

AK LEGISLATURE SPECIAL COMMITTEE FILES SCOMM 153 3275

- One representative from the Alaska House of Representatives
- One professionally trained statistician
- One certified public accountant
- One member of the general public with a statistical or numbers background
- One representative of Legislative Finance, serving as a non-voting member

What: Select Panel will develop a valid, durable model to calculate relative geographic district cost factors that are able to be accurately updated every four years

- Panel serves as a technical, specialized team to develop a model to measure actual geographic cost differences in providing a K-12 public education throughout Alaska
- Model includes a method to accurately measure and weight several components in a school district's budget, including, but not limited to,
 - Personal Services
 - Travel
 - Services (excluding utilities)
 - Commodities and Equipment (excluding utility and energy costs)
 - Energy and Utility Costs
 - Facility Maintenance
- Panel selects at least two vendors to draft a model to measure actual educational cost differences and submit the model without calculating individual factors
- Panel works closely with the selected vendors and frequently reviews the work products of the vendors and provides specific direction throughout the process
- Panel determines the best model or combination model that measures the actual relative geographic cost differences accurately and can be updated every four years
- Panel opens a public 60-day public comment period on the recommended model
- Panel considers all comments on the chosen model and modifies the model based on the submitted comments, if deemed appropriate
- Panel requests the vendor who developed the recommended model to collect, analyze, and compute the necessary data to calculate new district cost factors

- Panel recommends the chosen model and accompanied new district cost factors to the legislature for implementation
- Current district cost factors sunset the first day of the 2011 legislative session

Where: Select Panel serves under the Office of the Governor

- Panel is appointed by the governor and serves at her pleasure
- A different venue with a statewide view is necessary to foster statewide cooperation
- Support by the governor is necessary to achieve a final resolution
- Department of Education and Early Development provides the necessary administrative support

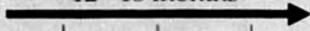
When: Select Panel exists from 2008 – 2010

- Panel holds its initial meeting prior to the 45th day of the 2008 legislative session
- Panel opens a 60-day public comment period on the suggested model no later than September 1, 2009
- Panel submits its final report to the governor and legislature by September 1, 2010
- Panel sunsets by December 31, 2010

Why: Select Panel's work will provide 53 school districts an assurance that the relative regional cost differences are measured correctly

- The current district cost factors were adopted by the legislature ten years ago
- Within the last 10 years the legislature has sponsored two DCF studies with disparate results
- Uncertainty regarding the validity of two proposals exists, fostering frustration and skepticism
- Since 1998, state law has required the Department of Education and Early Development to update the district cost factor, but the current district cost factor computations cannot be updated

Timeline for the Governor's Select Panel on DCFs

	2008	2009				2010				2011
Select Panel Tasks	Mar 1	Mar 1	June	Sep 1	Nov 1	Mar 1	June	Sep 1	Dec 31	Jan
Selects vendors & recommends model										
Opens a 60-day public comment period on model										
DCF's decided, final report to gov & legis										
Select Panel on District Cost Factors sunsets										
Repeal of the District Cost Factor statutes										★

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August 5, 2007

RE: Area Cost Differential and Seward's schools

Dear Members of the Joint Task Force for Education,

Thank you for giving your time and energy to this very crucial issue for Alaskan communities, Seward in particular.

As few as ten years ago, four Seward High students sang the National Anthem, a cappella, before playing in the girl's state basketball tournament. Their confident performance in both activities reflected hours of practice guided by professional teachers and involved parents and community.

Opportunities to learn music, drama and art along with a healthy dose of the core courses used to be the norm in Seward schools. We had excellent math teachers who not only provided the basic courses but trigonometry and calculus. Many of our students went on to major universities and reported back that they were adequately prepared, much the same as if they had spent their time in a larger school system.

Unfortunately, today many of our students and their parents search the internet for on-line courses to fulfill their requirements in order to graduate. Drama is sporadic at best, art programs are funded one year and cut the next and there is minimal music instruction, in spite of gallant efforts by community musicians and parents. Estimates of close to one hundred of school age children are enrolled in distance education within the Seward community. Parents who have the means and ability are seeking alternatives to traditional public school for their children; those who don't have to endure the consequences of lower enrollment.

For Seward, the State of Alaska's current funding of public education has produced and nurtured the inequity it was developed to prevent. How can this be fixed?

