

ALASKA LEGISLATURE SPECIAL COMMITTEE/SUBJECT FILES 8672

3040 SCOMM 137: HOUSE SPECIAL COMMITTEE ON EDUCATION 2005-2006 726

TESTIMONY ON HB 364
TOM HARVEY, EXECUTIVE DIRECTOR NEA-ALASKA

Chairman Neuman, members of the House Special Committee on Education, thank you for the opportunity to testify. My name is Tom Harvey and I serve as the Executive Director of NEA-Alaska. NEA-Alaska believes it is essential that the State of Alaska focus its education resources on student achievement. That focus should emphasize programs and initiatives that are proven avenues to increased student achievement such as:

- ✓ A qualified teacher in every classroom supported by qualified administrators and classified personnel. Research tells us this is the #1 factor in student achievement.
- ✓ Small class sizes, which provide the opportunity for one-on-one attention.
- ✓ Professional development for all staff, which includes teaching strategies to motivate students with varying learning styles.
- ✓ Planning time, which allows for collaboration by staff to plan implementation of innovative strategies.
- ✓ Early childhood reading readiness programs, which provide the foundation skills for years of student achievement.
- ✓ Intervention programs, which provide remediation opportunities that lead to student successes and provide encouragement.
- ✓ Mentoring programs for new hires, which provide the employees access to a skilled colleague, who can demonstrate winning strategies.

To focus on proven programs school districts need to be adequately funded. Thus, NEA-Alaska believes that before the state considers new programs, it adequately funds our schools.

In regards to the specific proposal outlined in SB 235, please consider the following:

Commissioner Sampson should be commended for his efforts in avoiding the pitfalls of past failed performance incentive programs.

- ✓ School climate is one of the six effective factors in a school. The Commissioner's inclusion of the entire school staff in the incentive program is acknowledgement that everyone in the school helps set the learning climate.
- ✓ Faculty collaboration and collegiality is another factor of effective schools. The issuance of the incentive to a school and not to individuals avoids competition, which inhibits sharing of ideas.
- ✓ High student expectations is another of the factors of effective schools. The proposed program focuses on student growth and the expectation that students can exceed the expected annual growth.

However, the reality is that trying to fashion an objective performance incentive program in the public schools is like being a tomb robber; there are too many traps to avoid. The greatest obstacle is the changing environment of the student. The school cannot control the home life of the child. The school cannot control the happenings outside the school that impact the student. The school cannot control the emotional and physiological changes in the student. Yet the growth of the student will be measured by a single test given on a certain day. US Senator Murkowski acknowledged the shortcomings of such a measurement in determining "adequate yearly progress." We must avoid such a measurement in rewarding our school employees.

Commissioner Sampson came to the annual NEA-Alaska Delegate Assembly in January to present his proposal to the 350 delegates from every school district in Alaska. He received a lot of critical feedback. These delegates, who are the #1 factor in student achievement, must be confident in the tools they are provided. They are skeptical of the success of this tool's actual impact on student achievement. The bottom line was the resources should be used in proven programs that get to every school not to certain schools.

The concerns voiced included:

- ✓ The program competes for scarce resources.
- ✓ The program provides an incentive for good teachers to transfer to schools that receive the incentive. Veteran teachers, who have a proven record, presently transfer out of Title I schools. It is natural for an employee to want to be on a championship team.
- ✓ The program implies that teachers are not presently trying their best to have students achieve. Teachers are doing their best. They need more time to teach and more time to collaborate.
- ✓ The program is not an effective recruitment tool when compared to competitive compensation and a pension plan that provides a retirement with dignity.

In closing, I urge the committee to consider the returns on investments in proven programs such as, the teacher mentoring program, the attracting and retaining of quality educators, the reading readiness programs and early childhood programs. Invest in these proven programs for all schools before you invest in this program, which mirrors failed programs in other places.

Thank you for your time and consideration.

FISCAL NOTE

STATE OF ALASKA
2006 LEGISLATIVE SESSION

Fiscal Note Number: 1 **CORRECTED**
 Bill Version: HB 364
 (H) Publish Date: 1/17/06

Revision Date/Time (Note if correction): _____ Dept. Affected: Education
 Title An act relating to school performance RDU K-12 Support
incentive payments Component New -School Performance
 Sponsor Rules Committee Incentive Program
 Requester Governor Component No. _____

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims	15,000.0					
Miscellaneous						
TOTAL OPERATING	15,000.0	**	**	**	**	**

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	15,000.0					
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	15,000.0	**	**	**	**	**

Estimate of any current year (FY2006) cost: 0.0

Mark this box (X) if funding for this bill is included in the Governor's FY 2007 budget proposal: ☐

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This legislation will allow the Department of Education & Early Development to establish a school performance incentive program. This program will provide an incentive payment of up to \$5,500 for certified personnel and up to \$2,500 for noncertified personnel if the students in their school demonstrate substantial growth in achievement on state assessments from one year to the next. Incentive payments will be based on four achievement levels. The cost of the incentive program will vary from one year to the next based on the number of schools that qualify and at which level. Because it is not known how many schools will qualify for the incentive payments in FY2007, the department will seek an extended lapse date for this appropriation through June 30, 2008.

The following page outlines the amount of the bonus for each of the achievement levels. There is also an estimate of the range of costs for the program. If 5% of Alaska's school staff qualified for the incentive at the highest level, the cost would be approximately \$3 million and up to \$15 million if 25% qualify.

Prepared by: Barbara Thompson, Director Phone _____
 Division: Teaching & Learning Support Date/Time 1/11/06 3:00 PM
 Approved by: Roger Sampson Date 1/12/2006
 Agency: Commissioner

FISCAL NOTE #1 **CORRECTED**

STATE OF ALASKA
2006 LEGISLATIVE SESSION

BILL NO. HB 364

ANALYSIS CONTINUATION

Staffing: The department will utilize existing staff, to the extent possible, to calculate the schools that qualify for the bonus at which level, the staff to be awarded the bonus and to make the actual grant payments and provide the accounting support. Depending upon the volume of payments, it may be necessary to hire staff. If so, funds would be transferred from the grant line to cover personnel costs.

The School Performance Incentive Program will have four levels: Strong; High; Excellent; Outstanding. All school staff, certified and non-certified will be eligible for the incentive payment if the students in the school meet the achievement targets. The table below outlines the levels and the amount of the incentive payment for each level:

Achievement Level	Bonus Amount for Certified Staff	Bonus Amount for Non-Certified Staff
Strong	\$2,500	\$1,000
High	\$3,500	\$1,500
Excellent	\$4,500	\$2,000
Outstanding	\$5,500	\$2,500
Approximate # of Employees Statewide	9,000	3,700

The following chart illustrates a range of costs based on estimates of the percentage of school staff that would qualify for the incentive at the highest level or \$5,500 per certified staff and \$2,500 for non-certified staff:

Achievement Level = Outstanding

Range of Cost - Assumptions

Assumption % of staff that qualify for bonus	Estimate of Certified Staff that qualify (of approx. 9,000)	Estimate of Non-Certified Staff that qualify (of approx 3,700)	Range of Certified Cost Based on % of staff	Range of Non- Certified Cost Based on % of staff	Central Office Staff may receive up to 5% of the total paid to all employees at all schools	Total
5%	450	185	\$2,475,000	\$462,500	\$146,875	\$3,084,375
10%	900	370	\$4,950,000	\$925,000	\$293,750	\$6,168,750
15%	1,350	555	\$7,425,000	\$1,387,500	\$440,625	\$9,253,125
20%	1,800	740	\$9,900,000	\$1,850,000	\$587,500	\$12,337,500
25%	2,250	925	\$12,375,000	\$2,312,500	\$734,375	\$15,421,875
30%	2,700	1,110	\$14,850,000	\$2,775,000	\$881,250	\$18,506,250
40%	3,600	1,480	\$19,800,000	\$3,700,000	\$1,175,000	\$24,675,000
50%	4,500	1,850	\$24,750,000	\$4,625,000	\$1,468,750	\$30,843,750
75%	6,750	2,775	\$37,125,000	\$6,937,500	\$2,203,125	\$46,265,625
100%	9,000	3,700	\$49,500,000	\$9,250,000	\$2,937,500	\$61,687,500

SCOMM

137:34

CONCEPTUAL AMENDMENT

OFFERED IN THE HOUSE

BY REPRESENTATIVE GARA

TO: HB387(EDU)

Insert a new section to read:

The benefits provided in Sec. 14.43.087 of this bill shall also be provided to foster care children and children who have been released after age 17 from the foster care system.

A foster care child is defined as an individual ordered committed to the custody of the department under AS 47.10.080(c) or AS 47.12.120(b)(3), is placed in a foster home, and is otherwise eligible under AS 14.43.465(b).

HOUSE COMMITTEE REPORT

Date Referred to Committee: January 20, 2006

FURTHER REFERRALS: HES
Finance

Date of Committee Action: FEBRUARY 14, 2006

The HOUSE SPECIAL COMMITTEE ON EDUCATION considered:

HB 387

HOUSE BILL NO. 387

TUITION WAIVER FOR NATIONAL GUARD FAMILY

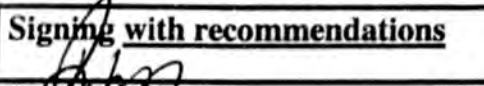
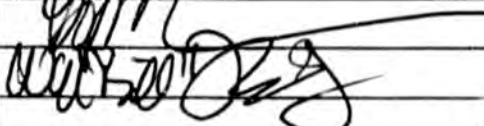
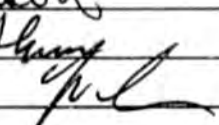
"An Act providing for a partial tuition waiver for families of members of the Alaska National Guard; and directing the executive director of the Alaska Commission on Postsecondary Education to seek additional funding to support tuition waivers."

Recommends it be replaced with ☐ HCS or ☒ CS for HB 387 (EDU)
For Senate Bills with new title: ☐ Technical Title ☐ New Title: HCR ☐ Same Title ☐ New Title

- ☐ attach amendments
☐ add new referral to _____Committee
☐ Letter of Intent_____Committee

*List of
Abbrev
for
Depts.:*
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
HSS
LEG
LAW
LWF
MVA
DNR
DPS
REV
DOT
UA

[illegible][illegible]

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
	LYNN	X			
	THOMAS	X			
	GATTO	X			
Beggy Wilson	WILSON	✓			
Northrup	Northrup			✓	
	Gatto	✓			
Chair: 	NEUMAN	X			
Chair:					

Alaska State Legislature

House of Representatives



Representative Eric Croft -- District 25
Representative Bill Thomas -- District 5

Memorandum

Date: January 31, 2006

To: Representative Mark Neuman
Chair, House Special Committee on Education

From: Representative Eric Croft 
Representative Bill Thomas 

Re: Hearing Request, HB 387

I respectfully request you to schedule a hearing on HB 387 at your earliest possible convenience.

HB 387 is a bill to grant dependents of Alaska National Guard Members a 50 percent tuition waiver. The bill also guarantees that our soldiers will actually receive the education benefit by directing the Department of Veteran and Military Affairs Education Department to return to the Legislature for a supplemental appropriation if funding runs out on the secondary education programs.

Attached is background information on the bill.

Please feel free to contact Mandie Norris at 465-4998 if you have any questions or would like any further information.

Thank you.

Alaska State Legislature
House of Representatives



Representative Eric Croft -- District 25
Representative Bill Thomas -- District 5

HB 387 – Tuition Waiver for National Guard Families
Sponsor Statement

HB 387 provides much needed support and education benefits to Alaska's National Guard Members and their families.

The bill gives a 50 percent tuition waiver to dependents of Alaska National Guard members. The waiver benefits families who give up so much to support their loved one while serving in the National Guard.

For the past two years the Alaska National Guard has not met its year-end membership goals and expectations are low for this year as well. This is attributed in large part to the family being the decision maker for these soldiers. When the family gives up so much to support these soldiers but gets nothing in return, the pull to leave the Guard is strong. The tuition waiver aims to change that and encourage current guard members to remain in the National Guard.

The bill also intends to solve the current under funding of the existing tuition waivers for Alaska's National Guard.

Soldiers who have been promised higher education benefits are not always receiving them. Each year the funding is exhausted and guard members are being denied the assistance they need to continue their education. By directing the Executive Director of the Commission to request a supplemental appropriation from the legislature, the Department of Military and Veteran's Affairs can fund both the new and previously established tuition waivers.

The Alaska National Guard is fighting for our country and protecting our state. They deserve our support. I respectfully urge your support for HB387.

AMENDMENT

OFFERED IN THE HOUSE

BY REPRESENTATIVE THOMAS

TO: CSHB 387(), Draft Version "I"

1 Page 1, lines 2 - 3:

2 Delete "executive director of the Alaska Commission on Postsecondary
3 Education"

4 Insert "Department of Military and Veterans' Affairs"

5

6 Page 1, line 9:

7 Delete "A"

8 Insert "The Department of Military and Veterans' Affairs shall establish a program for
9 partial tuition waivers entitling a"

10

11 Page 1, line 10:

12 Delete "is entitled to a waiver and assistance"

13 Insert "to a waiver"

14

15 Page 1, line 13, through page 2, line 1:

16 Delete "executive director of the commission"

17 Insert "adjutant general of the Department of Military and Veterans' Affairs"

18

19 Page 2, line 2:

20 Delete "AS 14.43.085, 14.43.087, and AS 26.05.296"

21 Insert "AS 14.43.087 and AS 26.05.296"

22

23 Page 2, line 3:

24-LS1323U
Mischel
2/9/06

CS FOR HOUSE BILL NO. 387()

**IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-FOURTH LEGISLATURE - SECOND SESSION**

BY

**Offered:
Referred:**

Sponsor(s): REPRESENTATIVES THOMAS, Croft

A BILL

FOR AN ACT ENTITLED

1 "An Act providing for a partial tuition waiver for families of members of the Alaska
2 National Guard; directing the executive director of the Alaska Commission on
3 Postsecondary Education to seek additional funding to support tuition waivers and
4 assistance; and providing for free hunting and fishing licenses for active members of the
5 Alaska National Guard."

