know how many insurance companies may choose to make a contribution and take the limited tax credit against their premium tax obligation to the state. Insurance companies must apply to the director of insurance for a prequalification of a contribution to be credited against a premium tax credit.

The net decrease in premium tax revenue to the state's general fund is difficult to determine. However using the assumption that at least one insurance company would make a contribution to a school at the maximum amount allowable, the decrease to the state's general fund would be \$150,000 the first fiscal year. Three insurance companies have a history of taking advantage of the premium tax insurance credit allowable for universities.

Prepared by: Robert A. Lohr, Director Phone 269-7900
Division Insurance Date/Time 4/12/02 5:13 PM
Approved by: Deborah B. Sedwick, Commissioner Date 4/12/2002
Agency Community & Economic Development



December 2001

The Challenger Learning Center of Alaska Foundation

The Challenger Learning Center of Alaska seeks your help in promoting an amendment to already existing legislation that allows some educational institutes in Alaska an opportunity to seek contributions on behalf of their respective foundation programs.

The Challenger Learning Center of Alaska is a specialized learning institute created by Congress specifically to teach students better skills in the subjects of math, science and technology. The center was built with funding from both the private sector of Alaska and federal funding. The private sector contributed \$1,500,000 and the federal government has funded a total of \$7,785,000.00 toward its construction and operation since 1997. The State of Alaska through its legislature has never been asked to contribute any funds although a grant was received from Alaska Science and Technology Foundation in the amount of \$123,000.00 to furnish some technology components during the startup phase.

In asking that the Legislature look favorably upon our request, it is our intention not to ask the Legislature to fund any of the ongoing programs with legislative appropriations. By allowing the Challenger Learning Center of Alaska the opportunity to seek funding via an amendment to the existing legislation, we feel that we will have the opportunity to fulfill the mission of the Challenger Learning Center of Alaska as intended at its inception. Several corporations within the private sector have indicated to us that given the opportunity to participate in the creation of a foundation fund as allowed through existing legislation for other educational institutes, they will be more than willing to contribute toward the long term growth and operation of the center. The creation of a foundation will insure that the center will not have to seek future funding from the Alaska State Legislature but will be able to deliver to all of the children of Alaska an ongoing and lasting program of education in math, science and technology in a manner not available anywhere else in the State.

Thank you for your consideration

9711 Kenai Spur Hwy.

Kenai, AK

99611

(907) 283-2000

Fax: 283-2279

email: gospaca@akchallenger.orgWebsite: akchallenger.org

John J. Williams, President
Board of Directors

BILL BACKUP

Alaska Challenger Center
For Space Science Technology, Inc.

Resolution 2001-03

**A RESOLUTION OF THE BOARD OF DIRECTORS OF THE ALASKA
CHALLENGER CENTER FOR SPACE SCIENCE & TECHNOLOGY,
INC. CREATING
THE CHALLENGER LEARNING CENTER OF ALASKA FOUNDATION.**

Whereas, the Alaska Challenger Center for Space Science & Technology is fully recognized as a 501(c)3 non-profit corporation by and in the State of Alaska, and

Whereas, it is the responsibility of the Board of Directors to plan for the long term revenue sources necessary to fund and operate the Challenger Learning Center of Alaska, and

Whereas, the creation of a Foundation is recognized by the Board of Directors as a necessary element in establishment of a sound financial organization, and

Whereas, Foundations provide longevity and emergency assistance to the organization and help to ensure continued success in developing and operating capital facilities and program delivery, and

Whereas, corporate contributors to the Challenger Learning Center of Alaska have indicated interest and willingness to participate in creating and funding The Challenger Learning Center of Alaska Foundation,

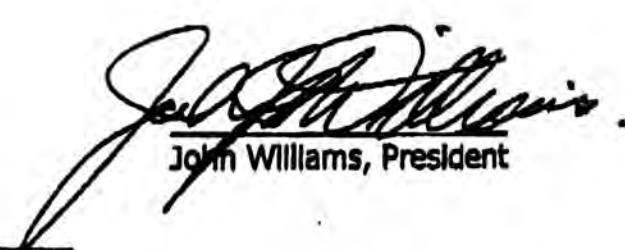
Now, Therefore Be It Resolved, that the Board of Directors of the Alaska Challenger Center for Space Science Technology, Inc. authorizes the creation of The Challenger Learning Center of Alaska Foundation.

Be It Further Resolved that the Board of Directors creates a Foundation Committee that will consist of the President of the Board of Directors, Chairman of the Finance, Legal & Property committee, Executive Director, and four other board members appointed by the President and ratified by the Board of Directors.

Adopted by the Board of Directors of the Alaska Challenger Center for Space Science & Technology, Inc. at the meeting of the Board at which a quorum was present on December 20, 2001.

Attest:


Mike Tarr, Secretary


John Williams, President

Sec. 21.89.078. (Proposed Section Numbers)**TAX CREDIT FOR GIFTS TO THE CHALLENGER LEARNING CENTER OF ALASKA.**

(a) For cash contributions prequalified under (d) of this section and made for education programs to the Challenger Learning Center of Alaska, a taxpayer is allowed a credit against the tax due under AS 21.09.210 that is imposed on corporations doing business in the State of Alaska.

(b) The amount of the credit allowed to a taxpayer under (a) of this section is the lesser of

(1) an amount equal to

(A) 50 percent of contributions of not more than \$100,000; and

(B) 100 percent of the next \$100,000 of contributions; or

(2) 50 percent of the taxpayer's tax liability under this title.

(c) A contribution claimed by a taxpayer as a credit under this section may not

(1) be claimed as a credit under more than one provision of this title;

(2) when combined with credits taken during the taxpayer's tax year under AS 43.20.014 , AS 43.55.019 , AS 43.56.018 , AS 43.65.018 , AS 43.75.018 , or AS 43.77.045 , exceed \$150,000; or

(3) be claimed as a credit unless the contribution qualifies for the credit under (d) of this section.

(d) A taxpayer may not claim a contribution as a credit under (a) of this section unless the taxpayer applies to the director for prequalification of the contribution as a tax credit and receives written notice from the director that the contribution prequalifies for the tax credit described under this section. The director shall allow prequalified tax credits for contributions under this section in the order that the director receives applications by taxpayers and may not provide notice of prequalification if the taxpayer's contribution would cause the total contributions made by all taxpayers during the calendar tax year to exceed \$900,000.

SCOMM

125:52



Alaska State Legislature

House Special Committee on Education Representative Con Bunde, Chair

State Capitol
Juneau, AK 99801-1182
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Brian Porter
Joe Green
Peggy Wilson
Gary Stevens
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Gretchen Guess

SPONSOR STATEMENT **HCR 14**

HCR 14 suspends the Uniform Rules of the Alaska State Legislature concerning HCS CSSB 133 (EDU).