More equitable funding for all schools will certainly help. We shouldn't have to spend the \$40 billion in the Permanent Fund on prisons and social welfare while our schools decay. Providing secure and consistent funding for education today will insure a well educated and healthy future for Alaska.

But money alone will not improve our ability to educate our children. Provisions and standards should be developed that benefit a community that strives to enhance their local school programs beyond what the state can provide. Local innovations should not only be considered but encouraged. Community based educational programs could be supported with matching grants. Such programs would not only provide better educational opportunities but strengthen community ties and partnerships.

If these ideas are considered and implemented we can once again experience the delight at hearing young voices sing with clarity and passion at a community event, attended by all.

Good luck in your deliberations.


Patricia Linville

Alaska Association of School Administrators
LEADERSHIP FOR LEARNING

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10 August 2007

Representative Mike Hawker, Chair
Joint Legislative Education Funding Task Force

Dear Chair Hawker and members of the Task Force:

Thank you for the opportunity to testify on the draft recommendations developed at the last Task Force meeting. I am unable to attend in person, thus submit this letter for the record. AASA members discussed the recommendations at our recent AASA summer meeting, but it was not an official membership meeting, so no formal position was taken.

However, I speak for the organization in commending the Task Force for its due diligence in arriving at these recommendations. I personally attended your discussions and am greatly impressed with the process. Given the many disparate views among Task Force members, achieving consensus on several thorny issues was no small task! As a long-time observer of the legislative process, this committee's work ranks at the very top.

Perhaps the greatest challenge now is to convince the administration and other legislators that you did the heavy lifting, and that additional second-guessing could upset a very delicate balance achieved. I believe the end result is a fair and consistent immediate resolution to the funding issue for Alaska's school districts.

My association and I stand ready to assist you in advancing your work product to a final implementation.

Respectfully,

Mary A. Francis, Ph.D.
Executive Director

cc. AASA Board of Directors

From: Anne Kilkenny [annekilkenny@hotmail.com]
Sent: Wednesday, August 15, 2007 9:33 AM
To: Joint Leg Ed Task Force
Subject: Education task force

Sirs,

For a couple of years ago in the late 1980's I was a regular sub in the Mat-Su School District. I have not been a school district employee since. I am just a parent, a concerned citizen, who has payed close attention to education funding in Alaska since about 4 months before SB36 was enacted.

MY BIGGEST PROBLEM WITH THE FUNDING FORMULA is that it provides no mechanism, incentive or funding to encourage districts to address the issue of dropouts and to improve education/graduation requirements. What do I mean?

If a district wants to increase graduation requirements, it will require additional funding since students will have to take more classes. But there is no increase in funding to accommodate such an increase in cost. Example:

the Mat-Su School District School Board has tried several times to increase graduation requirements by 1 credit (from 3.5 yrs of high school--21 credits--to 22), but has had to roll the back the increase because they couldn't afford it.

Simply put, we cannot afford to provide a 4 yr high school education for every student in the MSBSD. That borders on criminal, in my opinion.

THE FUNDING FORMULA NEEDS TO BE CHANGED TO ENCOURAGE DISTRICTS TO INCREASE GRADUATION REQUIREMENTS, RETENTION OF STUDENTS, AND LEARNING.

The funding formula needs to be changed to FUND increased graduation requirements to 4 FULL years of high school for EVERY student.

I note the following other problems with the current education funding formula.

- It makes no adjustment for the increase in overhead costs per student in districts with declining enrollments, like Kenai.
- It makes no adjustment for the increase in building maintenance costs in mature districts like Anchorage which have stable (or slightly declining enrollments) housed in aging buildings with high heating and maintenance costs.
- It doesn't adequately fund small schools in large districts, like Mat-Su and Kenai.
- It assumes that all large schools are equally efficient. When a school designed for 450 students has an enrollment of 630 or more, a significant amount of money has to be diverted into construction and maintenance of portables. With the dramatic population growth Mat-Su is experiencing it needs about 20 new portables this year alone.

The present formula reduces the funding when a school is crowded because it assumes that this is "efficient", but the reality is that it is very expensive to operate such schools because of the cost of constructing and heating portables. How are you going to fund the higher cost of construction and heating of portables without actually encouraging their construction?