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

7 * **Section 1.** AS 14.43 is amended by adding new sections to article 3 to read:

8 **Sec. 14.43.087. Partial tuition waiver for the family of a member of the**
9 **Alaska National Guard.** A person enrolled as a student in good standing in a state-
10 supported educational institution in this state is entitled to a waiver and assistance of
11 50 percent of undergraduate tuition if the person is a spouse or child of an active
12 member of the Alaska National Guard.

13 **Sec. 14.43.088. Supplemental appropriation.** If the executive director of the

1 commission determines that there are insufficient funds to pay for tuition waivers and
2 assistance for all eligible applicants under AS 14.43.085, 14.43.087, and
3 AS 26.05.296, the executive director shall request that the legislature make a
4 supplemental appropriation to fund the waivers and assistance.

5 * Sec. 2. AS 16.05.340(a)(17) is amended to read:

6 (17) Waterfowl conservation tag 5

7 (A) A person may not engage in waterfowl hunting without
8 having the current year's waterfowl tag in the person's actual possession, unless
9 that person

10 (i) qualifies for a \$5 license fee under (6) of this
11 subsection;

12 (ii) is a resident under the age of 16;

13 (iii) is 60 years of age or older and is a resident;

14 (iv) is [A DISABLED VETERAN] eligible for a free
15 license under AS 16.05.341.

16 (B) The Board of Game shall by regulation exempt the
17 requirement of a waterfowl conservation tag for waterfowl hunting in areas of
18 the state not likely to benefit from programs described in AS 16.05.130(b)(2) -
19 (4).

20 * Sec. 3. AS 16.05.340(a)(23) is amended to read:

21 (23) Resident anadromous king salmon tag 10

22 A resident may not engage in sport fishing for anadromous king salmon without
23 having the current year's anadromous king salmon tag in the resident's actual possession,
24 unless that person

25 (A) qualifies for a 25 cent license fee under (!) of this
26 subsection;

27 (B) is under the age of 16;

28 (C) is 60 years of age or older and has been a resident of the
29 state for at least one year;

30 (D) is [A DISABLED VETERAN] eligible for a free license
31 under AS 16.05.341; or

(E) qualifies for a \$5 license fee under (6) of this subsection.

* Sec. 4. AS 16.05.341 is amended to read:

Sec. 16.05.341. Free license for disabled veterans and active members of the Alaska National Guard. A person may receive a resident hunting and sport fishing license under AS 16.05.340(a)(5) without charge if the person

(1) has been discharged from military service under honorable conditions, is eligible for a loan under AS 18.56.101, and is certified by the United States Department of Veterans Affairs as having incurred a 50 percent or greater disability during military service; [OR]

(2) served in the Alaska Territorial Guard, is eligible for a loan under AS 18.56.101, and incurred a 50 percent or greater disability while serving in the Alaska Territorial Guard; or

(3) is an active member of the Alaska National Guard.



- What Does The Guard Do In The Community?
- Who Joins The Army National Guard?
- What are the service obligations in the National Guard?
- What is the National Guard?

What Does The Guard Do In The Community?

Guard units across America play an important role in their community. The Army National Guard brings additional spending dollars into local communities.

From the assistance each soldier provides while in uniform to the work that they do in their civilian jobs, Guard members are leaders in their community. Whether it's teaching classes at local high schools, or providing events for students at local armories, Guard members think getting involved with the future of our children is essential. By providing medical support to communities through "GuardCare" or providing groups a place to hold meetings in their local armories, the Army National Guard is always there and always willing to lend a helping hand.

Who Joins The Army National Guard?

Members range from doctors and lawyers to college students and everyone in between. There are housewives, teachers, and ministers in the Army National Guard.

There are many reasons for joining the Guard. Regardless, there's a special pride that comes with serving side by side with other members of your community.

What are the service obligations in the National Guard?

Army National Guard members are required to attend one drill weekend each month and one annual training period each year. Weekend drills are usually scheduled over one weekend - a Saturday and Sunday each month but can occasionally include reporting for duty on Friday night. In addition, units have a two week annual training (AT) period every year which is usually scheduled during the summer. Initially, all personnel are required to attend initial entry training (IET), which can usually be scheduled to meet civilian occupation scheduling requirements. Duration and location of IET varies according to career specialty - a recruiter can provide specific information for each Military Occupational Specialty.

What is the National Guard?

The National Guard is one branch of the U.S. Armed Forces. The National Guard consists of both Army National Guard and Air National Guard components. The National Guard is composed of full time and part time soldiers, as well as civilians, who together serve their country. Each state and territory has its own National Guard, as provided by the United States Constitution.



SEARCH TH

Alaska Army National Guard Recruiting Incentives Info Paper

The Alaska Army National Guard (AKARNG) has missed its recruiting end strength objective for the second straight year. FY04 and FY05 end strength objective was 1850, current end strength is 1815. National Guard Bureau has ordered an increase of 100 over current end strength objective to 1950 for FY06. How can the AKARNG maintain its current soldiers and increase ES objective for FY06?

1. AKARNG enlisted 400 personnel in FY05
2. AKARNG discharged 327 personnel in FY05

Current and historical incentive programs concentrate on the applicant or serving soldier. In the current political and social climate more and more serving and potential soldiers are being dissuaded by information and arguments offered by personal decision makers (wife, parents, girlfriends, children, etc.) What incentives are available to the AKARNG Recruiter/Career Counselor combating objections from these decision makers? PX and Commissary privileges, MWR privileges, life insurance; virtually nothing is DIRECTLY aimed at the DECISION MAKER. What incentives are available to the applicant or current AKARNG member?

- A. \$10,000.00 Non-Prior Service Enlistment Bonus (3yr)
- B. \$15,000.00 Prior Service Enlistment Bonus (6yr)
- C. \$15,000.00 Extension Bonus to current AKARNG members (6yr)
- D. SRMGIB, \$297.00 per month for 36 Months Full-Time (6yr)
- E. SRMGIB Kicker, \$200.00 per month (if qualified)
- F. Federal Tuition Assistance, \$4500.00 per FY
- G. Student Loan Repayment Program, \$20,000.00(NPS) *rarely used*
- H. State Re-Enlistment Bonus, Sec. 26.05.265 *NOT FUNDED*
- I. Educational assistance for enlisted personnel, Sec.26.05.295 *UNKNOWN*
- J. State Tuition Assistance, Sec. 26.05.296 *Not FULLY FUNDED relies on F.*

All of these incentives are geared specifically to the applicant or current service member; none of them directly impact the decision makers. What would the advantage be of offering an Educational Incentive to the applicant/service member that is only for their dependents? The DMVA/AKARNG could offer a minimum of a 50% Tuition Waiver to any UA campus for any dependent of an AKARNG member.

Written by: Master Sergeant Clinton K. Brown II
Alaska Army National Guard Area NCOIC

Alaska Army National Guard Recruiting Incentives Info Paper

All of the current incentives require a 3 to 6 year commitment by the applicant and service member, which is normally the greatest impediment to overcoming a decision maker's objective to enlisting or maintaining membership. The Decision Maker is first and foremost concerned about the prospects of their soldier being deployed over such a long period of time. The Family Member Tuition Waiver would assist in eliminating this and many other objectives by giving direct benefits to the soldier's family.

If 35 soldiers would have remained in the guard because of a Family Member benefit, the AKARNG would have maintained its End Strength and met the NGB mission.

Department of Military & Veterans' Affairs
Alaska National Guard Benefits
Educational Benefits

For FY07, DMVA is requesting an increment of \$25.0 GF to increase the program funding of this component. If approved, total funding for this component will be \$378.5 GF. If the increment is not approved, the total would be \$353.5 GF.

DMVA provides tuition assistance in two forms: UA Tuition Scholarship Program and State Tuition Assistance Program (Non-UA schools). This assistance is available to all guard members (full-time and weekenders) as long as they are guard members no later than the last day of late registration and for the duration of the time period for which Alaska National Guard state education benefits are awarded.

According to DMVA, the UA Tuition Scholarship Program in FY05 had 376 guard members use the program to further their education. In comparison, FY04 saw 475 members use the program. The decrease was not due to a decline in the interest in the program, but rather the increase in tuition credit costs (from \$82 to \$109 per credit). All FY05 funds were spent prior to 2005 summer semester. DMVA was able to have 34 guard members attend the summer session because the UA absorbed tuition costs of approximately \$36.0. In addition, DMVA reports that there is a 10% increase in members applying for educational assistance.

The State Tuition Assistance Program (STAP) had 36 members use \$28.5. 26 additional applicants totaling \$29.5 were denied due to lack of funding. As with the above program, tuition credit cost increases and increased members applying have tapped this program.

I understand that the University provides the services on the bases.

Relevant Numbers

Soldiers using program that year						
	UA Waiver	Tuition Reimbursement	Notes	\$/credit	\$\$\$ that year	shortfall if fully funded
SFY02	510	35	1	\$79	\$28,500.00	-
SFY03	450	42	2	\$82	\$278,500.00	-
SFY04	475	36		\$90	\$278,500.00	-
SFY05	376	34	3,4	\$99	\$278,500.00	-
SFY06	200	14	5	\$109	\$353,500.00	-\$9,688.00
SFY07	Unknown	Unknown	6, 7, 8,	\$120	\$378,500.00	-\$61,324.00

Notes

- 1 funding requests exceeded funds by \$10,000.00 for Tuition Reimbursement
- 2 funding requests exceeded funds by \$25,000.00 for Tuition Reimbursement
- 3 26 guard members denied due to lack of funding totaling 29,500.00for Tuition Reimbursement
- 4 At DMVA's request UA "absorbed" \$36,000 so 34 Guard members could attend summer sessions.
- 5 numbers as of January 19, 2006
- 6 expected increase of 10% in soldiers
- 7 known increase of 7% tuition
- 8 Governor's requested and suggested amount
- 9 The increase in funding from this year to next is 7%, which does not account for the expected 10% growth in soldiers wanting education.

Article 03. FREE TUITION AND FEES FOR SPOUSE AND CHILDREN OF CERTAIN MILITARY PERSONNEL

Sec. 14.43.080. Free tuition and fees at state-supported educational institutions. [Repealed, Sec. 2 ch 50 SLA 1991].

Repealed or Renumbered

Sec. 14.43.085. Free tuition and fees for a spouse or dependent of a peace officer or members of the armed services or a fire department.

(a) A person enrolled as a student in good standing in a state supported educational institution in this state is entitled to a waiver of undergraduate tuition and fees if the person was the spouse or dependent child of a bona fide resident of the state who was

(1) a member of the armed services and who died in the line of duty or who died as a result of injuries sustained while in the line of duty for the state or federal government or who was listed by the United States Department of Defense as a prisoner of war or as missing in action; or

(2) a peace officer or a member of a fire department who died from an act arising out of and in the course of

(A) employment as a peace officer or a fire fighter; or

(B) duties as a volunteer fire fighter.

(b) In this section,

(1) "armed services" means the Alaska National Guard, Alaska Naval Militia, and the armed services of the United States;

(2) "dependent child" means a person who was a dependent of a peace officer or of a member of the armed services or a fire department at the time of the peace officer's or member's death, and who is

(A) the peace officer's or member's natural or adopted child;

(B) a child in relation to whom the deceased armed services member, fire fighter, or peace officer stood in loco parentis for at least three years before the peace officer's or member's death;

(C) the peace officer's or member's stepchild; or

(D) the peace officer's or member's acknowledged illegitimate child;

(3) "fire department" means a federal, state, or municipal fire department or a regularly organized volunteer fire department registered with the state fire marshal;

(4) "line of duty" has the meaning given under federal law;

(5) "peace officer" has the meaning given in AS 01.10.060 and includes a correctional officer;

(6) "resident" means a person who resided in the state for at least one year before serving in the armed services and who lists Alaska as the home state for purposes of military records, or a person who was employed as a peace officer in this state or was a member of a fire department located in this state;

(7) "spouse" means a person who was married to a peace officer or to a member of the armed services or a fire department at the time of the peace officer's or member's death.

Sec. 26.05.295. Educational assistance for enlisted personnel.

(a) Each active enlisted member of the Alaska National Guard or the Alaska Naval Militia who has completed the initial voluntary enlistment period of service that fulfills the mandatory requirement for military service under 50 U.S.C. App. 451 - 456, 458 - 471 (Military Selective Service Act of 1967) is eligible for educational assistance benefits in Alaska educational facilities.

(b) Except as provided in this subsection, educational programs and monetary benefits available to persons under (a) of this section are based on and equivalent to those of the United States Department of Veterans Affairs education program. Educational assistance may only be provided for a program or class in which the person is a student in good standing.

(c) *[Repealed, Sec. 5 ch 25 SLA 1997].*

(d) *[Repealed, Sec. 5 ch 25 SLA 1997].*

Sec. 26.05.296. Tuition assistance.

(a) To the extent funds are available, the adjutant general may authorize the payment of up to 100 percent of the cost of tuition and required fees for each active member of the Alaska National Guard or the Alaska Naval Militia if the member attends an educational, vocational, or technical training school in this state. The adjutant general may prioritize categories of education benefits to encourage recruitment and retention of Alaska National Guard members. Payments authorized under this section for active members of the Alaska National Guard or the Alaska Naval Militia continue so long as the active member is a student in good standing in the educational program or class and participates satisfactorily in unit training activities.

(b) *[Repealed, Sec. 5 ch 25 SLA 1997].*

Sec. 26.05.298. Definition for AS 26.05.295 and 26.05.296.

In AS 26.05.295 and 26.05.296, "good standing" means the student is enrolled, attending, and meeting the minimum requirements for successful completion of the program or class.