This resolution is necessary due to a title change from CSSB 133 (HES) am to HCS CSSB 133 (EDU). The title change reflects the addition of the report required by Section 4 of HCS CSSB 133 (EDU).

Each of the rules referenced in the resolution deals with title changes in committee.

SCOMM

125:53



Alaska State Legislature

House Special Committee on Education Representative Con Bunde, Chair

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Sponsor Statement

House Concurrent Resolution 23

Proposing amendments to Uniform Rule 20 of the Alaska State Legislature; and providing for an effective date for the amendments.

HCR 23 changes the House Special Committee on Education to a standing committee and changes the current House Health, Education, and Social Services Committee to the House Health and Social Services Committee. It does not change the committee structure in the Senate.

Historically, the House Health, Education, and Social Services Committee (HES) has been responsible for all issues related to the Department of Health and Social Services, the Department of Education and Early Development, and the University of Alaska. However, in 2001, the House Special Committee on Education was formed to study issues and hear bills related to education.

This special committee has proven to be beneficial to the legislative process by facilitating focused committee work on education bills and issues. Thirty-one bills have been referred to the House Special Committee on Education on such subjects as the High School Graduation Qualifying Exam, Student Loan Forgiveness, Supplementary Public School Funding, Alaska History Curriculum, Student Loans, and School Performance Reports. The special committee has also tracked federal education legislation, distributed research on a number of education issues, and conducted intensive investigation on such subjects as the statewide teacher shortage.

The change proposed by HCR 23 would allow for an appropriate and beneficial focus on education issues and legislation.

Bill Analysis HCR 23

Bill Title: "Legislative Committees: Split House HESS"

Sponsor: House Special Committee on Education

Bill Would:

- 1) Create a standing Education Committee in the House only.
- 2) Take the responsibility for education issues and legislation away from House HESS and give it to the new House Education Committee.
- 3) Make NO changes to the Senate committee structure.
- 4) The bill has a zero fiscal note because both the House HESS and the House Special Committee on Education have chairs and committee aides.

Possible Questions:

- 1)
- 2)
- 3)

Available to Testify:

- 1) Tam Cook is available for phone calls if we take an at-ease. She cannot attend the meeting.
- 2) Bruce Johnson from the Association of Alaska School Boards (AASB) will be at the meeting. See their position statement in the packet.

Teleconference Sites:

Wrangell, Kotzebue, Kodiak and Anchorage.

It is unknown if there will be anyone at any of those sites interested in testifying on this resolution.

FISCAL NOTE

STATE OF ALASKA
2002 LEGISLATIVE SESSION

Fiscal Note Number: _____

Bill Version: HCR 23

() Publish Date: _____

Revision Date/Time (Note if correction): _____

Title Legislative Committees - Split House

HESS*

Dept. Affected: _____

BRU _____

Component _____

Sponsor House Special Committee on Education

Requester _____

Component No. _____

Expenditures/Revenues

(Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES ()						
-------------------------------	--	--	--	--	--	--

FUND SOURCE

(Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2002) cost: 0.0

Check this box (X) if funding for this bill is included in the Governor's FY 2003 budget proposal: ☐

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This resolution would split Education out of the House Health, Education and Social Services Committee and create a standing House Education Committee. As the current Health, Education and Social Services Committee and the House Special Committee on Education both have committee aides, there would be no additional expenditure. The Senate is not affected by this resolution.

Prepared by: Karen McCarthy, Committee Aide

Division _____

Approved by: Representative Con Bunde, Chair

Agency House Special Committee on Education

Phone 465-4843

Date/Time 2/11/02 5:45 PM

Date 2/11/2002



February 12, 2002

Representative Con Bunde
Alaska State Legislature
State Capitol
Juneau, AK 99801-1182

Dear Representative Bunde:

The Association of Alaska School Boards supports HCR 23, the establishment of a House Education Committee to address educational issues. This support is based on:

- Our Association's belief that education issues are sufficiently complex and important that it should have the full attention of a designated House committee.
- The current structure of a House Special Committee on Education, implemented with the 22nd Legislature, has proven to be helpful and afforded full discussion of many complex issues without the scheduling challenges of both education and health and social service issues typically faced in House HESS.
- Recognizing that House HESS often honored the careful deliberations occurring in the House Special Committee on Education, the assignment of education bills to both the Special Committee and House HESS could prove to be cumbersome and unnecessarily time consuming.
- Our Association is in steadfast support of a committee focused exclusively on education. The workload related to education has become significant and some division of responsibility to accommodate this makes logical sense.

Thank you for allowing the Association of Alaska School Boards the opportunity to comment on the organizational structure being considered in the House.

Respectfully,

Carl Rose
AASB Executive Director



Alaska Association of Elementary School Principals
Alaska Association of Secondary School Principals
Alaska Association of School Administrators
Alaska Association of School Business Officials
Sponsor of the Alaska Staff Development Network

326 Fourth St., Suite 404 • Juneau, Alaska 99801-1101
Phone: (907) 586-9702 (800) 478-9702 Fax: (907) 586-5879
e-mail: acsa@gci.net • web site: www.alaskaacsa.com

Alaska Council of School Administrators

Date: February 12, 2002
To: Representative Con Bunde, Chair Subcommittee on Education
From:  Darroll Hargraves Executive Director ACSA
Subject: Support for HCR 23

Many school administrators support the level of legislative attention to public education that would be available by creating a standing committee for education. It has been obvious in recent years that the HESS Committee has been over extended with the needs of health and social services.

Public education issues have loomed larger with each passing year over the past decade and the House has recognized that the sub-committee on education has been necessary during the 22nd Legislature. I don't have any expectation that public education matters will be less in future years.

None of the associations representing school administrators have taken a formal position on this issue. It will likely be a topic for consideration when the superintendents meet in Juneau March 17-19. We may have a formal position for you at that time.



Alaska State Legislature

House Special Committee on Education Representative Con Bunde, Chair

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Brian Porter
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Gretchen Guess

MEMORANDUM

(correction)

DATE: May 2, 2002
TO: Senate Majority
FROM: Representative Con Bunde, Chair
RE: HCR 23, "Proposing amendments to Uniform Rule 20 of the Alaska State Legislature; and providing for an effective date for the amendments."

I understand that many of you have concerns about HCR 23, which would create a House standing Committee on Education. On behalf of the more than two-thirds majority of the House who voted for this resolution, I would like to answer your questions about why we would like to re-structure our House committees.

What is broken?

The House Health, Education, and Social Services Committee is overworked with many bills dealing with both education and health/social services issues, both complex issue areas. During the current legislature, 124 pieces of legislation were referred to House HESS.

Forty-one bills were referred to the House Special Committee on Education, and as the Uniform Rules require that all legislation be referred to a standing committee, all but four received referrals to House HESS because no other standing committee was appropriate. This was an inefficient use of time and energy for all involved.