- It doesn't take into consideration that unfunded mandates impact each district differently.
- It doesn't respond to differential increases in costs. For example, when the cost of heating oil goes up, the districts which have the highest percent of their budget spent on heating will experience the a proportionately greater increase in expenses, but the formula doesn't take that into consideration.
- Intensive needs funding is RIDICULOUSLY inadequate! There is a total disconnect between funding and costs. Some districts have a far higher percentage of special needs students, so using a flat % of enrollment isn't fair.
- When a particular intensive needs student shows improvement, they lose the services which made that improvement possible, and then fall back; this is counter-productive.
- Mechanism for funding fixed costs is flawed. Funding for overhead is directly linked with enrollment, but overhead fluctuates far less than enrollment. It assumes that utility costs increase with increased enrollment, when actually, the reverse may be true. A decline in enrollment directly equates to a funding decrease while overhead costs may remain constant or even increase due to increases in fuel costs, insurance, etc.
- Area cost differentials are TOTALLY out-of-date.
- PRS/TRS funding is linked to enrollment, but the expense is not.
- high school buses are nearly empty. Something needs to be done to reduce the number of nearly empty busses running around the state! This is grossly inefficient.
- funding--the BSA--is not automatically adjusted for inflation.

In short: not all expenses are linked to enrollment, so funding shouldn't be, either. Fixed costs should be direct-funded. Adjustments need to be made for inflation and other costs.

IF I RULED THE WORLD . . .

- the following educational expenses would be direct-funded by the State or reimbursed at 100%: utilities (heat, light), PRS/TRS, liability insurance & transportation, all freight expenses for furniture & supplies.
- Consider issuance of transportation vouchers good for either a guaranteed seat on the bus or 10% of the cost of transporting 1 student (value based on 100% ridership). This would save money, reduce number of busses & routes needed and increase efficiency. The value of the vouchers would change annually.
- Funding for the majority of students shouldn't be shorted to make up for shortfalls in funding for the few. Funding for intensive & special needs would be based on AUDITED assessments. A student's needs determination would be for an indefinite period, but could be re-evaluated annually, and could not be reduced for 3 years. Most special & intensive needs students would be classified by degree of need which would translate into a multiple of the BSA. Districts could apply for exemption from this formula for individual students whose needs exceeded 10x BSA, and get funding for actual costs for that particular student.

- there would be a grant program for major maintenance expenses and the construction of portables, which would be funded at 100%.
- the funding for high school student enrollment would be up to 1.125 x BSA for districts which increased their graduation requirements to 4 full years.
- grants would be available for districts with proposals to increase graduation rates and compliance with NCLB. These grants would be automatically renewed at 100% + inflation if the graduation rate &/or test scores improved and was maintained.
- the BSA would adjust automatically for inflation.
- the State would enter into purchasing agreements for some basic supplies (copy paper, desks, chairs, tables) so that small districts could have the advantage of the cost savings of large scale orders. Districts would not be obligated to purchase through these contracts, however.
- Area cost differentials would change annually based on self-reported costs by districts for a specific set of expenses.

Thank you for considering my opinions,

Anne Kilkenny

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Trying to help



everychild.onevoice.

Alaska PTA Testimony for the Joint Legislative Education Task Force
Al Tamagni, Jr, Alaska PTA President, 2007-09

Representative Hawker and members of the Legislative Education Task Force, we appreciate the time and effort the members have spent gathering information and discussions of difficult subjects. We agree with the Legislative Resolution statement "Alaskans clearly believe in the value of the equality of education for our children."

In 1920, National PTA recognized the first Alaskan PTA unit organized at Tenagee on Chichagof (Chichikof) Island near Juneau and Ketchikan became the second Alaskan PTA in 1921. As a state, Alaska organized as the fifty-first branch of the National Congress of Parents and Teachers in 1957 with 32 local individual units. Now we are 50 years old as of April 26, 2007 with approximately 9000 members and 157 individual units from Nome to Ketchikan. School funding and equal education for all children has been a priority of the Alaska PTA for these many years.

1958: "We urge the Territorial legislature to enact specific laws providing for broad educational programs which meet the needs of all children in our schools, whether they be normal, handicapped, especially talented or gifted, or emotionally disturbed."