Letter of Support for House Bill 387

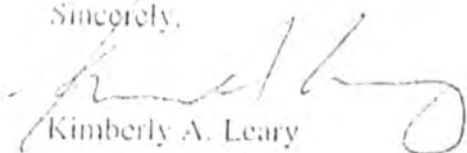
January 26, 2006

Honorable Members of the House Special Committee on Education
Representative Mark Nueman, Chair
State Capital, Room 432
Juneau, Alaska 99801

Dear Honorable Representatives,

I am writing on behalf of the members and families of the Alaska National Guard in support of the House Bill 387: Tuition Waiver for National Guard Family. Working closely with the families of National Guardsmen through my position with the National Guard Family Programs, I can personally attest to the need for such worthy legislation. Often enough, Guard families are already struggling to make ends meet with the salaries paid in return for their selfless service to this State and our Nation. The high costs of education are usually too great for these families to consider for even one member of the family, let alone a spouse and dependents, who sometimes attend college together. This bill would add further incentive to those citizens interested in joining the National Guard, and would show support to the current members of the Alaska National Guard that we really do value their sacrifice and support their efforts in defending our State and Nation, in both the War on Terrorism and against the many potential disasters facing Alaska and her people. Please, I ask that you give your support fully to this bill and ensure it is passed quickly into state law.

Sincerely,



Kimberly A. Leary

Letter of Support for HB 387

January 26, 2006

Honorable Members of the House Special Committee on Education
Representative Mark Nueman, Chair
State Capitol, Room 432
Juneau, Alaska 99801

Dear Honorable Representatives,

I am writing on behalf of myself and members of the Alaska National Guard and their dependents in support of HB 387, "An act providing for a partial tuition waiver for families of National Guard members." Members of the Alaska National Guard are the first line of defense in the ever growing Global War on Terrorism; they are also ready at a moments notice when Mother Nature releases her fury on our state. There are numerous recruiting and retention incentives available to the Soldier and Airman, but we so very often overlook the sacrifices of their families. What we pay our defenders is a pittance in comparison to their responsibility for our safety; providing family members with a "partial" tuition waiver is the least that our state and communities can offer for that sacrifice. I ask you to do your part and ensure that HB387 is swiftly passed into law and our Guardsmen are given the assistance to provide a college education for their children and spouse.

Sincerely,

Simon Brown, Jr.

Simon. Brown II,
1973 to Present Veteran and
Current Alaska National Guard Member

Letter of Support for HB 387

January 26, 2006

Honorable Members of the House Special Committee on Education
Representative Mark Nueman, Chair
State Capitol, Room 432
Juneau, Alaska 99801

Dear Honorable Representatives,

I am writing on behalf of myself and members of the Alaska National Guard and their dependents in support of HB 387, "An act providing for a partial tuition waiver for families of National Guard members." Members of the Alaska National Guard are the first line of defense in the ever growing Global War on Terrorism. This could not be done with great accuracy without the support of our spouses and dependents. There are numerous recruiting and retention incentives available to the Soldier and Airman, but we so very often overlook the sacrifices of their families. What we pay our soldiers is nothing in comparison to their responsibility for our safety; providing family members with a "partial" tuition waiver is the least that our state and communities can offer for that sacrifice. I ask you to do your part and ensure that HB387 is swiftly passed into law and our Guardsmen are given the assistance to provide a college education for their children and spouse.

Sincerely,

A handwritten signature in dark ink, appearing to read "Rodger A. Morrison", is written over the typed name.

Rodger A. Morrison,
Current Alaska National Guard Member

Letter of Support for HB 387

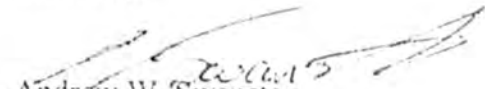
January 26, 2006

Honorable Members of the House Special Committee on Education
Representative Mark Nueman, Chair
State Capitol, Room 432
Juneau, Alaska 99801

Dear Honorable Representatives,

I am writing on behalf of myself and members of the Alaska National Guard and their dependents in support of HB 387, "An act providing for a partial tuition waiver for families of National Guard members." Members of the Alaska National Guard are the first line of defense in the ever growing Global War on Terrorism; they are also ready at a moments notice when Mother Nature releases her fury on our state. There are numerous recruiting and retention incentives available to the Soldier and Airman, but we so very often overlook the sacrifices of their families. What we pay our defenders is a pittance in comparison to their responsibility for our safety; providing family members with a "partial" tuition waiver is the least that our state and communities can offer for that sacrifice. I ask you to do your part and ensure that HB387 is swiftly passed into law and our Guardsmen are given the assistance to provide a college education for their children and spouse.

Sincerely,


Andrew W. Swanston
Desert Storm and Somalia Veteran and
Current Alaska National Guard Member

Letter of Support for HB 387

January 26, 2006

Honorable Members of the House Special Committee on Education
Representative Mark Nueman, Chair
State Capitol, Room 432
Juneau, Alaska 99801

Dear Honorable Representatives,

I am writing on behalf of myself and members of the Alaska National Guard and their dependents in support of HB 387, "An act providing for a partial tuition waiver for families of National Guard members." Members of the Alaska National Guard are the first line of defense in the ever growing Global War on Terrorism; they are also ready at a moments notice when Mother Nature releases her fury on our state. There are numerous recruiting and retention incentives available to the Soldier and Airman, but we so very often overlook the sacrifices of their families. What we pay our defenders is a pittance in comparison to their responsibility for our safety; providing family members with a "partial" tuition waiver is the least that our state and communities can offer for that sacrifice. I ask you to do your part and ensure that HB387 is swiftly passed into law and our Guardsmen are given the assistance to provide a college education for their children and spouse.

Sincerely,

Clinton K. Brown II, Veteran and
Current Alaska National Guard Member

Letter of Support for HB 387

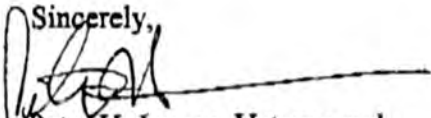
January 26, 2006

Honorable Members of the House Special Committee on Education
Representative Mark Nueman, Chair
State Capitol, Room 432
Juneau, Alaska 99801

Dear Honorable Representatives,

I am writing on behalf of myself and members of the Alaska National Guard and their dependents in support of HB 387, "An act providing for a partial tuition waiver for families of National Guard members." Members of the Alaska National Guard are the first line of defense in the ever growing Global War on Terrorism; they are also ready at a moments notice when Mother Nature releases her fury on our state. There are numerous recruiting and retention incentives available to the Soldier and Airman, but we so very often overlook the sacrifices of their families. Providing family members with a "partial" tuition waiver is the least that our state and communities can offer for that sacrifice. I ask you to do your part and ensure that HB387 is swiftly passed into law and our Guardsmen are given the assistance to provide a college education for their children and spouse.

Sincerely,



Peter H. Jensen, Veteran and
Current Alaska National Guard Member

Letter of Support for HB 387

January 27, 2006

Honorable Members of the House Special Committee on Education
Representative Mark Nueman, Chair State Capitol, Room 432 Juneau,
Alaska 99801

Dear Honorable Representatives,

I am writing on behalf of myself and members of the Alaska National Guard and their dependents in support of HB 387, "An act providing for a partial tuition waiver for families of National Guard members." In George Orwell's words, Alaskan residents "sleep peaceably" because members of the Alaska National Guard "stand ready to do violence on their behalf." Alaska National Guard members sacrifice to protect the freedoms of Alaskan residents. Although there are countless incentives for these soldiers; their families who also sacrifice, are often left without acknowledgment.

Our state can provide a "partial" tuition wavier to ensure that the sacrifices of family members are not overlooked.

Show your gratitude by doing your part to ensure that HB387 is passed into law.

Sincerely,

Michelle Brown

Dependent of an Alaska National Guard Member



Alaska Broadcasters Association

"Membership Has Its Benefits"
An Alaskan Corporation

And
Phone
Fax
E-mail

Letter of Support for HB 387

January 30, 2006

Honorable Members of the House Special Committee on Education
Representative Mark Neuman, Chair
State Capitol, Room 432
Juneau, Alaska 99801

Dear Honorable Representatives,

I am writing on behalf of the members of the Alaska National Guard and their dependents in support of HB 387, "An act providing for a partial tuition waiver for families of National Guard members."

I have both personal and business ties to the Alaska National Guard. My son and daughter-in-law are both Guardsmen. The AK Broadcasters Association and myself are responsible for running the Guard recruitment ads on TV and Radio and have been doing so since 1996.

Until the recent deployments and tragic deaths in Iraq our Guardsmen have gone quietly about their business in service to our state. They perform rescues and missions of mercy, at Christmas they deliver toys to our bush communities, they help fight wildfires, they use weekend trainings to clean up abandoned vehicles, they were at our airports after September 11, 2001 providing security and peace of mind to citizens put on alert.

This bill will help so much to give back to the families who through their support of their citizen-soldiers have also served their state. I ask you to do your part and ensure that HB387 is swiftly passed into law and our Guardsmen are given the assistance to provide a college education for their children and spouse.

Sincerely,

Darlene Simono
Executive Director

Letter of Support for HB 387

January 30, 2006

Honorable Members of the Alaska House Special Committee on Education
Chairman Rep. Mark Neuman
State Capitol, Room 432
Juneau, AK 99801

Dear Representative Neuman and other Honorable Committee Members,

As a citizen of the great state of Alaska, I write you in support of HB 387, providing partial tuition waiver for families of National Guard Members. Our continual support of all members of the Alaska National Guard and their dependents is critical for Homeland Security and our war on terrorism. We need to recognize the contributions and sacrifices of the families of our soldiers, and this is a positive way to benefit our protectors and help guarantee the opportunity for future members of our National Guard.

Please support HB387 in your committee and help our legislators see that a Yes vote means that Alaska will always reward those individuals and families that make the ultimate sacrifice in the face of danger. Please help our Guardsmen and by providing college education assistance for their children and spouse.

Sincerely,



Ric Schmidt
Nome, Alaska

Letter of Support for House Bill 387

January 30, 2006

Honorable Members of the House Special Committee on Education
Representative Mark Nueman, Chair
State Capital, Room 432
Juneau, Alaska 99801

Dear Honorable Representatives,

Consideration of this matter greatly pleases me. I am a proud member of our state's National Guard and have a collective military history of nearly fifteen years. I serve as a Recruiter and understand well the importance of our member's and families' educational welfare. The opportunity for our members to educate themselves is vital and the Guard has done a tremendous job of recognizing that as they have offered financial assistance to them for many years. These members, however, come with another very vital part of our organization; their families! These families are essential to our moral and welfare and to our existence. It is important to our Guardsmen that their families are offered opportunities to educate themselves. Please take every consideration into account upon communing over this matter.

Sincerely,

SFC Russell E Overman

Letter of Support for HB 387

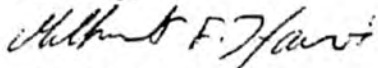
January 30, 2006

Honorable Members of the House Special Committee on Education
Representative Mark Nueman, Chair
State Capitol, Room 432
Juneau, Alaska 99801

Dear Honorable Representatives,

I am writing on behalf of myself and members of the Alaska National Guard and their dependents in support of HB 387, "An act providing for a partial tuition waiver for families of National Guard members." It is no secret that Guard members selflessly give of themselves to the State and to our Nation. We are the front line on the Global War On Terror. Our families are an integral part of our personal and national support mechanism. This bill would be of great assistance to our families and a much needed tool to continue their efforts of striving for higher education. That would be yet another front we beat terrorism at. Please continue to help improve the Alaskan and American quality of life, by supporting HB 387 as our Citizen Soldiers bring the fight to the enemy.

Sincerely,



Mel Hawi

Current Alaska National Guard Member

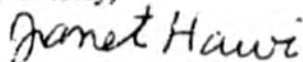
January 30, 2006
Letter of Support for HB 387

Honorable Members of the House Special Committee on Education
Representative Mark Nueman, Chair
State Capitol, Room 432
Juneau, Alaska 99801

Dear Honorable Representatives,

I am writing on behalf of myself and dependents of the Alaska National Guard in support of HB 387, "An act providing for a partial tuition waiver for families of National Guard members." As the spouse of a Guardsman and a student at UAA it would really help us make ends meet to have such assistance with my tuition. Your support is appreciated and needed.

Sincerely,



Janet Hawi
Current Alaska National Guard Dependent

Letter of Support for HB 387

January 30, 2006

Honorable Members of the House Special Committee on Education
Representative Mark Nueman, Chair
State Capitol, Room 432
Juneau, Alaska 99801

Dear Honorable Representatives,

I am writing as the spouse of a National Guard soldier asking that you support HB 387, "An act providing for a partial tuition waiver for families of National Guard members." The Alaska National Guard has the distinction of being the only National Guard to draw its roots from indigenous North Americans, The Eskimo Scouts. The Scouts have played vital role in the defense of our state and nation from the days of the Territorial Guard to now the Alaska National Guard.

The spouse's and children of our Guardsmen constantly deal with the possibility that their husband, wife, father or mother will be activated, mobilized or deployed. They can be mobilized to fight fire in the Mat-Su or deployed to fight terrorists in Iraq and Afghanistan; they go, willingly and boldly to protect what we hold dear. Too often those of us who are behind holding the home and community together are forgotten for our sacrifice. Our soldiers are the hero's but we are the ones who sacrifice and give them the ability to wage war or save lives knowing that when they get home, all will be well. We spend millions of dollars on programs and entitlements for corporations and companies who are in need of nothing, what would it hurt to spend a few dollars on the education of a soldier's child? Who would it benefit? Why would you not support something so noble, and so just? Let Alaska once again be the birthplace of excellence, be the first National Guard to provide "tuition assistance" to every member of the Alaska National Guard, soldiers and family members alike. I expect to see your support of HB387, do your part and make this bill a reality.

Sincerely,

Deanna K. Brown, Spouse of an
Alaska National Guard Soldier

Letter of Support for HB 387

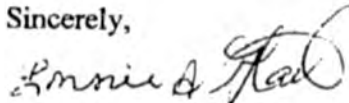
January 30, 2006

Honorable Members of the House Special Committee on Education
Representative Mark Nueman, Chair
State Capitol, Room 432
Juneau, Alaska 99801

Dear Honorable Representatives,

I am writing on behalf of myself and members of the Alaska National Guard and their dependents in support of HB 387, "An act providing for a partial tuition waiver for families of National Guard members.". What we pay our defenders is a pittance in comparison to their responsibility for our safety; providing family members with a "partial" tuition waiver is the least that our state and communities can offer for that sacrifice. I ask you to do your part and ensure that HB387 is swiftly passed into law and our Guardsmen are given the assistance to provide a college education for their children and spouse.