As former chair of House HESS for six years, and current chair of the special committee, I can attest to the fact that a House standing Committee on Education would benefit the House.

Would the public understand how education bills are referred in the House and Senate?

Yes. It would be plain to the public that education-related bills would be referred to the House Education Committee and the Senate Health, Education, and Social Services Committee. Should this resolution pass, the House HESS Committee would become the House Health & Social Services Committee.

How much extra work would this be? Would extra personnel be necessary?

A standing House Committee on Education would not create extra work, just the opposite. All involved with education issues could focus their attention on one committee, worthy legislation could move more efficiently, and complex issues could receive the amount of attention they deserve. Extra personnel would not be necessary. Many committee chairmen assign committee work to one of their regularly allotted staff.

How would this work for committee meeting space?

While many House committees have dedicated committee rooms, some do not. For example, House C&RA shares Room 124 with House Resources, and House Labor & Commerce shares Room 17 with House Transportation. The Special Committee on Education had no trouble finding a place to meet and I do not anticipate that happening with a standing House Education Committee.

Why couldn't co-chair.. divide the load of House HESS?

We have done this in the past, but the full committee and all of its members must still meet to move legislation and take action on issues.

How were education bills referred, just to the special committee bypassing HESS?

As all legislation is required to be referred to a standing committee, all bills referred to the Special Committee were also referred to at least one standing committee (36 to House HESS and 4 to House Finance). Nineteen bills had a third committee of referral (18 to Finance and 1 to Judiciary). Please see attached chart.

How would this resolution improve things?

As previously stated, the creation of a standing House Committee on Education would improve the efficiency of the House. It would provide more focused attention and increased review of education-related issues and health/social services-related issues.

The House has, by a 2/3 majority, approved this resolution. As education is the greatest state General Fund expenditure, a Constitutional mandate, and Alaskans' number-one priority, we felt it was entirely appropriate to take this step.

If you have any further questions or concerns about HCR 23, please contact me.

Committee Referrals for Bills Referred First to the House Special Committee on Education

Bill Number	Bill Title	Heard Y/N	Moved Y/N	Next Committee	Heard Y/N	Moved Y/N	Next Committee	Heard Y/N	Moved Y/N	
HB 30	Pupil Teacher Ratio in Public Schools	N	N	HESS			Finance			
HB 37	Student Loan Forgiveness	Y	Y	HESS	Y	Y	Finance			
HB 43	Student Loan Forgiveness	Y	Y	HESS	Y	Y	Finance	Y	Y	
HB 54	Student Loan Forgiveness	Y	Y	HESS	Y	Y	Finance			
HB 71	Education of Disabled or Gifted Children	Y	Y	HESS	Y	Y	Finance	Y	Y	
HB 85	Aggravating Factors in Sentencing	Y	Y	HESS	Y	Y	Judiciary			
HB 94	Pupil Competency Test; Annual Ed Rpt.	N	N	HESS						
HB 105	Foundation Formula Increase	Y	Y	HESS	Waived		Finance	Y	Y	
HB 138	Supplementary Public School Funding	N	N	HESS			Finance			
HB 139	Increase Base Student Allocation/Grants	N	N	HESS			Finance			
HB 163	Funding for Correspondence Study	N	N	HESS			Finance			
HB 166	Public School Exit Exam	N	N	HESS						
HB 171	Alaska History Curriculum	Y	Y	HESS	Waived		Finance	Y	Y	
HB 203	Special Approp: Sch. Dist. Cost Factors	Y	Y	Finance	Y	Y				
HB 204	Student Loans/Comm. On Postsec. Ed	Y	Y	HESS	Waived		Finance	Y	Y	
HB 211	Foundation Formula Increase	Y	Y	HESS	N	N				
HB 218	Boarding School Funding	Y	N	HESS			Finance			
HB 239	Vocational Ed Pilot Program	Y	Y	HESS	Waived		Finance	Y	Y	
HB 257	Preventing Harassment in Schools	N	N	HESS			Finance			
HB 293	AHFC Loans to Teachers	Y	Y	Finance	N	N				
HB 312	Supp. Pub. Sch. Funding/Youth Academy	Y	Y	Finance	Y	Y				
HB 342	Education Funding	Y	Y	HESS	N					
HB 352	School Performance Reports	Y	Y	HESS	Y	Y				
HB 356	School Progress Report	N	N	HESS						
HB 378	School Performance Grants/Research	N	N	HESS			Finance			
HB 379	Public School Funding	N	N	HESS			Finance			
HB 408	Student Questionnaires and Surveys	Y	Y	HESS	Y	Y				
HB 416	Reemployment of Retired Teachers	Y	Y	HESS	Y	Y				
HB 449	Student Loan Forgiveness/Medical Care	Y	N	HESS						
HB 452	School District Consolidation	N	N	HESS						
HB 478	Teacher Loan Assumption Program	Y	Y	HESS						
HB 479	Minimum Expenditure for Instruction	Y	N	HESS						
HB 488	Ins. Credit Match, Science & Tech. Studies	Y	N	HESS						
HB 516	Centralized Corresp. Study/Board Duty	N	N	HESS						
HCR 11	Uniform Rules: Standing Committees	Y	N	HESS						
HCR 23	Legislative Committees: Split House	Y	Y	HESS	Y	Y	Finance (added)	Y	Y	
HCR 28	Supporting Physical Education	N	N	HESS						
SB 11	Compulsory School Attendance	Y	Y	HESS	Y	Y				
SB 86	Teacher Employment & Subject Expertise	Y	Y	Finance	Y	Y				
SB 133	Public School Competency Exam/Rpts.	Y	Y	HESS	Y	Y	Finance	Y	Y	
SJR 26	Federal Aid for Special Education	N	N							

The House Special Committee on Education had 41 education bills, 28 were heard and 22 were moved. All bills had one additional committee of referral (36 to HESS, 4 to Finance).

Nineteen bills had a third committee of referral (18 to Finance, 1 to Judiciary).

Questions from Senate Rules Members
May 1, 2002

Senator Phillips: The members of the Senate have a lot of questions about this. We'll hold it. It was scheduled as a courtesy to the sponsor and to get information.

Senator Therriault: What was the genesis of the resolution, did the caucus direct this, was it the sponsor's idea?

Senator Cowdery: What's broke? How much extra work would this be, extra personnel? Would it be a bigger workload on witnesses, people to testify? How many members serve on the special committee and HESS?