In **1989** we began advocating for "Full and Early Funding for Public Education" and the 1990's were filled with discussions on funding for schools, using slogans like "Taking a Bite Out of Education" and "Education Cuts Don't Heal". Senator Wilken and Eddy Jeans made many trips to the Alaska PTA Issues Legislative conference educating parents on the Foundation formula, transportation costs and debt reimbursement for renovation and repair of existing facilities. PTA members valued their expertise and time. In the past the Alaska PTA representatives have served on committees and task forces including 2001 Governors Education Funding Task Force.

Parents and PTAs truly understand funding gaps, as a matter of fact, PTAs funding requests received veto's in the 2008 budget that would have been used for books, printers, video cameras, landscaping, training classes for teachers new to advanced placement classes, textbooks and supplies to support advanced placement classes, opaque windows in the library, after school programs, audio visual equipment, projector installation, computers and software, ice rink walls and repairs, desks, upgrades for multiple computer labs in multiple

schools, stage renovations, and I didn't even list the non-PTAs that are requesting capital budget money. We know that the only money being asked for that would actually go to a PTA was the amount the Alaska PTA requested to fund a parent involvement training project to meet the requirements of NCLB and to facilitate a military summit. While we appreciate legislative support for all of the monies requested we know that many PTAs spend a huge amount of effort raising money to fill the gaps between what is provided and what children need. Although we recommend that PTAs provide 3 enrichment activities for every fund raiser the reality is that parents will move mountains to make sure that their children have what they need.

We believe that many of the issues that faced this special task force will need additional study, discussion and buy in from stakeholders. For instance, Representative Joule suggested that one of the discussions we need to have is the same one parents have every year: "What does an equal education really look like? The ability to deliver the same curriculum opportunities doesn't even work from one end of town to the other. Can a student get the same quality of education from district to district?" The cost of providing an equal education across this vast state is a challenge but we also need to know what our children are learning no matter where they choose to live.

We support the creation of a Blue Ribbon Commission and respectfully request representation on such commission as a primary stakeholder. Alaska PTA truly does work for all of the children of Alaska as a state wide organization.

We also support the creation of a separate Education Standing Committee to address issues related to education and education funding that need follow up, investigation and legislative action now and in the future.

The Alaska PTA also recognizes there may be 'other' sources of funding and passed resolutions both at the state and the national level to seek the reconstitution of the Alaska Public School Lands Trust. We believe these needs to be investigated thoroughly to make certain the lands are correctly and properly identified and fiscally managed in a matter that maximizes the return from the lands for our children and their children as promised by Congress in 1915.

Alaska PTA also has a history of working for meaningful parent involvement training for all parents and teachers, supporting vocational technical training (part of our legislative program in 1958) and working for safe transportation solutions since the early 1960's. Alaska PTA reaffirms our commitment to partnering with any future legislative committees and the Department of Education and Early Development to ensure a quality education for ALL children within the state of Alaska.



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2007-2008 Legislative Platform

The Alaska PTA will support legislation and regulations, which promote the Purpose of the PTA cited as follows:

- a. To promote the welfare of children and youth in home, school, community and place of worship.
- b. To raise the standards of home life
- c. To secure adequate laws for the care and protection of children and youth
- d. To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth
- e. To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education.

This legislative platform is the authority for selecting those areas of legislation to be addressed by the Alaska PTA. Positions taken on state and federal legislation will conform to policies adopted in this basic platform, priorities approved at the Legislative Issues Conference, resolutions adopted at Convention and positions adopted by Alaska PTA Board.

A. SCHOOL GOVERNANCE

The Alaska PTA supports legislation and regulations that will:

1. Maintain local school district self-governance; require financial accountability, timely and effective communications between all parties regarding school performance records and local control of all public schools.
2. Require bargaining unit within School Districts to give a three-day strike notice.

B. FUNDING FOR PUBLIC EDUCATION

The Alaska PTA supports legislation and regulations for state and local funding for public education, that is adequate, equitable, stable and accountable. To achieve this, Alaska PTA supports the following concepts:

1. Public education is primarily a responsibility of both state and local governments and must be a top funding priority.
2. The Alaska Legislature must consider new, stable sources of revenue to fund education and initiate forward funding for education. This would enable school districts to initiate, improve upon and maintain educational programs that show results in achieving high academic and or life skills performance by students according to their abilities. These programs will allow students to pass all appropriate and required tests while maintaining a safe and sound environment that promotes and facilitates learning.
3. The Department of Education and Early Development should annually compile data on the finances of all School Districts and make this information readily available to the public in a comprehensible and relevant format. Uniform accounting procedures should be required by the State in order that district expenditures for programs and administrative costs can be computed equitably, while showing number of participants within the program for the fiscal period reported.