Sincerely,



Lonnie A. Staib, Veteran and
Current Alaska National Guard Member

Letter of Support for HB 387

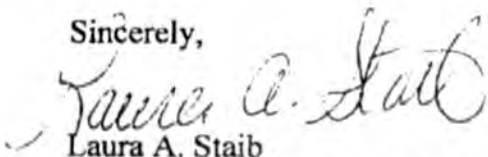
January 30, 2006

Honorable Members of the House Special Committee on Education
Representative Mark Nueman, Chair
State Capitol, Room 432
Juneau, Alaska 99801

Dear Honorable Representatives,

I am writing on behalf of myself and members of the Alaska National Guard and their dependents in support of HB 387, "An act providing for a partial tuition waiver for families of National Guard members." Members of the Alaska National Guard are the first line of defense in the ever growing Global War on Terrorism; they are also ready at a moments notice when Mother Nature releases her fury on our state. There are numerous recruiting and retention incentives available to the Soldier and Airman, but we so very often overlook the sacrifices of their families. What we pay our defenders is a pittance in comparison to their responsibility for our safety; providing family members with a "partial" tuition waiver is the least that our state and communities can offer for that sacrifice. I ask you to do your part and ensure that HB387 is swiftly passed into law and our Guardsmen are given the assistance to provide a college education for their children and spouse.

Sincerely,



Laura A. Staib

Spouse of Army National Guard Member

TO: Office of Representative Eric Croft
RE: House Bill 387

January 31, 2006

Dear Representative Croft:

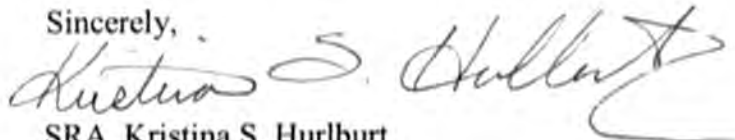
I am sending this letter to express my support for House Bill 387. I am a Senior Airman in the Alaska Air Guard and am also a student at the University of Alaska, Anchorage. Given the choice between Active Duty Military and Traditional Guard service, I decided to join the Guard so that I could stay in Alaska and attend school full-time. As a traditional Guardsman, I serve one weekend per month and three weeks in the summer and am therefore a civilian more days of the year than I am a Guardsman. Furthering my education with the goal of earning a bachelors degree and then continuing on to law school is an essential component of my civilian life and the tuition assistance I receive through the Dept. of Veterans Affairs has, thus far, helped with funding these goals.

Prior to this past fall semester I was enrolled in the Professional Piloting curriculum in the Aviation Technology program at UAA. This is one of the most expensive subjects that UAA offers, due to additional fees and the cost per hour for flight lessons. During 2003-2004, the cost of attending UAA as a piloting major was, for me personally, in excess of \$6000, above and beyond the tuition that was paid by the VA. Higher education is not cheap.

This summer I am being deployed overseas to serve my country, and will miss the first half of the coming fall semester at UAA. For this hardship, I am being paid roughly \$3000 per month. I would like to think that my life is worth more than that, but like thousands of military members in Alaska I am proud to serve, regardless of the cost. However, it is my belief that programs such as the tuition assistance program are small prices for the state to pay in reward to its military members that are so often put in harm's way. Furthermore, Guard members do not receive the health and dental benefits that Active Duty members do, adding to the personal cost to individuals and their families.

For all of the aforementioned reasons, it is a sad thing that many Guard members are denied this small benefit. Without state funding, the rate of members denied assistance is projected to increase drastically. As an active member of the Alaska Guard family, I fully support HB 387, and any future legislation that pays tribute to the personal and professional sacrifices of Alaska's military members.

Sincerely,



SRA. Kristina S. Hurlburt
AK Air National Guard
Kulis ANGB, Anchorage, AK

Residence Address:
1054 Evergreen St.
Fairbanks, AK 99709
907.244.1678

FISCAL NOTE

STATE OF ALASKA
2006 LEGISLATIVE SESSION

Fiscal Note Number: 1
 Bill Version: CSHB 387(EDU)
 (H) Publish Date: 2/17/06

Revision Date/Time (Note if correction):

Title Tuition Waiver for National Guard Family

Dept. Affected: Military & Veterans Affairs

RDU Military & Veterans Affairs

Component Office of the Commissioner

Sponsor Representative Croft

Requester _____

Component No. 414

Expenditures/Revenues

(Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
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 (FY2006) cost: 0.0

Mark this box (X) if funding for this bill is included in the Governor's FY 2007 budget proposal: ☐

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS:

No fiscal impact.

Prepared by: John Cramer
 Division: Administrative Services Division
 Approved by: Craig E. Campbell, Commissioner
 Agency: Department of Military & Veterans Affairs

Phone (907) 465-4602
 Date/Time 1/23/06 9:15 AM
 Date 1/23/2006

FISCAL NOTE

STATE OF ALASKA
2006 LEGISLATIVE SESSION

Fiscal Note Number: 2
Bill Version: CSHB 387(EDU)
(H) Publish Date: 2/17/06

Revision Date/Time (Note if correction): Dept. Affected: University of Alaska
Title: TUITION WAIVER FOR NATIONAL GUARD FAMILY RDU
Sponsor: REPRESENTATIVE(s) THOMAS, Croft Component:
Requester: Component No.:

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
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 (FY2006) cost: 0.0

Mark this box (X) if funding for this bill is included in the Governor's FY 2007 budget proposal: ☐

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This bill would have no fiscal impact on the University, assuming that the Alaska Commission on Postsecondary Education continues to fund 50 percent of the the tuition waivers for eligible National Guard family members as it currently does.

Prepared by: Pat Pitney
Division: University of Alaska
Approved by: Pat Pitney
Agency: University of Alaska

Phone 450-8191
Date/Time 2/10/06 12:00 AM
Date 2/10/2006

FISCAL NOTE

STATE OF ALASKA
2006 LEGISLATIVE SESSION

Fiscal Note Number: 3
Bill Version: CSHB 387(EDU)
(H) Publish Date: 2/17/06

Revision Date/Time (Note if correction): _____ Dept. Affected: Fish and Game
Title: Tuition Waiver for National Guard Family RDU: Administration and Support
Sponsor: Representative Bill Thomas Component: Administrative Services
Requester: House HES Committee Component No.: 470

Expenditures/Revenues

(Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
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 (1024)	(65.7)	(65.7)	(65.7)	(65.7)	(65.7)	(65.7)
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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 (FY2006) cost: 0.0

Check this box (X) if funding for this bill is included in the Governor's FY 2007 budget proposal: ☐

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

Fiscal note reflects estimated change in revenues to the Fish and Game Fund for complimentary sport fishing and hunting licenses to Alaska National Guard (ANG) members. There are currently 3,600 ANG members. Based on resident sales, 50% of the ANG would purchase a sport fishing license and 25% would purchase a hunting license. Total revenue loss to Fish and Game Fund is estimated to be \$65,700.

Prepared by: Tom Lawson
Division: Administrative Services
Approved by: McKie Campbell
Agency: Department of Fish and Game

Phone 465-5999
Date/Time 2/15/06 4:30 PM
Date 2/15/2006

FISCAL NOTE #3**STATE OF ALASKA
2006 LEGISLATIVE SESSION****BILL NO. CSHB 387(EDU)****ANALYSIS CONTINUATION**

Alaska National Guard Complimentary Licenses

Type of License Sold	Number of ANG	License Fee	Revenue	% of Alaskans who purchase licenses	Total Revenue
R Fishing Lic	3600	\$24.00	\$86,400.00	50%	\$43,200.00
R Hunting Lic	3600	\$25.00	\$90,000.00	25%	\$22,500.00
Total			\$176,400.00		\$65,700.00

1/23/2006 4:25 PM

11. How many students apply for funding from DMVA every year for the past four years?

*Unknown – ANG office has not kept this number until this Spring.

12. How many of those requests have been funded?

*See Chart Below

13. Amount of funding requested by DMVA before OMB got to it?

*Amount unknown- DMVA says they do not keep official records of that sort of numbers.

14. Amount of funding appropriated?

*See Chart Below

Chart of Important information of soldiers served and money allocated and other stuff

	UA Waiver	Tuition Reimbursement	Notes	\$/credit	\$\$\$ that year	Shortfall expected
SFY02	510	35	1	\$79	\$28,500.00	
SFY03	450	42	2	\$82	\$278,500.00	
SFY04	475	36		\$90	\$278,500.00	
SFY05	376	36	3	\$99	\$278,500.00	
SFY06	200	14	4	\$109	\$353,500.00	-\$9,688.00
SFY07	?	?	5, 6, 7, 8	\$120	\$378,500.00	-\$61,324.00

Notes

1 Funding requests exceeded funds by \$100,00.00 for Tuition Reimbursement

2 Funding requests exceeded funds by \$25,000.00 for Tuition Reimbursement

3 26 guard members denied due to lack of funding totaling 29,500.00 for Tuition Reimbursement

4 Numbers as of January 19, 2006

5 Expected increase of 10% in soldiers

6 Known increase of 7% tuition

7 Governor's requested and suggested amount

8 The increase in funding from this year to next is 7%, which does not account for the expected 10% growth in soldiers wanting education.

11. How many students apply for funding from DMVA every year for the past four years?

*Unknown – ANG office has not kept this number until this Spring.

12. How many of those requests have been funded?

*See Chart Below

13. Amount of funding requested by DMVA before OMB got to it?

*Amount unknown- DMVA says they do not keep official records of that sort of numbers.

14. Amount of funding appropriated?

*See Chart Below

Chart of Important information of soldiers served and money allocated and other stuff

	UA Waiver	Tuition Reimbursement	Notes	\$/credit	\$\$\$ that year	Shortfall expected
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SFY03	450	42	2	\$82	\$278,500.00	
SFY04	475	36		\$90	\$278,500.00	
SFY05	376	36	3	\$99	\$278,500.00	
SFY06	200	14	4	\$109	\$353,500.00	-\$9,688.00
SFY07	?	?	5, 6, 7, 8	\$120	\$378,500.00	-\$61,324.00

Notes

1 Funding requests exceeded funds by \$100,00.00 for Tuition Reimbursement

2 Funding requests exceeded funds by \$25,000.00 for Tuition Reimbursement

3 26 guard members denied due to lack of funding totaling 29,500.00 for Tuition Reimbursement

4 Numbers as of January 19, 2006

5 Expected increase of 10% in soldiers

6 Known increase of 7% tuition

7 Governor's requested and suggested amount

8 The increase in funding from this year to next is 7%, which does not account for the expected 10% growth in soldiers wanting education.

SCOMM

137:35

Alaska's House of Representatives Democratic Caucus

Alaska's Senate Democratic Caucus



akdemocrats.org

REPRESENTATIVES

SENATORS

Stay Informed

HB411

REPRESENTATIVE LES GARA

BILL LOOKUP:

BILL STATEMENT

BILL STATUS

BILL TEXT



Statement PDF

hb.411

Search

Sponsor**Statement**

House Bill 411: Excellence In The Classroom - Enhanced Pay To Encourage Continued Graduate Education By Teachers

Alaska must strive to enhance the quality of education our children receive, and to promote excellence in the classroom. The state currently does not do enough to support teachers attending graduate school to improve their teaching. HB 411 is designed to reward teachers who receive a Masters degree in general education or the subject they teach.

Presently, many school districts in Alaska including the Anchorage and Juneau School Districts increase teacher pay for each additional 18 credits. However, these classes don't necessarily have to fall into topics relevant to their classroom. In many school districts, the current salary increase is approximately \$2,000 per 18 credits earned with few restrictions on the subject matter of the credits.

Under current policy, no fair bonus is provided for classes which lead to Masters Degrees in education or the subjects in which the teachers specialize. Under HB 411, elementary teachers would receive a \$5,000 salary bonus for a degree in general education, and upper grade teachers would receive the same amount for a degree in the area they teach. This bonus would be on top of the current pay scale offered by school districts to provide incentive for greater expertise in a field of study.

Certainly Alaska has great teachers who do not possess Masters Degrees, and HB 411 would not reduce pay for teachers. Salaries for all teachers should be enhanced to reflect their achievements and performance. However, it is undeniable that Masters Degree coursework is rigorous, and may be too expensive for many teachers given existing rules. This bonus is designed to make further graduate education more affordable.

To finance the program, HB411 creates a "Resource Revenue for Teachers" account in the general fund. Money for this account would be generated by implementing a 0.5% increase in the corporate income tax on oil companies. With oil currently around \$60 per barrel, these companies are recording staggering windfall profit margins of over 40%. A Department of Revenue FY05 data, the proposed 0.5% tax would generate \$22.2 million at an oil price of \$43 per barrel (the FY05 average price).

REPRESENTATIVE LES GARA

REPRESENTATIVE LES GARA

BILL LOOKUP:

SCOMM

137:36

HOUSE COMMITTEE REPORT

Date Referred to Committee: January 30, 2006

FURTHER REFERRALS: HES
Finance

Date of Committee Action: FEBR 14, 2006

The HOUSE SPECIAL COMMITTEE ON EDUCATION considered:

HB 412

HOUSE BILL NO. 412

TUITION WAIVERS:MILITARY/POLICE/FIRE

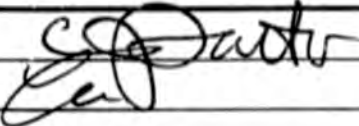
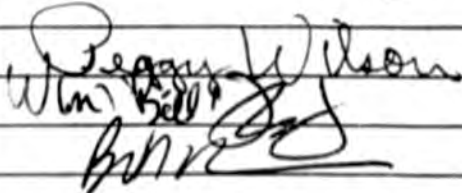
"An Act relating to the waiver of undergraduate expenses for a spouse or dependent of a deceased resident peace officer or member of the armed services or fire department."