Senator Halford: In the time he's been here, there have been suggestions to split committees, including HESS. What makes sense for 40 member House doesn't necessarily make sense for a 20 member Senate. What kept it from happening isn't a legal requirement but public understanding of what goes where is benefited from there being the same committees in both bodies. I guess what you have to have is strong enough argument to overcome that. The House always needs more committees. As an organizational matter, the House creates special committees to fill in the number of people it's trying to keep in an organization. The Senate has too many committees so we have some standing committees chaired by members of Finance, or someone chairs more than one standing committee. This is one of the three he hears. Not unreasonable, give the House operating structure. It's just do we want to change the way the rules are with regard to committees all being the same. Another way to do this is you could add in Section 1 a provision that by resolution, either house that chooses to at the start of a session could split a committee for that session. It's a legitimate question. Legitimate two sides of an argument.

Senator Therriault: How would this work? Would the two committees share a committee room? Where did the special committee meet? Senator Halford is right, because of the larger number of individuals; they've created special committees like oil & gas and education. Or co-chairs could divide the load and still meet in the same room at different times. On the House side you have dedicated committee rooms. How were education bills referred, just to the special committee and bypass HESS?

Senator Phillips: So bills went to the special committee to standing committee. If it ain't broke, don't fix it. How would this improve things? Seems like you're doing double duty. Would bills just go to one committee? Why can't you do that now?

Senator Therriault: How many education bills went to other committees after the special committee and House HESS?

Senator Phillips: What about Rules? Bills have to go there.

You can listen to the committee meeting at <http://www.ktoo.org/gavel/audio.cfm> by clicking on the link for Senate Rules on May 1.

HCR 23 --Talking Points -- Senate Rules

- Mr. Chairman, Senators, thank you. For the record, my name is Karen McCarthy, staff for Representative Con Bunde. Representative Bunde regrets he is unable to be here due to the House Floor Session.
- Thank you for this opportunity to answer your questions.
- I believe you have received a memo from Tam Cook explaining that there is no requirement for House and Senate standing committees to be identical.
- The House felt that the Special Committee on Education has proven to be beneficial to the legislative process by facilitating focused committee work on education bills and issues.
- They therefore voted to create a standing House Committee on Education.
- HCR 23 would amend the Uniform Rules to create a standing House Education Committee. It would reconfigure the House Health, Education, and Social Services Committee to be the House Health and Social Services Committee.
- HCR 23 would not change the Senate HESS Committee.
- The change would be effective for the next legislative session.
- Education issues are complex and very important. The workload related to education has become significant and would benefit from the full attention of a permanent standing committee. (See next page for examples.)
- The Association of Alaska School Boards and the Alaska Council of School Administrators support HCR 23.
- Special Committee and House HESS bill information:
 - 35% of the bills referred to House HESS related to education (42 out of 120).
 - The Special Committee had 41 education bills and moved 21 of them.
 - 33 bills were referred to both HESS and the Special Committee.
- I ask for your support for HCR 23.

Rep. Dyson's Reasons for Opposing HCR 23

There would be a disconnect with the Senate that would make it hard to do joint hearings.

The Special Committee has held joint hearings with Senate HESS and with House HESS. It was not difficult to do at all.

Two years' experience with the Special Committee is not enough to evaluate if we need a permanent education committee.

Rep. Bunde's 6 years' experience chairing House HESS plus 2 years' experience chairing the Special Committee is the basis for his determination that the House needs a permanent standing committee on education.

There's a danger that an advocacy group or a group with a special focus could overwhelm a single-issue committee.

While all legislators have their own points of view and interest in particular areas, none are owned by any particular special interest. Certainly no group with a special focus has overwhelmed the Transportation, Resources, or Judiciary Committees.

Education does not need a disproportionate voice.

Education is a core mandate of the Constitution and is a complex and vital part of state government. It is the single most expensive area of state government, barring the PFDs. The House felt it deserves to have a House committee that is dedicated to these important issues

Too many committees allow for multiple referrals to slow down bills.

Referring bills to the Special Committee and then to HESS has slowed bills down. Similarly, the large amount of referrals to the HESS Committee has made it difficult for them to schedule education bills in a timely manner.

It was a caucus decision to create the Special Committee only because they knew there was going to be a heavy workload coming up with the exit exam and school designators. The workload will probably wane.

The workload for education will not wane. If anything, it will increase as accountability, special education, and funding issues continue.

He does not agree with the zero fiscal note -- it is not a given that the Special Committee would continue.

Legislative Affairs and House Finance both agree that it will cost no more to have a standing committee. There are several committee chairs who assign one of their three allotted staff members to be committee aide.

The lines between education and H&SS are blurred on issues such as DFYS, school nurses, youth corrections, and Smart Start.

After reviewing the list of bills referred to the Special Committee and the House HESS Committee, I found no bills that required a dual referral due to a "blurring of issues." However, should there be such bills in the future, education and health & social services are distinct enough areas that the bills should receive scrutiny for both areas.

There are no guarantees that both chairmen would get along or work as cooperatively as he and Rep. Bunde have.

There are no guarantees in life. There have certainly been instances in the past where chairmen of different committees have disagreed on issues that touched their separate areas of interest. However, I think all legislators are capable of working in a professional manner.

He would support the continuation of the Special Committee next year.

Why would he support a continuation of a Special Committee if he feels that: 1) an advocacy group could overwhelm it, 2) that education does not need a disproportionate vote, 3) too many committees slow down bills, 4) the workload will wane, 5) joint hearings with the Senate will be difficult to arrange, 6) it would cost money, 7) lines between education and H&SS are blurred, and 8) there are no guarantees the chairmen could work together?

Reasons for a Standing Committee on Education:

Issues the Special Committee Has Worked on This Year and Last:

The following issues have benefited from the full attention they've received in the Special Committee without the scheduling challenges that the House HESS Committee may face.

- HSGQE
- school designators
- the teacher shortage
- the federal "No Child Left Behind Act" and how it will affect Alaska
- education reform in general

Issues That Might Require Legislation:

Next year, and in the coming years, the following issues will be before the Legislature. As former HESS Committee chair, I know how difficult it will be for the HESS Committee to give them undivided and intensive attention.

- The implications of accountability in failing schools.
- District Cost Factor Study will be available next year and will open discussions of education funding policy.
- Possible re-write of the Foundation Formula next year
- Continued work to align Alaska with the "No Child Left Behind Act"
- Continued work to address the teacher shortage
- Continued work to address the achievement gap
- School safety issues.

Issues That Will Require Research and Investigation:

- Re-write of the Individuals with Disabilities Act (IDEA) will have as much impact as the recent "No Child Left Behind Act"
- Improving education for students with limited English, disabilities, poor children, children in failing schools, transient students, etc.
- Fostering continued cooperation between the University and school districts to address problems and challenges.
- Developing and encouraging partnerships with other interested groups.
- Making sure that all children read on grade level by 3rd grade.