Recommends it be replaced with [] HCS or [] CS for _____ (_____)
For Senate Bills with new title: [] Technical Title [] New Title: HCR _____ [] Same Title [] New Title

☐ attach amendments
☐ add new referral to _____ Committee
☐ Letter of Intent _____ Committee

*List of
Abbrev
for
Depts.:*
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
HSS
LEG
LAW
LWF
MVA
DNR
DPS
REV
DOT
UA

[illegible][illegible]

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
	Carter Cane	X			
	WILSON Thomas LYNN	✓			
Chair: 	Mary	X			
Chair:					

Representative (elect)
Jay Ramras
Co-Chair, House Resources
V-Chair, Economic Devel.
International Tour. & Trade
State Affairs
119 N. Cushman St. Suite 207
Fairbanks, Alaska 99701
(907) 452-1088
Fax: (907) 452-1146

Alaska State Legislature



House of Representatives

While in Session
State Capitol, Room 104
Juneau, Alaska 99801-1182
(907) 465-3004
Fax: 465-2070
Toll Free: (877) 465-3004
e-mail
Representative_Jay_Ramras
@legis.state.ak.us
House District 10

MEMO

To: Representative Mark Neuman, Chair, House Special Committee on Education

Fm: Jim Pound 

Cc:

Date: January 30, 2006

Re: Scheduling of HB 412

Please accept this memo as a request for the House Special Committee on Education to schedule HB 412 **"An Act relating to the waiver of undergraduate expenses for a spouse or dependent of a deceased resident peace officer or members of the armed services or fire department."** for a hearing. HB 412 will expand the existing opportunity to include on-campus room and board for a spouse or dependent of a person who gave the ultimate sacrifice serving our state and or country by reserving an opportunity for higher education in Alaska.

Thanks you in advance for scheduling HB 412 before the House Special Committee on Education.

Attachments: Sponsor Statement, HB 412.

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Thank you

Representative Jay Ramras
Co-Chair, House Resources
Co-Chair, Economic Develop.
Tourism & Trade
House State Affairs
Joint Armed Services
119 N. Cushman St. Suite 207
Fairbanks, Alaska 99701
Phone: (907) 452-1088
Fax: (907) 452-1146

Alaska State Legislature



While in Session
State Capitol, Room 104
Juneau, Alaska 99801-1182
(907) 465- 3004
Fax: 465-2070
Toll Free: (877) 465-3004

House District 10

House of Representatives

Sponsor Statement **HB 412**

Everyday, we enjoy the freedoms and security granted to us by our Constitution and laws. These rights, that so many take for granted, are there because men and women work everyday to assure they are protected. Alaskans who put on a uniform and put their life on the line, be it a police officer, a firefighter, or a member of the armed services deserve our respect and support.

When they give the ultimate sacrifice to protect us, we as Alaskans have an obligation to help their families, in more than just the short term. Most families, have not only lost a spouse or a parent, they have lost a major source of income. HB 412 will offer these surviving family members an opportunity to advance their lives by attending the University of Alaska for a very reduced cost.

Existing language in AS 14.43.085 allows a waiver of fees and tuition. HB 412 expands that language to include on-campus room and board. The cost to the State and the University is small when compared to the price of giving ones life in service to our state and country.

By combining these cost reductions with the limited compensation provided by the Federal Government, an Alaskan student could receive a University of Alaska education at little or no expense. HB 412 will show our men and women who selflessly give of themselves that we support them, not only while they serve, but we will also be there should they make the ultimate sacrifice.

Federal Benefits for Veterans and Dependents 2005 Edition

Department of Veterans Affairs

Dependents Educational Assistance

Dependents Educational Assistance benefits are available to spouses who have not remarried and children of: (1) veterans who died or are permanently and totally disabled as the result of a disability arising from active military service; (2) veterans who died from any cause while rated permanently and totally disabled from service-connected disability; (3) servicemembers listed for more than 90 days as currently missing in action or captured in line of duty by a hostile force; (4) servicemembers listed for more than 90 days as currently detained or interned by a foreign government or power.

The termination of a surviving spouse's remarriage — either by death or divorce — will reinstate Dependents' Educational Assistance benefits to the surviving spouse. If a surviving spouse ceases living with another person who has been held out publicly as the person's spouse, there is no bar to granting Dependents Educational Assistance benefits to the surviving spouse.

Benefits may be awarded for pursuit of associate, bachelor or graduate degrees at colleges and universities, including independent study, cooperative training and study abroad programs. Courses leading to a certificate or diploma from business, technical or vocational schools also may be taken.

Benefits may be awarded for apprenticeships, on-the-job training programs and farm cooperative courses. Benefits for correspondence courses under certain conditions are available to spouses only. Secondary-school programs may be pursued if the individual is not a high-school graduate. An individual with a deficiency in a subject may receive tutorial assistance benefits if enrolled halftime or more. Deficiency, refresher and other training also may be available.

Monthly Payments

Payments are made monthly. The rate effective Oct. 1, 2004, is \$803 a month for full-time school attendance, with lesser amounts for part-time training. A person may receive educational assistance for full-time training for up to 45 months or the equivalent in part-time training. Payments to a spouse end 10 years from the date the individual is found eligible or from the date of the death of the veteran.

VA may grant an extension. Children generally must be between the ages of 18 and 26 to receive education benefits, though extensions may be granted.

Montgomery GI Bill Death Benefit

VA will pay a special Montgomery GI Bill death benefit to a designated survivor in the event of the service-connected death of an individual while on active duty or within one year after discharge or release. The deceased must either have been entitled to educational assistance under the Montgomery GI Bill program or a participant in the program who would have been so entitled but for the high school diploma or length-of-service requirement. The amount paid will be equal to the participant's actual military pay reduction, less any education benefits paid.

Examples of State Educational Benefits for Spouses and Children

California (CA)

College fee waiver program to children and dependents of service-connected disabled or service-related deceased veterans. The program is administered by the California Department of Veterans Affairs (CDVA)

ELIGIBILITY: Three plans for eligibility - Child, Spouse, Dependant

BENEFITS:

Fee waivers applies only to California State Universities, University of California campuses, and California Community Colleges. Annual benefits awarded on "academic year" basis. Students required to reapply each year for continued benefits.

Oregon

ELIGIBILITY: Oregon State requirements for offering aid to veterans are:

1. Active Duty in the U.S. Armed Forces for not less than 90 days and Korean War service 6/25/50 and 1/31/55, or received campaign or expeditionary medal, or ribbon awarded by the U.S. Armed Forces for service after 6/30/58;
2. Separation from military service under honorable conditions;
3. OR a resident at time of application for benefits;
4. U.S. Citizen; 5. Educational aid is not available for courses you would be receiving Federal GI Bill or Vocational Rehabilitation benefits

BENEFITS:

Rate of \$50 per month for full-time undergraduate studies; or other studies at \$35 per month.

Washington

- Honorably discharged veterans who have served in any branch of the armed forces may be eligible for the following state benefits:

Educational Benefits
County Veterans Assistance/Burial
Homeless Veteran Program
Employment Preference
Reemployment and Layoff Rights
Military Retirement Credit
Motor Vehicle Licenses
Reduced Fishing/Hunting License Fees
State and Federal Park Passes
Documents and Public Records
Reduced Public Transportation Fees

Hawaii

Currently the Hawaiian State Office of Veteran Services does not offer education assistance programs.

Iowa

Iowa War Orphans Education Aid

Children of veteran parents who died as a result of service between: 4/6/17 and 6/2/21; 9/16/40 and 12/31/46; 6/25/50 and 1/31/55; 8/5/64 and 5/7/75; or 8/2/90 (all dates inclusive). Iowa resident for two years. Reserve components on active duty status and National Guardsmen on active duty included.

BENEFITS:

\$600 maximum per year for tuition, matriculation and other fees, books, supplies, board, room, and other expenses at any IA education institution or trade school approved by the Department of Veterans Affairs Division (in addition to federal government benefits). Maximum total \$3,000 per student. No income or age limitations.

Minnesota

War Orphan Education Program

This program serves children of Minnesota veterans who died while on active duty military service or as a result of injuries or disease incurred while on active duty military service. Children are eligible for "tuition free status" at any state college level institution except the University of Minnesota. In addition, \$350.00 per year is available for school related expenses.

ELIGIBILITY CRITERIA: The deceased veteran parent must have been a resident at the time of entry into active duty military service and the dependent child must have been a resident for two years immediately prior to application.

Montana

Children of deceased Veterans

Eligibility: Children of MT residents deceased from service in WWII, Korea, or Vietnam

Program Benefits: Waiver of fees (depends on tuition at the school) These fee waivers are only available at: Montana State University at Billings, Bozeman, and Northern; the University of Montana at Missoula; Montana Tech of the University of Montana, the University of Montana College of Technology at Missoula; Western Montana College of the University of Montana; Montana State University College of Technology at Billings and Great Falls; and Helena College of Technology of the The University of Montana.

Fee waiver for Honorably discharged Veterans

Eligibility: Honorably discharged MT residents who served during wartime and are ineligible for financial aid under federal laws:

Program Benefits: Waiver of fees (depends on tuition at the school) These fee waivers are only available at: Montana State University at Billings, Bozeman, and Northern; the University of Montana at Missoula; Montana Tech of the University of Montana, the University of Montana College of Technology at Missoula; Western Montana College of the University of Montana; Montana State University College of Technology at Billings and Great Falls; and Helena College of Technology of the The University of Montana.

Dependents of POW/MIAs

Eligibility: Dependent of MT resident who has been declared by SECDEF to be a POW, missing or captured in connection with the conflict in Southeast Asia after 1/1/91

Program Benefits: Waiver of fees (depends on tuition at the school) These fee waivers are only available at: Montana State University at Billings, Bozeman, and Northern; the University of Montana at Missoula; Montana Tech of the University of Montana, the University of Montana College of Technology at Missoula; Western Montana College of the University of Montana; Montana State University College of Technology at Billings and Great Falls; and Helena College of Technology of the The University of Montana.

North Dakota

Dependent Children

Eligibility: Dependent Children, spouse, widow or ND resident veteran who was Killed in Action, died from wounds, or any other service connected cause, was totally disabled or died as a result of service connected causes, or was a POW/MIA. The veteran must have been born in and lived in ND until entrance into the U.S. Armed Forces or must have resided within the state for at least six months prior to entrance into the service.

Benefits: Free tuition and fees to any state supported school of higher education including vocational and technical schools to obtain bachelor's degree or certificate of completion. Maximum is 36 months or 8 semester period. Veteran must have been born in or lived in ND until entrance into the U.S. Armed Forces or must have resided within the state for at least 6 months prior to entrance into military service.

Veteran Emergency Loans

Eligibility: Loans to eligible ND resident veterans for temporary financial emergencies may be granted to honorably discharged veterans in amounts up to \$2,000.

Program Benefits: 8% interest is charge. One half of interest is refunded if loan is repaid within period loan was granted. Loan can be granted for periods of 6 to 48 months.

Application: North Dakota Department of Veterans Affairs, PO Box 9003, Fargo, ND 58106-9003

South Dakota

Free Tuition for Veterans

Certain veterans are eligible to take undergraduate courses at a state university without the payment of tuition provided they are not eligible for educational payments under the GI Bill or any other federal educational program. To qualify the veteran must be:

- Discharged under Honorable conditions, and
- A current resident of South Dakota and qualify for in-state tuition, and
- Able to meet one of the following criteria:
 - Served on active duty at any time between August 2, 1990 and March 3, 1991.
 - Received an Armed Forces Expeditionary medal, Southwest Asia Service medal, or other United States campaign or service medal for participation in combat operations against hostile forces outside the boundaries of the United States.
 - Have a service connected disability rated 10%, or more, disabling.

Eligible veterans may receive one month of free tuition for each month of "qualifying service" with a minimum of one, up to a maximum of four, academic years. Qualifying service is defined as: the amount of time served on active duty between the beginning and ending dates of the particular period of conflict or hostilities during which the veteran earned eligibility for this program. Since all of the post-Vietnam conflicts have been very

short in duration, the majority of veterans who qualify will be entitled to only the minimum, one academic year, of free tuition.

Under the free tuition program, the veteran has twenty (20) years from the ending date of the specific period of service during which he or she served and met the eligibility criteria, or, twenty (20) years after the date that he or she was rated 10%, or more, disabled by the DVA.

EXAMPLE: A veteran earned the Armed Forces Expeditionary medal for serving in Grenada in October 1983. As the hostilities in Grenada were declared to have ceased as of November 21, 1983, the veteran has until November 21, 2003, to use the free tuition program. SDDVA form E-11 "Veterans Application for Free Tuition at State Supported Schools" is available at the schools' financial aids, veterans representative or registrars offices or, they can be obtained from the Division of Veterans Affairs. The completed application, along with a copy of the veteran's DD-214 must be submitted to the Sioux Falls VA Regional Office (address shown on the reverse side of the form) and then returned to the school.

Free Tuition for Children of Veterans Who Die During Service

Children who are under the age of 25, are residents of South Dakota, and whose mother or father was killed in action or died of other causes while on active duty, are eligible for free tuition at a state supported school, if the deceased parent was a bona-fide resident of this state for at least six (6) months immediately preceding entry into active service.

SDDVA form E-12 "Application for Free Tuition at State Supported Institutions" is available at the schools' financial aids, veterans representative or registrars offices or, they can be obtained from the Division of Veterans Affairs.

Free Tuition for Dependents of POW's and MIA's

Children and spouses of prisoners of war, or of persons listed as missing in action, are entitled to attend a state supported school without the payment of tuition or mandatory fees provided they are not eligible for equal or greater federal benefits.

SDDVA form E-12 "Application for Free Tuition at State Supported Institutions" is available at the schools' financial aids, veterans representative or registrars offices or, they can be obtained from the Division of Veterans Affairs.

Reduced Tuition for South Dakota National Guardmembers

Guard members, who meet the requirements for admission, are eligible for a fifty percent (50%) reduction in undergraduate tuition charges at any state supported school for up to a maximum of four academic years OR, one program of study, approved by the state Board of Education, at any state vocational school upon payment of fifty percent (50%) of the tuition charges.

The receipt of federal educational benefits does not affect eligibility for this program. To qualify the guardmember must:

1. be a resident of this state and a member of the SD Army or Air Guard throughout each semester or vocational program for which he or she applies for benefits.
2. have completed required active duty for training.
3. attend 90% of drills and training periods and maintain a satisfactory academic grade level.
4. provide proper notice to the institution at time of registration for the term in which benefits are sought.