Alaska State Legislature

House Special Committee on Education Representative Con Bunde, Chair

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Brian Porter
Joe Green
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Gary Stevens
Reggie Joule
Gretchen Guess

MEMORANDUM

DATE: April 30, 2002

TO: Senator Rick Halford, Senate President
Senator Randy Phillips, Chair, House Rules Committee

FROM: Representative Con Bunde, Chair

RE: HCR 23, "Legislative Committees: Split House HESS"

I received the attached memo from Tam Cook that there is no requirement for House and Senate committees to mirror each other. I offer it to you in addition to the information already presented on HCR 23.

LEGAL SERVICES

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MEMORANDUM

April 30, 2002

SUBJECT: Standing committees (HCR 23)

TO: Representative Con Bunde
Attn: Karen McCarthy

FROM: Tamara Brandt Cook
Director

TBC

You ask whether the House and the Senate must have identical standing committees. I have found nothing that requires this. Art. II, sec. 12 of the state constitution requires that the legislature adopt "uniform rules of procedure." Consequently, it could be urged that standing committees of each body should be identical in order to maintain the uniformity of the rules. However, I do not think a court would find that the constitution controls legislative procedure in that detail. Indeed, based upon separation of powers considerations the court has declined to interfere in the procedures of the legislature even when one of the bodies fails to abide by clear procedural requirements of the Uniform Rules or statute. (Malone v. Meekins, 650 P.2d 351 (Alaska 1982); Aboud v. League of Women Voters, 743 P.2d 333 (Alaska 1987))

Recall that the Uniform Rules already permit each house to separately form special committees which have virtually all of the powers of standing committees except the authority to introduce legislation after the personal bill deadline.

TBC:lmb
02-08

Title 24 Legislature

Sec. 24.05.120. Rules.

At the beginning of the first regular session of each legislature, both houses shall adopt uniform rules of procedure for enacting bills into law and adopting resolutions. The rules in effect at the last regular session of the immediately preceding legislature serve as the temporary rules of the legislature until the adoption of permanent rules.

Sec. 24.05.180. Committees.

(a) Each house shall have standing committees to facilitate the transaction of business in accordance with the rules of the legislature. The rules may provide for the appointment of special committees, as needed, by the presiding officer of each house. The legislature shall provide for the use of joint committees to facilitate and expedite business.



Alaska State Legislature

House Special Committee on Education Representative Con Bunde, Chair

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Brian Porter
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Peggy Wilson
Gary Stevens
Reggie Joule
Gretchen Guess

MEMORANDUM

DATE: April 26, 2002

TO: Senator Randy Phillips, Chair
Senate Rules Committee

FROM: Representative Con Bunde, Chair 

RE: Request to Calendar HCR 23

Please schedule HCR 23, "Proposing amendments to Uniform Rule 20 of the Alaska State Legislature; and providing for an effective date for the amendments" for the Senate Calendar at your earliest possible convenience. This resolution would create a standing House Education Committee, and passed the House 29-7. It would not affect the Senate committee structure.

A copy of the resolution, sponsor statement, fiscal note, and backup are attached.

Thank you for your attention to this matter.

Committee Workload for Education Related Legislation

House Education Bills:			House HESS Bills:		
Bill Number	Bill Title	Moved - Y/N	Bill Number	Bill Title	Moved - Y/N
HB 30	Pupil Teacher Ratio in Public Schools	N			
HB 37	Student Loan Forgiveness	Y	HB 37	Student Loan Forgiveness	Y
HB 43	Student Loan Forgiveness	Y	HB 43	Student Loan Forgiveness	Y
HB 54	Student Loan Forgiveness	Y	HB 54	Student Loan Forgiveness	Y
HB 71	Education of Disabled or Gifted Children	Y	HB 71	Educ. of Disabled or Gifted Children	Y
HB 85	Aggravating Factors in Sentencing	Y			
HB 94	Pupil Competency Test; Annual Ed Rpt.	N			
			HB 98	High School Diploma/WWII Vets	Y
			HB 99	School Discipline and Safety Programs	Y
			HB 101	Charter Schools	Y
HB 105	Foundation Formula Increase	Y			
HB 138	Supplimentary Public School Funding	N			
HB 139	Increase Base Student Allocation/Grants	N			
HB 163	Funding for Correspondence Study	N			
HB 166	Public School Exit Exam	N			
			HB 169	School Constr/Tobacco Settlement	N
HB 171	Alaska History Curriculum	Y			
HB 203	Special Approp: School District Cost Factors	Y			
HB 204	Student Loans/Comm. On Postsec. Ed	Y			
HB 211	Foundation Formula Increase	Y	HB 211	Foundation Formula Increase	N
HB 218	Boarding School Funding	N			
HB 239	Vocational Ed Pilot Program	Y			
HB 257	Preventing Harassment in Schools	N			
HB 293	AHFC Loans to Teachers	Y*			
HB 312	Supp. Public School Funding/Youth Academy	Y			
HB 342	Education Funding	Y	HB 342	Education Funding	N
HB 352	School Performance Reports	Y	HB 352	School Performance Reports	Y
HB 356	School Progress Report	N			
			HB 363	Bonds: Public Schools	N
HB 378	School Performance Grants/Research	N			
HB 379	Public School Funding	N			
			HB 400	Perm. Fund Contribution for Education	Y
HB 408	Student Questionnaires and Surveys	Y	HB 408	Student Questionnaires and Surveys	Y
HB 416	Reemployment of Retired Teachers	Y	HB 416	Reemployment of Retired Teachers	Y
HB 449	Student Loan Forgiveness/Medical Care	N			
HB 452	School District Consolidation	N			

Committee Workload for Education Related Legislation

HB 464	School District Correspondence Study	Y*	HB 464	School District Correspondence Study	Y
HB 478	Teacher Loan Assumption Program	Y			
HB 479	Minimum Expenditure for Instruction	N			
HB 488	Ins. Credit Match, Science & Tech. Studies	N			
			HB 491	G.O Bonds: Public Schools	N
			HB 494	School Bd. Power to Take Legal Action	N
House Education Bills:			House HESS Bills:		
			HB 495	School Constr: Bonds/Financing Auth.	N
HB 516	Centralized Corresp. Study/Board Duty	N			
HCR 11	Uniform Rules: Standing Committees	N			
			HCR 14	Suspend Uniform Rules for SB 133	Y
HCR 23	Legislative Committees: Split House HESS	Y	HCR 23	Leg. Committees: Split House HESS	Y
HCR 28	Supporting Physical Education	N			
SB 11	Compulsory School Attendance	N	SB 11	Compulsory School Attendance	Y
			SB 64	High School Diploma/ WWII Vets	Y
SB 86	Teacher Employment & Subject Expertise	Y			
SB 133	Public School Competency Exam/Rpts.	Y	SB 133	Public School Competency Exam/Rpts.	Y
			SB 149	Teacher Retirement, Reemployment, Cert.	Y
SJR 26	Federal Aid for Special Education	N			
		Y= 21 N= 20			Y= 18 N= 7
	House Special Committee on Education had 41 education bills, 21 of which moved.			House HESS had 42 education bills, 21 of which moved. House HESS also moved 42 of 78 non-education bills.	

Committee Workload for Education Related Legislation

Senate HESS Bills					
Bill Number	Bill Title	Moved - Y/N			
HB 43	Student Loan Forgiveness	N			
HB 99	School Discipline & Safety Programs	Y			
HB 101	Charter Schools	Y			
HB 171	Alaska History Curriculum	N			
HB 203	Sp. Approp. School Dist. Cost Factors	Y			
HB 234	Tobacco Settle't: Bonds & Smoking Pgrm.	Y			
HB 239	Vocational Education Pilot Program	Y			
HB 312	Supp. Public School Fundg/Youth Academy	N			
HB 408	Student Questionnaires & Surveys	N			
HB 416	Reemployment of Retired Teachers	N			
SB 1	Foundation Formula Increase	N			
SB 2	Municipal School Bond Reimbursement	Y			
SB 11	Compulsory School Attendance	Y			
SB 40	Educ. Of Disabled or Gifted Children	Y			
SB 41	Kindergarten & Definition of School Age	N			
SB 42	Foundation Formula Increase	N			
SB 43	School Dress Codes	N			
SB 56	Pupil Competency Test; Annual Ed Report	N			
SB 57	Increase Public School Funding Grants	N			
SB 61	Student Loan Forgiveness	N			
SB 62	Forward Funding State Aid for Education	N			
SB 63	Approp: Forward Funding/State Aid for Ed.	N			
SB 64	High School Diploma for Certain WWII Vets	Y			
SB 86	Teacher Employment & Subject Expertise	Y			
SB 89	Charter Schools	N			
SB 94	Education Funding	Y			
SB 113	Suppl. Public School Funding	Y			
SB 114	Increase Base Student Allocation/Grants	Y			
SB 120	Public School Exit Exam	N			
SB 124	School Construction/Tobacco Settlement	N			
SB 128	Public School Exit Exam/Transition Period	N			
SB 129	High School Exit Exam	N			
SB 133	Public School Competency Exam/Reports	Y			
SB 144	Alaska History Curriculum	N			
SB 149	Teacher Retirement, Reemployment, Certif.	Y			
SB 155	Student Loans/Comm. on Postsec. Ed.	Y			

Committee Workload for Education Related Legislation

SB 188	Education Fund/Land Endowment	Y			
SB 250	School Performance Reports	N			
SB 259	Bonds/Public Schools	N			
SB 275	School Performance Grants/Research	N			
SB 276	Public School Funding	N			
SB 287	G.O. Bonds: Public Schools	N			
SB 307	Teacher Loan Assumption Program	N			
SB 334	Land Sales to Cult. Ed. Youth Camps	N			
SB 335	Municipal Bonds for School Construction	Y			
SB 345	School Services for Disabled Students	N			
SB 346	School District Correspondence Study	N			
SCR 3	Uniform Rules: Standing Committees	~~Y~~ N			
SJR 25	Const. Am: Education fund	Y			
SJR 26	Federal Aid for Special Education	Y			
	Senate HESS had 50 education bills, 20 of which moved. Senate HESS also moved 56 of 65 non-education bills.	Y = 26 N = 29			

FISCAL NOTE

STATE OF ALASKA
2002 LEGISLATIVE SESSION

Fiscal Note Number: 3
Bill Version: HCR 23
(H) Publish Date: 4/24/02

Revision Date/Time (Note if correction): _____ Dept. Affected: Legislature
Title: Proposing amendment to Rule 20 BRU: Legis. Council, Legis. Operating Budget
of the Alaska State Legislature; and providing... Component: Session Expenses
Sponsor: House Special Committee on HESS Legislative Operating Budget
Requester: House Finance Committee Component No. 782

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Personal Services	0.0	0.0	0.0	0.0	0.0	0.0
Travel	0.0	0.0	0.0	0.0	0.0	0.0
Contractual	0.0	0.0	0.0	0.0	0.0	0.0
Supplies	0.0	0.0	0.0	0.0	0.0	0.0
Equipment	0.0	0.0	0.0	0.0	0.0	0.0
Land & Structures	0.0	0.0	0.0	0.0	0.0	0.0
Grants & Claims	0.0	0.0	0.0	0.0	0.0	0.0
Miscellaneous	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES ()						
-------------------------------	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	0.0	0.0	0.0	0.0	0.0	0.0
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type-Do not abbreviate)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2002) cost: 0.0

Check this box (X) if funding for this bill is included in the Governor's FY 2003 budget proposal: ☐

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

HCR 23 has zero fiscal impact on the Legislature. Costs will be absorbed within existing budgets.

Prepared by: Karla Schofield, Deputy Director, Administrative Services Phone: 465-3852
Division: Administrative Services Date/Time: 4/16/02 2:11 PM
Approved by: Pamela Varni, Executive Director Date: 4/16/02
Agency: Legislative Affairs Agency

HCR 23

There are only three states other than Alaska that do not have *at least one* standing committee on Education:

Maryland – Joint committee with Health

Oregon – Education is separate from Health, but is only a subcommittee

Rhode Island – Joint Committee with Health

Alabama	Separate/ Standing
X Alaska	Joint With Health
Arizona	Separate/ Standing
Arkansas	Separate/ Standing
California	Separate/ Standing
Colorado	Separate/ Standing
Connecticut	Separate/ Standing
Delaware	Separate/ Standing
Florida	Separate/ Standing
Georgia	Separate/ Standing
Hawaii	Separate/ Standing
Idaho	Separate/ Standing
Illinois	Separate/ Standing
Indiana	Separate/ Standing
Iowa	Separate/ Standing
Kansas	Separate/ Standing
Kentucky	Separate/ Standing
Louisiana	Separate/ Standing
Maine	Separate/ Standing
X Maryland	Joint With Health
Massachusetts	Separate/ Standing
Michigan	Separate/ Standing
Minnesota	Separate/ Standing
Mississippi	Separate/ Standing
Missouri	Separate/ Standing
Montana	Separate/ Standing
Nebraska	Separate/ Standing
Nevada	Separate/ Standing
New Hampshire	Separate/ Standing
New Jersey	Separate/ Standing
New Mexico	Separate/ Standing
New York	Separate/ Standing
North Carolina	Separate/ Standing
North Dakota	Separate/ Standing
Ohio	Separate/ Standing
Oklahoma	Separate/ Standing
X Oregon	Subcommittee
Pennsylvania	Separate/ Standing
X Rhode Island	Joint With Health
South Carolina	Separate/ Standing
South Dakota	Separate/ Standing
Tennessee	Separate/ Standing
Texas	Separate/ Standing
Utah	Separate/ Standing
Vermont	Separate/ Standing
Virginia	Separate/ Standing
Washington	Separate/ Standing
West Virginia	Separate/ Standing
Wisconsin	Separate/ Standing
Wyoming	Separate/ Standing