Wisconsin

Tuition and Fee Reimbursement Grant

Veterans who were discharged from active duty within the last 10 years may be reimbursed for up to 50% of their tuition and fees for courses completed as an undergraduate at schools in the University of Wisconsin System and the Wisconsin Technical College System. Reimbursement may not exceed 50% of the cost of tuition and fees for equivalent credits at UW-Madison.

Wisconsin veterans who receive a waiver of non-resident tuition while attending a school in Minnesota also may qualify for reimbursement.

Veterans with a service-connected disability rated by the VA as 30 percent or higher may be reimbursed for up to 100% of their tuition and fees at qualifying schools. Reimbursement may not exceed 100% of the cost of tuition and fees for equivalent credits at UW-Madison. Spouses and dependent children of deceased veterans are not eligible for this grant.

The semester for which a reimbursement grant is requested must end within 10 years after the veteran's release date from active duty. Veterans may receive grants for a total of eight full-time semesters or 120 credits of part-time study (no more than half of the total may have been taken at technical system schools).

The grant application must be received by WDVA no later than 60 days after the completion of the semester.

Veterans who receive a Tuition and Fee Reimbursement Grant are not allowed a Part-Time Study Grant or Retraining Grant for the same semester.

Income limit --- the veteran and spouse's combined annual income may not exceed \$47,500 plus \$500 for each dependent in excess of two dependents.

Veterans may apply for the grant at their County Veterans Service Office. Or write: Wisconsin Department of Veterans Affairs PO Box 7843 30 W. Mifflin St. Madison, WI 53703-7843 phone: (608) 266-1311 or toll-free 1-800-947-8387 (WIS-VETS)

Part-Time Study Grants

Veterans may be reimbursed for up to 50% of tuition and fees (not to exceed the cost at UW-Madison for the same number of undergraduate credits) after successfully completing part-time classroom or correspondence courses at most Wisconsin schools. Veterans with a service-connected disability rated by the VA as 30 percent or higher may be reimbursed for up to 100% of their tuition and fees at qualifying schools (not to exceed the cost at UW-Madison for the same number of undergraduate credits)..

In some instances, spouses and dependent children of deceased Wisconsin veterans also may be eligible for this grant.

To qualify as a part-time student, undergraduates must carry 11 credits or less per semester, and students with a bachelor's degree must carry eight credits or less per semester. Students enrolled in a summer session are automatically classified as part-time by WDVA.

Part-time students with a bachelor's degree may qualify for the grant if they do not have remaining federal veterans' benefits (not including Montgomery GI Bill for Selected Reserves).. Those with a master's degree or its equivalent do not qualify for grants.

The part-time coursework must be related to the applicant's occupational, professional or employment objectives. Courses taken solely for personal edification do not qualify for reimbursement.

Part-time students attending out-of-state schools may qualify for the grant if the school is accredited by the U.S. Office of Education and is within 50 miles of the Wisconsin border and the course is not offered at a Wisconsin school within 50 miles of the student's residence. Out-of-state correspondence courses may qualify for reimbursement if the school is accredited by the U.S. Office of Education and the course is not offered by a Wisconsin school.

The grant application must be received by WDVA no later than 60 days after the completion of the course.

Applicants who receive a Part-Time Study Grant are not allowed a Retraining Grant or Tuition and Fee Reimbursement Grant for the same period of enrollment. Applicants may receive no more than four Part-Time Study Grants during a 12-month period.

Income limit --- the veteran and spouse's combined annual income may not exceed \$47,500 plus \$500 for each dependent in excess of two dependents.

Veterans may apply for the grant through their County Veterans Service Office. You may call or write: Wisconsin Department of Veterans Affairs PO Box 7843 30 W. Mifflin St. Madison, WI 53703-7843 phone: (608) 266-1311 or toll-free 1-800-947-8387 (WIS-VETS)

Dependents of Deceased Veterans

Eligibility: Widow (er)s, minor or dependent children of eligible deceased WI veterans of any war, if residents and living in WI at the time of application. Children remain eligible if widow(er) remarries. Eligibility is determined by state statute. Income limit --- the veteran and spouse's combined annual income may not exceed \$47,500 plus \$500 for each dependent in excess of two dependents

Benefits: Reimbursement of costs for tuition, fees, and required textbooks upon satisfactory completion of part-time classroom correspondence course(s) at university, college, vocational, technical institute, or other institution of higher education as defined by WI statute, section 39.32(1)(a), provided the course(s) are related to the students occupational, professional, or educational objective. Reimbursement is limited to \$300 per course up to \$1,100 during any fiscal year. As long as the student continues to meet program requirements, reimbursement can be provided until Masters or Masters-equivalent Degree is obtained.

For more information

Your County Veterans Service Office will help with eligibility questions and the application process. For more information and questions about these programs, contact cschulde@mail.state.wi.us.

You may call or write: Wisconsin Department of Veterans Affairs PO Box 7843 30 W. Mifflin St. Madison, WI 53703-7843 phone: (608) 266-1311 or toll-free 1-800-947-8387 (WIS-VETS)

National Guard Tuition Grant for Enlisted Members

Eligibility: National Guard Tuition Grant for Enlisted Members

Benefits: For in-state or out of state institutions approved by the Higher Education Aids Board. Reimburses up to one-fourth of students tuition costs. Grant limited to no more than eight full semesters of studying and no grant shall be more than 25% of the resident undergraduate tuition charged by the University of Wisconsin-Madison.

Application: Contact your local National Guard Unit Authority.

Where do you want to go to college? How much does it cost?

Getting an early handle on this will help you figure out how much you'll need to save, earn or borrow.

The table gives you an idea of how much it costs to attend *one year at a four-year college*. In addition, you'll also have to budget for books, miscellaneous expenses and travel. Going to an in-state college costs less, since you are paying resident tuition and usually do not have to travel as far.

	Tuition and Fees	Room and Board	Total
University of Alaska	\$4,286	\$5,587	\$9,873
University of Washington	\$19,907	\$8,424	\$28,331
University of California Los Angeles	\$24,882	\$10,880	\$35,762
Montana State University Bozeman	\$14,190	\$5,500	\$19,690
Gonzaga University Spokane WA	\$23,140	\$3,895	\$27,035
<i>Tuition and fees are averages. Out-of-state averages are based on non-resident prices.</i>			

Source: <http://info.Alaska.edu/gotocollege/costs.xml> University of Alaska Website

FISCAL NOTE

STATE OF ALASKA
2006 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: HB412
 () Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: University of Alaska
 Title Tuition Waivers: Military/Police/Fire RDU _____
 Component _____
 Sponsor REPRESENTATIVE(s) RAMRAS, Stoltze, Crawford Component No. _____
 Requester _____

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims	108.4	117.3	127.0	137.6	149.0	161.4
Miscellaneous						
TOTAL OPERATING	108.4	117.3	127.0	137.6	149.0	161.4

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

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

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	108.4	117.3	127.0	137.6	149.0	161.4
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	108.4	117.3	127.0	137.6	149.0	161.4

Estimate of any current year (FY2006) cost: 0.0

Mark this box (X) if funding for this bill is included in the Governor's FY 2007 budget proposal: ☐

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

For an estimated 10 students per year, the additional cost to the University for FY07 would be 108.4, which would require additional general funds.

Prepared by: Pat Pitney Phone 450-8191
 Division University of Alaska Date/Time 2/10/06 12:00 AM
 Approved by: Pat Pitney Date 2/10/2006
 Agency University of Alaska

FISCAL NOTE

STATE OF ALASKA
2006 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: HB412-DMVA-COMM-1-31-06
 () Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: Military & Veterans Affairs
 Title Tuition Waivers: Military/Police/Fire RDU Military & Veterans Affairs
 Component Office of the Commissioner
 Sponsor Representative Ramras
 Requester _____ Component No. 414

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
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	0.0	0.0	0.0	0.0	0.0	0.0
CHANGE IN REVENUES ()	0.0	0.0	0.0	0.0	0.0	0.0

FUND SOURCE (Thousands of Dollars)

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

Estimate of any current year (FY2006) cost: 0.0

Mark this box (X) if funding for this bill is included in the Governor's FY 2007 budget proposal: ☐

POSITIONS

Full-time	0.0	0.0	0.0	0.0	0.0	0.0
Part-time	0.0	0.0	0.0	0.0	0.0	0.0
Temporary	0.0	0.0	0.0	0.0	0.0	0.0

ANALYSIS:

No fiscal impact.

Prepared by: John Cramer Phone (907) 465-4602
 Division: Administrative Services Division Date/Time 1/31/06 10:00 AM
 Approved by: Craig E. Campbell, Commissioner Date 1/31/2006
 Agency: Department of Military & Veterans Affairs

SCOMM

137:37



HOUSE SPECIAL COMMITTEE ON EDUCATION

STATE CAPITOL, ROOM 106

COMMITTEE MEMBERS

Rep. Mark Neuman,
Chairman
Room 432
465-3820

Rep. Carl Gatto
Vice-Chair
Room 411
465-3743

Rep. Bob Lynn
Room 415
465-4931

Rep. Bill Thomas
Room 428
465-3732

Rep. Peggy Wilson
Room 108
465-3824

Rep. Les Gara
Room 418
465-2647

Rep. Woodie Salmon
Room 114
465-4527

MEMORANDUM

Date: March 15, 2006

To: Members of House Special Committee on Education

From: Representative Mark Neuman, Chairman
House Special Committee on Education

Re: Scheduled bills in Education Committee

Thursday, March 16, 2006, at 11:00 a.m. in Room 106

HB 482 SCHOOL BULLYING/HARASSMENT/INTIMIDATION
Representative Anderson

** Committee will be taking public testimony **

** Meetings will be teleconferenced **

Committee hearings may be postponed to 5:30 p.m.
depending on length of floor session.

HOUSE COMMITTEE REPORT

Date Referred to Committee: February 13, 2006

FURTHER REFERRALS: HES
Judiciary

Date of Committee Action: MARCH 16, 2006

The HOUSE SPECIAL COMMITTEE ON EDUCATION considered:

HB 482

HOUSE BILL NO. 482

SCHOOL:BULLYING/HARASSMENT/INTIMIDATION

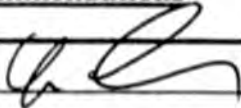
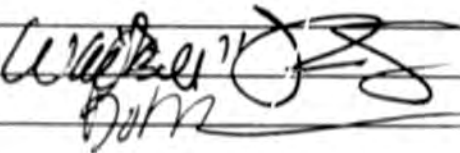
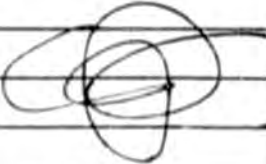
"An Act relating to harassment, intimidation, and bullying in schools."

Recommends it be replaced with ☐ HCS or ☒ CS for H3482 (EDU)
For Senate Bills with new title: ☐ Technical Title ☐ New Title: HCR ☒ Same Title ☐ New Title

☐ attach amendments
☐ add new referral to _____ Committee
☐ Letter of Intent _____ Committee

*List of
Abbrev
for
Depts.:*
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
HSS
LEG
LAW
LWF
MVA
DNR
DPS
REV
DOT
UA

[illegible][illegible]

Signing with recommendations		Printed Last Name	DP	DNP	NR	AM
		Gary Gallo			✓	
		Thomas Lynn	~~DP~~	X	✓	X
Chair: 		Chairman				X
Chair:						

ALASKA STATE LEGISLATURE
HOUSE BILL NO. 482

HISTORY IN THE HOUSE

2006

2/13

Read first time and referred to:

Edu HES Jud

____ RPT CS() ____ New Title
____ DP ____ DNP ____ NR ____ AM
____ FN ____ OFN / Prev: ____ FN ____ OFN

____ RPT CS() ____ New Title
____ DP ____ DNP ____ NR ____ AM
____ FN ____ OFN / Prev: ____ FN ____ OFN

____ RPT CS() ____ New Title
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____ FN ____ OFN / Prev: ____ FN ____ OFN

____ RPT CS() ____ New Title
____ DP ____ DNP ____ NR ____ AM
____ FN ____ OFN / Prev: ____ FN ____ OFN

Read second time

☐ CS() Adopted ☐ New Title

☐ Amended _____
☐ _____ Advanced

Read third time

☐ Title Amendment
☐ Return to second for amendment(s) or:

☐ Passed Y ____ N ____ E ____ A ____
☐ EFD same or Y ____ N ____ E ____ A ____
☐ CRT same or Y ____ N ____ E ____ A ____
☐ CBR same or Y ____ N ____ E ____ A ____
☐ _____

Reconsideration

Reconsideration not taken up

☐ Title Amendment
☐ Return to second for amendment(s) or:

☐ Passed/Rec Y ____ N ____ E ____ A ____
☐ EFD same or Y ____ N ____ E ____ A ____
☐ CRT same or Y ____ N ____ E ____ A ____
☐ CBR same or Y ____ N ____ E ____ A ____
☐ _____

Engrossed, signed by the Speaker
Transmitted to the Senate

Chief Clerk of the House

HISTORY IN THE SENATE

20

Read first time and referred to:

____ RPT SCS() ____ New Title
____ DP ____ DNP ____ NR ____ AM
____ FN ____ OFN / Prev: ____ FN ____ OFN
To: _____

____ RPT SCS() ____ New Title
____ DP ____ DNP ____ NR ____ AM
____ FN ____ OFN / Prev: ____ FN ____ OFN
To: _____

____ RPT SCS() ____ New Title
____ DP ____ DNP ____ NR ____ AM
____ FN ____ OFN / Prev: ____ FN ____ OFN
To: _____

Read second time

☐ SCS() Adopted ☐ New Title
SCR No. _____

☐ Amended _____
☐ _____ Advanced

Read third time

☐ Title Amendment
☐ Return to second for amendment(s) or:

☐ Passed Y ____ N ____ E ____ A ____
☐ EFD same or Y ____ N ____ E ____ A ____
☐ CRT same or Y ____ N ____ E ____ A ____
☐ CBR same or Y ____ N ____ E ____ A ____
☐ _____

Reconsideration

Reconsideration not taken up

☐ Title Amendment
☐ Return to second for amendment(s) or:

☐ Passed/Rec Y ____ N ____ E ____ A ____
☐ EFD same or Y ____ N ____ E ____ A ____
☐ CRT same or Y ____ N ____ E ____ A ____
☐ CBR same or Y ____ N ____ E ____ A ____
☐ _____

Engrossed, signed by the President
Returned to the House

Secretary of the Senate

HB

ALASKA STATE LEGISLATURE

House of Representatives

COMMITTEE ASSIGNMENTS:

LABOR & COMMERCE COMMITTEE, CHAIRMAN
ADMINISTRATION REGULATION REVIEW COMMITTEE, CHAIRMAN
JUDICIARY COMMITTEE, VICE-CHAIR

web site: <http://www.akrepublicans.org/Anderson.html>

INTERIM
716 WEST 4TH AVENUE
ANCHORAGE, AK 99501
PHONE: (907) 269-0265
FAX: (907) 269-0264

SESSION
STATE CAPITOL
JUNEAU, AK 99801-1182
PHONE: (907) 465-4939
1-800-465-4939
FAX: (907) 465-2418

Representative Tom Anderson

email: Representative_Tom_Anderson@legis.state.ak.us

MEMORANDUM

Date: March 1, 2006

To: Representative Mark Neuman, Chair
House Education Committee

From: Representative Tom Anderson 

Re: HB 482

I respectfully request scheduling of HB 482 for consideration by the House Education Committee.