HCR 23 --Talking Points -- House Floor

- HCR 23 would amend the Uniform Rules to create a standing House Education Committee. It would reconfigure the House Health, Education, and Social Services Committee to be the House Health and Social Services Committee.
- HCR 23 would not change the Senate HESS Committee.
- The change would be effective for the next legislative session.
- The Special Committee on Education has proven to be beneficial to the legislative process by facilitating focused committee work on education bills and issues.
- Education issues are complex and very important. The workload related to education has become significant and would benefit from the full attention of a permanent standing committee. (See next page for examples.)
- HCR 23 is supported by the Association of Alaska School Boards and the Alaska Council of School Administrators.
- See the chart in your committee packet showing the bills referred to both committees:
 - 120 bills were referred to HESS.
 - 42 of those were education bills. HESS moved 21 of them. 78 were non-education bills, and HESS moved 42 of those.
 - The Special Committee had 41 education bills and moved 21 of them.
 - 33 bills have been referred to both HESS and the Special Committee.
- I ask for your support for HCR 23. By the way, I do not have to declare a conflict, because one way or the other I will not be in the House next year.



Alaska State Legislature

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Eagle River, Alaska 99577
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Alaska State Capitol
Juneau, Alaska 99801-1182
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Toll free (800) 342-2199

REPRESENTATIVE FRED DYSON

MEMORANDUM

April 25, 2002

To: All Representatives

From: Fred Dyson, State Representative

Re: HCR 23, Education as a Standing Committee.

I am in opposition to HCR 23 to make special education a standing committee.

I have four reasons as follows:

1. We created the special education committee in the fall of 2000 because we anticipated that there was going to be a great deal of extra education work having to do with the High Stakes testing and the School Designators. A one-time need is an excellent reason to create a special committee but we do not have enough experience yet to tell us that it should become a standing committee. The good performance of this committee this year was due in part to the quality of the people who served on it and to the excellent relationship between the Chair of the Special Education Committee and the Chair of HESS. In addition, the Speaker agreed with both chairs that either could request and hear any bill that was being heard by the other committee. This combination of congenial leaders is unlikely to happen in the future. Please note that "Oil & Gas" and "Fishing" are huge components of Alaska's economy and future, but we have not made them standing committees.

2. As we have forced the schools to become a major part of the system to deliver human services, we have irretrievably intertwined the functions of K-12 schools and health services delivery. This is illustrated by our placing Early Development, child care, handicapped child services, vaccinations, health clinics, contraception counseling, child abuse reporting, sex education, and health surveys into our

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- Internet -
<http://www.akrepublicans.org>

Uniform Rules

Rule 49. Resolutions.

(a) The only type of instrument other than a bill or citation authorized under these Uniform Rules is a resolution. The types and uses of resolutions are as follows:

(1) A **simple resolution** is a formalized motion passed by one house only and bearing the heading "House Resolution" or "Senate Resolution." It may be used to express the will, wish, view, opinion, sympathy, or request of the house adopting it. The simple resolution shall be used to establish a special committee. It does not require committee referral, three readings, or a roll call vote. Approval of a simple resolution requires a majority vote of the full membership of the house.

(2) A **special resolution** headed "House Special Resolution" or "Senate Special Resolution" is used only for the purpose of expelling a member under provisions of Sec. 12, Art. II, of the State Constitution. The special resolution requires a referral to the Rules Committee, three readings, and a two thirds vote of the full membership of the house for approval.

X (3) A **concurrent resolution** is similar to the simple resolution but reflects the will, wish, view, or decision of both houses speaking concurrently. It is used particularly to handle the internal business of the legislature, e.g., adjournment of the legislature, suspension and amendment of the Uniform Rules, requesting action of executive agencies and interim committees, and fixing the time and place for joint assemblies. This resolution is also used for establishing joint committees. This resolution does not require committee referral, three readings, or anything other than approval of a majority vote of the full membership of each house unless otherwise required by the rules. (See Rule 53.)

(4) A **special concurrent resolution** is employed to consider disapproval of an executive order of the governor laid before the legislature under provisions of Sec. 23, Art. III, of the State Constitution. This resolution must be considered by a standing committee of each house and may be adopted by a majority vote of the full membership of the legislature in joint session without recourse to three readings.

(5) A **joint resolution** is the most formal type of resolution and is adopted by both houses and then signed by the governor as a ministerial formality. The joint resolution is treated in all respects as a bill but it is not subject to veto. It is usually reserved for addressees outside the state. This resolution is used mainly to express the view or wish of the legislature to the President, the Congress or agencies of the United States Government or the governments of other states. It is required for proposing or ratifying amendments to the U. S. Constitution, proposing amendments to the State Constitution under provisions of Sec. 1, Art. XIII, of the State Constitution, and for disapproval of local government boundary changes recommended by the Local Boundary Commission under provisions of Sec. 12, Art. X, of the State Constitution. Approval of a joint resolution requires a majority vote of the full membership of each house.

(b) All resolutions passed by one or both houses are sent to the governor as a matter of information and for permanent filing with the lieutenant governor. The lieutenant governor sends enrolled copies of joint resolutions to the federal and other state officers, agencies and jurisdictions. The transmittal of copies of all other resolutions to designated addressees is the responsibility of the Legislative Affairs Agency.

Rule 53. Adoption and Amendment of Rules.

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CORRECTION

**THE FOLLOWING DOCUMENT(S)
HAVE BEEN REFILMED TO
ASSURE LEGIBILITY OR PAGINATION**



Central Microfilm Services
Department of Education & Early Development
State of Alaska



Alaska State Legislature

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REPRESENTATIVE FRED DYSON

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April 25, 2002

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From: Fred Dyson, State Representative

Re: HCR 23, Education as a Standing Committee.

I am in opposition to HCR 23 to make special education a standing committee.

I have four reasons as follows:

1. We created the special education committee in the fall of 2000 because we anticipated that there was going to be a great deal of extra education work having to do with the High Stakes testing and the School Designators. A one-time need is an excellent reason to create a special committee but we do not have enough experience yet to tell us that it should become a standing committee. The good performance of this committee this year was due in part to the quality of the people who served on it and to the excellent relationship between the Chair of the Special Education Committee and the Chair of HESS. In addition, the Speaker agreed with both chairs that either could request and hear any bill that was being heard by the other committee. This combination of congenial leaders is unlikely to happen in the future. Please note that "Oil & Gas" and "Fishing" are huge components of Alaska's economy and future, but we have not made them standing committees.