Enclosed are:

1. The most recent version of the bill
2. Current Sponsor Statement
3. Sectional Analysis
4. Appropriate backup documentation

Thank you for your consideration of this request. Please contact Crystal Novotney at 465-4939 in my office if you have any questions or concerns.

ALASKA STATE LEGISLATURE

House of Representatives

COMMITTEE ASSIGNMENTS:

LABOR & COMMERCE COMMITTEE, CHAIRMAN
ADMINISTRATION REGULATION REVIEW COMMITTEE, CHAIRMAN
JUDICIARY COMMITTEE, VICE-CHAIR

website: <http://www.akrepUBLICans.org/Anderson.htm>

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Representative Tom Anderson

email: Representative_Tom_Anderson@legis.state.ak.us

SPONSOR STATEMENT FOR HB 482

TITLE: "An Act relating to harassment, intimidation, and bullying in schools."

House Bill 482 encourages school districts, city and borough offices of education, law enforcement agencies, and youth-serving agencies to develop and implement interagency strategies. Some of the possible programs may include in-service training programs and other activities to improve school attendance and reduce school crime and violence. HB 482 will reduce vandalism, drug and alcohol abuse, gang membership, gang violence, hate crimes, bullying, teen relationship violence, and discrimination and all harassment, including sexual harassment, in grades K-12.

Recent research studies suggest bullying has a negative effect on the social environment of schools. Bullying creates a climate of fear among students, inhibits their ability to learn, and leads to other anti-social behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, and the use of drugs and alcohol. Sixty percent (60%) of the males studies who were bullies in grades six through nine were convicted of at least one crime as an adult. Thirty-five (35) to forty percent (40%) of these former bullies had three or more convictions by 24 years of age. Successful programs to recognize, prevent, and effectively intervene bullying behavior have improved safety and create a more inclusive learning environment.

Currently, 24 states have an anti-bullying law: Arkansas, Arizona, California, Colorado, Connecticut, Georgia, Illinois, Indiana, Louisiana, Maine, Maryland, Mississippi, Nevada, New Hampshire, New Jersey, Oklahoma, Oregon, Rhode Island, Tennessee, Texas, Vermont, Virginia, Washington and West Virginia. Also, 17 other states have anti-bullying laws pending: Alabama, Florida, Hawaii, Iowa, Kentucky, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Ohio, Pennsylvania, South Carolina, Utah, Wisconsin and Wyoming. Seven states have no record of proposing an anti-bullying law, and one state, New York, continues to struggle with passage of the bill.

Our children deserve to learn without fear in a safe school environment.

I ask for your support with HB 482.

ALASKA STATE LEGISLATURE

House of Representatives

COMMITTEE ASSIGNMENTS:

LABOR & COMMERCE COMMITTEE, CHAIRMAN
ADMINISTRATION REGULATION REVIEW COMMITTEE, CHAIRMAN
JUDICIARY COMMITTEE, VICE-CHAIR

website: <http://www.akrepublicans.org/Anderson.htm>

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Representative Tom Anderson

email: Representative_Tom_Anderson@legis.state.ak.us

Sectional Analysis for HB 482

Section 1: Amends state law dealing with school safety and discipline by adding a new section Article 4 Harassment, Intimidation, and Bullying. The new Article 4 has five subsections:

Sec. 14.33.200: Harassment, intimidation, and bullying policy.

- (a) Requires school districts to adopt a policy on harassment, intimidation, and bullying by July 1, 2007 and share this policy with parents or guardians, students, volunteers, and school employees.
- (b) Outlines the policy adoption process, policy emphasis and other requirements to be included in the new policy.
- (c) Requires the Department of Education to provide model policy to school districts by January 1, 2007. This will give school districts six months to adopt policy as required by (a).

Sec. 14.33.210: Reporting of incidences of harassment, intimidation, or bullying.

Beginning with the 2007-2008 school year, each school district shall report to the Department all incidences involving harassment, intimidation, or bullying. The Department will then take all the data and report it to the House of Representatives and the Senate.

Sec. 14.33.220: Reporting; no reprisals.

- (a) A school employee, student, or volunteer is not allowed to engage in reprisal, retaliation, or false accusation against a victim or a witness.
- (b) A school employee, student, or volunteer who has witnessed, or has harassment information is encouraged to report the incident to an appropriate school official.

Sec. 14.33.223: Immunity from suit.

Any school employee, student, or volunteer who promptly reports an incident of harassment, intimidation, or bullying to an appropriate school official is immune from a cause of action for damages arising.

Sec. 14.33.250: Definitions.

Provides definitions of "district" and "harassment, intimidation, or bullying".

Fairbanks Daily News-Miner

Don't be a bully

Wednesday, March 15, 2006 - Have things gotten so bad in Alaska schools that it's time for the state to step in with a law barring the harassment, intimidation or bullying of students? Apparently. Why else would Alaska need such a law as that under consideration later this week in the state House?

The superintendent of Fairbanks' public schools says she's noticed an increase in bullying in the past decade, and the school board in September adopted a policy against it. "Intentional and generally unprovoked attempts by one or more individuals to inflict physical harm or emotional distress upon another person or group is prohibited and may result in disciplinary action."

Seems pretty clear.

The item in the Legislature, House Bill 482, would require each school district to have a policy against such behavior, would require the state to help districts establish such policies, and would require districts to make annual reports to the Department of Education and Early Development, which would provide the results to the Legislature. Whether the bill goes anywhere is anyone's guess looking from the outside.

For the moment, though, the bill by Anchorage Republican Rep. Tom Anderson provides an opportunity to talk about bullying and the harm it can do. It's an opportunity to remind parents to talk to their children about what's right and what's wrong and how children should relate to one another.

Kids are kids, and they are mean to each other at times--often fiercely so. That's probably not going to change much, but that's no reason to accept bad behavior. Accepting it will only allow it to become more widespread. But what is bullying? How is a parent to recognize it to be able to deal with it?

Common sense will tell. Seeing some of the definitions in the school district's new policy does bring out the reaction, "Well, that's what kids do." Punching, hitting, hair pulling, biting, ostracizing, name-calling and so on. But the policy does include more serious forms of harassment and intimidation such as sexual propositioning and unwanted physical contact.

All of those, and other bullying, can disrupt a child's schooling and well-being. That's reason to strive to eliminate it.

Reducing the amount of bullying and harassment has been one of the topics in a grant-funded Safe Schools, Healthy Students program of the Fairbanks North Star Borough School District, which on April 19 is having a "Bullying Prevention" seminar for school administrators, school board members and parents.

The school district's workshop and the legislation to be discussed this week in Juneau both are opportunities to bring more public awareness to what can become a ruinous torment for a child.



OJJDP FACT SHEET

June 2001 #27

Addressing the Problem of Juvenile Bullying

by Nels Ericson

Bullying, a form of violence among children, is common on school playgrounds, in neighborhoods, and in homes throughout the United States and around the world. Often occurring out of the presence of adults or in front of adults who fail to intercede, bullying has long been considered an inevitable and, in some ways, uncontrollable part of growing up. School bullying has come under intense public and media scrutiny recently amid reports that it may have been a contributing factor in shootings at Columbine High School in Littleton, CO, in 1999 and Santana High School in Santee, CA, in early 2001 and in other acts of juvenile violence including suicide. Bullying can affect the social environment of a school, creating a climate of fear among students, inhibiting their ability to learn, and leading to other anti-social behavior. Nevertheless, through research and evaluation, successful programs to recognize, prevent, and effectively intervene in bullying behavior have been developed and replicated in schools across the country. These schools send the message that bullying behavior is not tolerated and, as a result, have improved safety and created a more inclusive learning environment.

A recently published report by the National Institute of Child Health and Human Development (NICHD) on the U.S. contribution to the World Health Organization's Health Behavior in School-Aged Children survey found that 17 percent of the respondents had been bullied "sometimes" or "weekly," 19 percent had bullied others sometimes or weekly, and 6 percent had both bullied others and been bullied. The researchers estimated that 1.6 million children in grades 6 through 10 in the United States are bullied at least once a week and 1.7 million children bully others as frequently. The survey, the first nationwide research on the problem in this country, questioned 15,686 public and private school students, grades 6 through 10, on their experiences with bullying. In a study of 6,500 middle school students in rural South Carolina, 23 percent said they had been bullied regularly during the previous 3 months and 20 percent admitted bullying another child regularly during that time (Olweus and Limber, 1999).

What Is Bullying?

Bullying among children encompasses a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying can take three forms: physical (hitting, kicking, spitting, pushing, taking personal belongings); verbal (taunting, malicious teasing, name calling, making threats); and psychological (spreading rumors, manipulating social relationships, or engaging in social exclusion, extortion, or intimidation).

The NICHD survey found that males tend to bully and be bullied more frequently than females. For males, experiencing physical and verbal bullying is most common; for females, verbal bullying (both taunting and insults of a sexual nature) and spreading rumors are most common. Bullying generally begins in the elementary grades, peaks in the sixth through eighth grades, and persists into high school.

The Effects of Bullying

The NICHD study found that bullying has long-term and short-term psychological effects on both those who bully and those who are bullied. Victims experienced loneliness and reported having trouble making social and emotional adjustments, difficulty making friends, and poor relationships with classmates. Victims of bullying often suffer humiliation, insecurity, and a loss of self-esteem, and they may develop a fear of going to school. The impact of frequent bullying often accompanies these victims into adulthood; they are at greater risk of suffering from depression and other mental health problems, including schizophrenia. In rare cases, they may commit suicide.

Bullying behavior has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school fighting, and the use of drugs and alcohol. Pioneering research by Professor Dan Olweus in Norway and Sweden suggests that bullying can lead to criminal behavior later in life: 60 percent of males who were bullies in grades 6 through 9 were

convicted of at least one crime as adults, compared with 23 percent of males who did not bully; 35 to 40 percent of these former bullies had three or more convictions by age 24, compared with 10 percent of those who did not bully.

The NICHD study found that those who bully and are bullied appear to be at greatest risk of experiencing the following: loneliness, trouble making friends, lack of success in school, and involvement in problem behaviors such as smoking and drinking.

Addressing the Problem

A perpetrator's bullying behavior does not exist in isolation. Rather, it may indicate the beginning of a generally antisocial and rule-breaking behavior pattern that can extend into adulthood. Programs to address the problem, therefore, must reduce opportunities and rewards for bullying behavior. The Olweus Bullying Prevention Program, developed, refined, and systematically evaluated in Bergen, Norway, in the mid-1980s, is the best-known initiative designed to reduce bullying among elementary, middle, and junior high school children (Olweus and Limber, 1999). The strategy behind the program is to involve school staff, students, and parents in efforts to raise awareness about bullying, improve peer relations, intervene to stop intimidation, develop clear rules against bullying behavior, and support and protect victims. The program intervenes on three levels:

- ◆ **School:** Faculty and staff survey students anonymously to determine the nature and prevalence of the school's bullying problem, increase supervision of students during breaks, and conduct schoolwide assemblies to discuss the issue. Teachers receive inservice training on how to implement the program.
- ◆ **Classroom:** Teachers and/or other school personnel introduce and enforce classroom rules against bullying, hold regular classroom meetings with students to discuss bullying, and meet with parents to encourage their participation.
- ◆ **Individual:** Staff intervene with bullies, victims, and their parents to ensure that the bullying stops.

The Bergen research showed that the program was highly effective among students in elementary, middle, and junior high schools: Bullying dropped by 50 percent or more during the program's

2 years. Behavioral changes were more pronounced the longer the program was in effect. The school climate improved, and the rate of antisocial behavior, such as theft, vandalism, and truancy, declined during the 2-year period.

For Further Information

For more information on the Bullying Prevention Program, contact Susan P. Limber, Ph.D., Institute on Family and Neighborhood Life, Clemson University, 158 Poole Agricultural Center, Clemson, SC 29634-5205; 864-656-6271; 864-656-6281 (fax); <http://virtual.clemson.edu/groups/ifnl/index.htm>.

For information on the Blueprints for Violence Prevention series, contact Delbert S. Elliot, Ph.D., Director, Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado at Boulder, Campus Box 439, Boulder, CO 80309-0439; 303-492-8465; 303-443-3297 (fax); www.colorado.edu/cspv/blueprints/index.html.

For additional information on bullying and conflict resolution, visit the following Web sites: Communities In Schools (www.cisnet.org), the National Center for Conflict Resolution Education (www.nccre.org), the Northwest Regional Educational Laboratory (www.nwrel.org), and the Office of Juvenile Justice and Delinquency Prevention (www.ojjdp.ncjrs.org).

Reference

Olweus, D., and Limber, S. 1999. *Blueprints for Violence Prevention: Bullying Prevention Program (Book Nine)*. Boulder, CO: University of Colorado at Boulder, Institute of Behavioral Science, Center for the Study and Prevention of Violence.

Nels Ericson is a Senior Writer-Editor with the Office of Juvenile Justice and Delinquency Prevention.