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schools and the Department of Education and Early Development. The leaders at statehood that defined our committees anticipated this mixing and set up the Health Education and Social Services Committee to be the one place that these functions came together. It is an interesting aside that the primary lobbying effort on the recent School Survey bill (HB 408) was HSS and not EED as you might expect.

3. There is a very real danger that the Education Committee will become a Special Interest Advocacy group for the educational establishment. Single issue Legislators that are elected from this special interest group will tend to pack this committee and reduce its objectivity and effectiveness. We are all eager to support excellent education and especially to show our support for education in this election year, but this concern should not push us into making Education a Standing Committee after only one sessions experience. We have all seen various special interests pressure groups work to get their project/program raised to "Cabinet level" to gain status and protection. When I was serving an apprenticeship on the Anchorage Assembly, I was reminded by my dear friend Heather Flynn, that education was very important, but that it was only one of the functions that government is required to provide, and that it ought not to have a reserved place at the public money trough, and that it must be considered in consort with other valid government functions.

4. Our schedules do not need the load of another committee. Other states with small numbers of legislators also combine Health and Education functions. Any time we add another committee, standing or special, we are in danger of reducing efficiency by overloading our schedules. Anything we can do to give ourselves more time management flexibility will help us do well in the stressful time during session.

I believe that we should utilize the Special Education Committee just the way we do our other special committees. Activate them when there is a need and hold them in reserve when there is not a pressing need. In a couple more sessions, if we have a history demonstrating the need to enshrine this committee as a standing committee, we will be in a better position to do so--- and I will support it. I remind you that we went through the immense amount of work with SB-36 to rewrite the entire foundation formula and the Charter school bills WITHOUT A SPECIAL EDUCATION COMMITTEE. Lets give this decision some time before we act. We will loose nothing and will have avoided acting precipitously.

- VOTE NO ON HCR 23

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(4) A **special concurrent resolution** is employed to consider disapproval of an executive order of the governor laid before the legislature under provisions of Sec. 23, Art. III, of the State Constitution. This resolution must be considered by a standing committee of each house and may be adopted by a majority vote of the full membership of the legislature in joint session without recourse to three readings.

(5) A **joint resolution** is the most formal type of resolution and is adopted by both houses and then signed by the governor as a ministerial formality. The joint resolution is treated in all respects as a bill but it is not subject to veto. It is usually reserved for addressees outside the state. This resolution is used mainly to express the view or wish of the legislature to the President, the Congress or agencies of the United States Government or the governments of other states. It is required for proposing or ratifying amendments to the U. S. Constitution, proposing amendments to the State Constitution under provisions of Sec. 1, Art. XIII, of the State Constitution, and for disapproval of local government boundary changes recommended by the Local Boundary Commission under provisions of Sec. 12, Art. X, of the State Constitution. Approval of a joint resolution requires a majority vote of the full membership of each house.

(b) All resolutions passed by one or both houses are sent to the governor as a matter of information and for permanent filing with the lieutenant governor. The lieutenant governor sends enrolled copies of joint resolutions to the federal and other state officers, agencies and jurisdictions. The transmittal of copies of all other resolutions to designated addressees is the responsibility of the Legislative Affairs Agency.

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HOUSE RESOLUTION NO. 5

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SECOND LEGISLATURE - FIRST SESSION

BY THE HOUSE RULES COMMITTEE

Introduced: 1/8/01

Referred: Today's Calendar

A RESOLUTION

1 **Establishing a House Special Committee on Education.**

2 **BE IT RESOLVED BY THE HOUSE OF REPRESENTATIVES:**

3 **WHEREAS** education is one of the top priorities of the state;

4 **BE IT RESOLVED** by the House of Representatives that a House Special Committee
5 on Education is established to study issues relating to education; and be it

6 **FURTHER RESOLVED** that the speaker of the House of Representatives shall
7 appoint seven representatives to be members of the committee and shall designate a member
8 to chair the committee; and be it

9 **FURTHER RESOLVED** that the House Special Committee on Education may meet
10 during and between sessions of the Twenty-Second Alaska State Legislature and is terminated
11 on the convening of the First Session of the Twenty-Third Alaska State Legislature.

FISCAL NOTE

STATE OF ALASKA
2002 LEGISLATIVE SESSION

Fiscal Note Number: #2

Bill Version: HCR 23

() Publish Date: 2/11/2002

Revision Date/Time (Note if correction):

Title HCR 23--Legislative Committees: Split
House H.E.S.S.

Dept. Affected:

BRU

Component

Sponsor House Special Committee on Education

Requester

Component No.

Expenditures/Revenues

(Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	80.0	80.0	80.0	80.0	80.0	80.0

CAPITAL EXPENDITURES

CHANGE IN REVENUES ()

FUND SOURCE

(Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	80.0	80.0	80.0	80.0	80.0	80.0

Estimate of any current year (FY2002) cost:

0.0

Check this box (X) if funding for this bill is included in the Governor's FY 2003 budget proposal:

POSITIONS

Full-time	<u>1</u>					
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

The cost of this resolution represents personnel costs of one staff's salary, in addition to overhead and supplies, and transcription.

Prepared by: HHS Committee

Division

Approved by: Representative Fred Dyson, Chair House H.E.S.S. Committee

Agency HHS Committee

Phone 465-2199

Date 4/11/02 12:00 AM

Time 5:30 PM

TESTIMONY FOR HCR 23

HOUSE HESS

APRIL 4, 2002

Good afternoon. For the record, my name is Karen McCarthy. I'm staff for Representative Con Bunde. ~~Representative Bunde cannot attend today due to a House Finance Committee meeting.~~

HCR 23 would amend the Uniform Rules to create a ^{standing} House Education Committee. It would reconfigure the House Health, Education, and Social Services Committee to be the House Health and Social Services Committee.

HCR 23 would not change the Senate Health, Education, and Social Services Committee.

The change would be effective for the next legislative session.

Representative Guess first introduced this concept as HCR 11. After discussion before the House Special Committee on Education, the committee decided to sponsor it as HCR 23.

It was felt that the Special Committee on Education has proven to be beneficial to the legislative process by facilitating focused committee work on education bills and issues.

Education issues are complex and very important. The workload related to education has become significant and would benefit from the full attention of a permanent standing committee.

Issues such as the HSGQE, school designators, the teacher shortage, and education reform in general have benefited from the full attention they've received in the Special Committee without the scheduling challenges that the House HESS Committee may face.

HCR 23 is supported by the Association of Alaska School Boards and the Alaska Council of School Administrators.

During the 22nd Legislature:

119 bills have been referred to HESS.

42 bills have been referred to the Special Committee.

33 bills have been referred to both HESS and the Special Committee.

I hope you will vote to move HCR 23 out of committee today.