The Office of Juvenile Justice and Delinquency Prevention is a component of the Office of Justice Programs, which also includes the Bureau of Justice Assistance, the Bureau of Justice Statistics, the National Institute of Justice, and the Office for Victims of Crime.

FS-200127

FS-200127

Fact Sheet

PERMIT NO. G-91
DOJ/ODJP
POSTAGE & FEES PAID
PRESORTED STANDARD

U.S. Department of Justice
Office of Justice Programs
Office of Juvenile Justice and Delinquency Prevention
Washington, DC 20531
Official Business
Penalty for Private Use \$300

Bullying in Schools

Bullying has long been common among children and young people, but only recently—particularly after several widely publicized incidents of shootings at schools—has this behavior begun to be addressed by educators, by school boards, and in the media. Many bullying incidents involve students who are considered to be “different.” For example, some students fall victim to bullying based on their sex, race, religion, sexual orientation, mental or physical disability, or other personal traits or habits that are perceived as uncommon. While this is not new, in recent years bullying acts have become more violent and lethal. Bullying has also been considered as a contributing factor in other violent acts: two-thirds of 41 perpetrators in recent school shooting incidents described feeling persecuted, bullied, or threatened by their peers.

The academic consequences of bullying include decreased interest in school, increased absences, and decreased concentration levels for students. Bystanders are also affected by bullying. Many lack a sense of mental and physical well-being. The perpetrators of bullying incidents also experience short-term problems such as depression, anxiety, loneliness, suicidal thoughts, difficulties with school work and long-term problems such as low self-esteem and depression. Some more extreme long-term effects for the bully are equally disturbing; they include other antisocial behaviors such as vandalism, shoplifting, truancy, and frequent drug use. One in four boys that bully will have a criminal record by age 30.

Today, attitudes among parents, educators, and policymakers toward bullying are changing, and it is no longer accepted as a part of normal childhood experiences. Bullying is now considered a marker for serious or violent behavior, and information about how to effectively respond to bullying is readily available. The bad news is that tens of thousands of children are still afraid to go to school because of teasing, harassment and intimidation from other students. According to a study by the National Crime Prevention Council, **six out of ten American teenagers witness bullying in school once a day.** The number of students being bullied is on the rise, particularly among girls.

Issues to Consider

★ **Defining bullying, harassment, and intimidation.** In order for schools to address inappropriate behaviors, descriptive details are needed to define bullying. **Bullying is defined as systematically and chronically inflicting physical hurt and or psychological distress on one or more students.** The chart below provides further definitions of the major forms of bullying.

Descriptions of Common Forms of Bullying		
	Direct bullying	Indirect bullying
Verbal Bullying	Taunting, teasing, name calling	Spreading rumors
Physical Bullying	Hitting, kicking, destruction or theft of property	Enlisting a friend to assault someone for you
Nonverbal/Nonphysical Bullying	Threatening or obscene gestures	Excluding others from a group, manipulation of friendships, threatening email
D. Owlets, <i>Bullying at School: What We Know and What We Can Do</i> (Cambridge, MA:Blackwell Publishers, Inc., 1993).		

★ **Sexual harassment** is another form of bullying. Its intent is to demean, embarrass, humiliate, or control another person on the basis of their gender or sexual orientation. Both boys and girls can experience unwanted jokes, comments or taunts about sexual body parts, teasing about sexual orientation or starting rumors about sexual activities, passing unwanted notes or pictures about sex. However, inappropriate behavior has a more significant impact on girls. Female students that endure sexual harassment are less confident, more self-conscious, shamed, and embarrassed. They can be so affected by harassment that their grades fall.

★ **When bullying becomes a school issue.** Bullying becomes an issue of the school when it takes place on school property, at a school function, or on a school bus. Regardless of the type of bullying, the results are the same. Students who are bullied are afraid to go to school, have difficulty concentrating on their studies, have lower academic achievement levels, or are fearful of calling attention to

themselves by speaking up in class. Ultimately bullying creates a poor learning environment for all students. Some parents of students who are victims of bullying find it necessary to have their children transfer to other schools when bullying persists.

★ **Staff training and development.** Many educators simply are not aware of indirect and direct bullying that occurs around them. Effective policies provide training for teachers so that they can identify bullying behaviors and characteristics of a victim of bullying. Some states require local school systems and staff to develop a safe schools action plan. In Maryland this plan must include initial and annual training on harassment, bullying, bias, and discrimination; local school system policy; consequences for violating policies; and procedures for staff to address bullying incidents. Other components involve a system of record keeping for the school and system level, a continuum of consequences for all staff who participate in bullying, a process for training new staff, and development of training materials.

Implications for Policymakers

★ **Investigate ways of addressing bullying through school-based programs, strategies, and curriculum.** Some examples of programs include character education, cooperative discipline, conflict resolution, peer programs, and assertiveness training for students. These programs and strategies should take place at all levels.

★ **Assure that bullying policies and safe schools policies include language that is detailed and specific.** For example, language should address bias-motivated harassment incidents that involve race, gender, religion, and sexual orientation differences. A common language in the description of bullying will increase the recognition of such acts in schools. Information should be readily accessible to students, parents, and community members.

★ **Become familiar with the research on bullying intervention programs.** Some highly publicized policies and programs have had mixed results. For example the "zero tolerance" and "three strikes" policies, adopted in recent years by many school districts, expel or suspend students from school. This policy generally addresses only one type of bullying (physical) and the severe punishments tend to discourage students and staff from reporting bullying. Other policies that are also of questionable value include group treatment for bullies and short-term solutions to bullying (e.g., a one-shot, six week curriculum on bullying). Policies that assist in changing the overall school climate and behavioral norms and fostering school connectedness have been more successful.

State and National Actions

Michigan. The *Michigan Model* is an age-appropriate curriculum that is used throughout the state in grades K-12. In the early grades, the curriculum addresses similarities and differences among people, along with ways to avoid violence. Middle school students learn about stopping assault and preventing violence, respecting others, getting help, sexual harassment, and conflict resolution. The upper grades focus is on resolving conflict peacefully, stopping escalation of conflict, and helping others who are in violent situations. All of these components come with resource sheets on topics of communication, anger management, friendship, and bullying that are sent home to parents.

West Virginia's policy spells out clear guidelines for local districts about their role in the prevention and intervention of bullying behavior. Schools and school boards are encouraged to form a bullying prevention task force, program, or other initiative that involves school staff, students, teachers, administrators, volunteers, parents, law enforcement personnel, and community members. West Virginia encourages its schools to become "telling" schools where anyone who is aware of an act of harassment, intimidation, or bullying is encouraged to report the incident to a designated school staff member. As stated in the policy, full immunity is given to school employees, students, or volunteers who report information about bullying.

Nebraska. The Nebraska Anti-Bullying Policy targets three major areas. Area one details ways in which the state will provide information and resource development, such as disseminating the state board policy and expansion of the Nebraska Safety Website, which will include articles on positive behavior and include interactive question/answer sections for emerging issues. Area two focuses on training of staff and students. This includes ensuring that there are training resources and coordination of training sessions at various educational service units. Area three details ways that the plan can be evaluated. Surveys, monitoring websites, and periodic reports to the state board will be parts of the evaluation.

NASBE is partnering with the Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB) in its launch of *The National Bullying Prevention Campaign*. The purpose of this multi-year, research-based campaign is raise public awareness about bullying, prevent and reduce bullying behaviors, identify and provide appropriate interventions for 9- to 13-year-olds and other targeted audiences. The campaign will be launched in the early fall of 2003.

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Bullying in schools is a worldwide problem that can have negative consequences for the general school climate and for the right of students to learn in a safe environment without fear. Bullying can also have negative lifelong consequences--both for students who bully and for their victims. Although much of the formal research on bullying has taken place in the Scandinavian countries, Great Britain, and Japan, the problems associated with bullying have been noted and discussed wherever formal schooling environments exist. Bullying is comprised of direct behaviors such as teasing, taunting, threatening, hitting, and stealing that are initiated by one or more students against a victim. In addition to direct attacks, bullying may also be more indirect by causing a student to be socially isolated through intentional exclusion. While boys typically engage in direct bullying methods, girls who bully are more apt to utilize these more subtle indirect strategies, such as spreading rumors and enforcing social isolation (Ahmad & Smith, 1994; Smith & Sharp, 1994). Whether the bullying is direct or indirect, the key component of bullying is that the physical or psychological intimidation occurs repeatedly over time to create an ongoing pattern of harassment and abuse (Batsche & Knoff, 1994; Olweus, 1993).

EXTENT OF THE PROBLEM

Various reports and studies have established that approximately 15% of students are either bullied regularly or are initiators of bullying behavior (Olweus, 1993). Direct bullying seems to increase through the elementary years, peak in the middle school/junior high school years, and decline during the high school years. However, while direct physical assault seems to decrease with age, verbal abuse appears to remain constant. School size, racial composition, and school setting (rural, suburban, or urban) do not seem to be distinguishing factors in predicting the occurrence of bullying. Finally, boys engage in bullying behavior and are victims of bullies more frequently than girls (Batsche & Knoff, 1994; Nolin, Davies & Chandler, 1995; Olweus, 1993; Whitney & Smith, 1993).

CHARACTERISTICS OF BULLIES AND VICTIMS

Students who engage in bullying behaviors seem to have a need to feel powerful and in control. They appear to derive satisfaction from inflicting injury and suffering on others, seem to have little empathy for their victims, and often defend their actions by saying that their victims provoked them in some way. Studies indicate that bullies often come from homes where physical punishment is used, where the children are taught to strike back

physically as a way to handle problems, and where parental involvement and warmth are frequently lacking. Students who regularly display bullying behaviors are generally defiant or oppositional toward adults, antisocial, and apt to break school rules. In contrast to prevailing myths, bullies appear to have little anxiety and to possess strong self-esteem. There is little evidence to support the contention that they victimize others because they feel bad about themselves (Batsche & Knoff, 1994; Olweus, 1993). Students who are victims of bullying are typically anxious, insecure, cautious, and suffer from low self-esteem, rarely defending themselves or retaliating when confronted by students who bully them. They may lack social skills and friends, and they are often socially isolated. Victims tend to be close to their parents and may have parents who can be described as overprotective. The major defining physical characteristic of victims is that they tend to be physically weaker than their peers--other physical characteristics such as weight, dress, or wearing eyeglasses do not appear to be significant factors that can be correlated with victimization (Batsche & Knoff, 1994; Olweus, 1993).

CONSEQUENCES OF BULLYING

As established by studies in Scandinavian countries, a strong correlation appears to exist between bullying other students during the school years and experiencing legal or criminal troubles as adults. In one study, 60% of those characterized as bullies in grades 6-9 had at least one criminal conviction by age 24 (Olweus, 1993). Chronic bullies seem to maintain their behaviors into adulthood, negatively influencing their ability to develop and maintain positive relationships (Oliver, Hoover, & Hazler, 1994).

Victims often fear school and consider school to be an unsafe and unhappy place. As many as 7% of America's eighth-graders stay home at least once a month because of bullies. The act of being bullied tends to increase some students' isolation because their peers do not want to lose status by associating with them or because they do not want to increase the risks of being bullied themselves. Being bullied leads to depression and low self-esteem, problems that can carry into adulthood (Olweus, 1993; Batsche & Knoff, 1994).

PERCEPTIONS OF BULLYING

Oliver, Hoover, and Hazler (1994) surveyed students in the Midwest and found that a clear majority felt that victims were at least partially responsible for bringing the bullying on themselves. Students surveyed tended to agree that bullying toughened a weak person, and some felt that bullying "taught" victims appropriate behavior. Charach, Pepler, and Ziegler (1995) found that students considered victims to be "weak," "nerds," and "afraid to fight back." However, 43% of the students in this study said that they try to help the victim, 33% said that they should help but do not, and only 24% said that bullying was none of their business.

Parents are often unaware of the bullying problem and talk about it with their children only to a limited extent (Olweus, 1993). Student surveys reveal that a low percentage of students seem to believe that adults will help. Students feel that adult intervention is infrequent and ineffective, and that telling adults will only bring more harassment from

bullies. Students report that teachers seldom or never talk to their classes about bullying (Charach, Pepler, & Ziegler, 1995). School personnel may view bullying as a harmless right of passage that is best ignored unless verbal and psychological intimidation crosses the line into physical assault or theft.

INTERVENTION PROGRAMS

Bullying is a problem that occurs in the social environment as a whole. The bullies' aggression occurs in social contexts in which teachers and parents are generally unaware of the extent of the problem and other children are either reluctant to get involved or simply do not know how to help (Charach, Pepler, & Ziegler, 1995). Given this situation, effective interventions must involve the entire school community rather than focus on the perpetrators and victims alone. Smith and Sharp (1994) emphasize the need to develop whole-school bullying policies, implement curricular measures, improve the schoolground environment, and empower students through conflict resolution, peer counseling, and assertiveness training. Olweus (1993) details an approach that involves interventions at the school, class, and individual levels. It includes the following components:

- * An initial questionnaire can be distributed to students and adults. The questionnaire helps both adults and students become aware of the extent of the problem, helps to justify intervention efforts, and serves as a benchmark to measure the impact of improvements in school climate once other intervention components are in place.
- * A parental awareness campaign can be conducted during parent-teacher conference days, through parent newsletters, and at PTA meetings. The goal is to increase parental awareness of the problem, point out the importance of parental involvement for program success, and encourage parental support of program goals. Questionnaire results are publicized.
- * Teachers can work with students at the class level to develop class rules against bullying. Many programs engage students in a series of formal role-playing exercises and related assignments that can teach those students directly involved in bullying alternative methods of interaction. These programs can also show other students how they can assist victims and how everyone can work together to create a school climate where bullying is not tolerated (Sjostrom & Stein, 1996).
- * Other components of anti-bullying programs include individualized interventions with the bullies and victims, the implementation of cooperative learning activities to reduce social isolation, and increasing adult supervision at key times (e.g., recess or lunch). Schools that have implemented Olweus's program have reported a 50% reduction in bullying.

CONCLUSION

Bullying is a serious problem that can dramatically affect the ability of students to progress academically and socially. A comprehensive intervention plan that involves all students, parents, and school staff is required to ensure that all students can learn in a safe and fear-free environment.

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