4. State and federal funds for education should be appropriated only for public schools and in amounts that will ensure compliance with all laws governing education and guaranteeing to all groups of students equitable and adequate educational opportunities.

C. EDUCATION ISSUES

The Alaska PTA supports legislation and regulations, which will:

1. Support mastering basic skills and developing every child's individual potential to the highest level possible in an environment that is conducive to high achievement by all. This would be a full partnership between Teachers, Parents/Guardians, Students and appropriate support staff.
2. Support provision for special educational opportunities, including but not limited to early childhood intervention when appropriate for any child with a disability that creates an educational disadvantage in a school environment.
3. Support access to vocational-technical programs for all secondary students.¹
4. Support access to accredited public correspondence programs.
5. Require every district to provide a kindergarten program.
6. Encourage a "highly qualified" professional staff at all levels of public education to meet the requirements of No Child Left Behind.
7. Continue to prohibit the use of corporal punishment in schools. Encourage school districts to establish supportive behavior-management procedures for all school personnel to provide viable alternatives to the use of corporal punishment. The use of reasonable and necessary physical restraint to protect persons or property from harm should not be considered corporal punishment and should be permitted.
8. Provide appropriate opportunities in Alaska for post-secondary academic, vocational, and technical education.
9. Provide programs and transportation comparable to other school activities or programs for students who are at risk of dropping out of school.
10. Encourage all Alaska school districts to adopt and provide programs implementing the Alaska Content Standards (broad statements of what our students should know and be able to do) in English/language arts, mathematics, science, geography, government and citizenship, history, skills for a healthy life, arts, world languages, technology, employability and library information/literacy.

D. HEALTH, SAFETY, AND JUVENILE JUSTICE

The Alaska PTA supports legislation and regulations that will:

1. Ensure comprehensive and continuous health education programs.
2. Strengthen school nutrition programs that meet or exceed federal guidelines and promote good nutritional habits.
3. Promote the use of appropriate safety equipment and the proper education in the use of and licensing of any motorized or non-motorized equipment.
4. Ensure Programs, facilities, or institutions designed for the protection of child welfare and prevention of youth delinquency are to be operated in such a way to secure the highest advantages in physical, mental, social, and spiritual education and welfare for all children.
5. Ensure all public school children that are provided transportation by the school district or their contractual designee will be safely transported and the occupancy of busses will not be exceeded.
6. Provide notification programs that require local school districts to establish policies for expedient parent notification when children are absent.

7. Ensure any environment, in which a child is placed, is safe and adequately staffed, and encourage efforts to remove children from adult jails and lockups, in order to place children in more appropriate facilities
8. Encourage cooperation at all levels of government with comprehensive emergency management services, and support sponsorship of emergency preparedness programs in cooperation with the appropriate local school governing bodies.
9. Require 60 minutes of daily physical education by accredited professional instructors for every primary and secondary school.
10. Support Denali kid care to ensure that children, teens (through age 18) and pregnant women of both working and non-working families who meet the current income guidelines have access to affordable health insurance.
11. Require confidential reporting to the state where every child is receiving their 1-12th grade education be it public, private or home schooling.

E. EARLY CHILDHOOD EDUCATION AND CHILD CARE

The Alaska PTA supports legislation and regulations, which will:

1. Support a comprehensive program to provide training for parents of all children from birth to age 5.
2. Provide high-quality, developmentally appropriate preschool programs, for all children age 3-5
3. Improve licensing for day care, preschool programs, and foster home parents to ensure high standards.
4. Provide day care assistance to families in need to allow them to pay for quality programs.
5. Support a statewide system of resource and referral centers to help parents find accessible, affordable, quality childcare.

F. PUBLIC INVOLVEMENT

The Alaska PTA supports legislation and regulations, which will:

1. Provide opportunities for parent and community participation in all aspects of education, including input to the classified/certified employee's evaluation process.
2. Allow volunteers to deduct from their federal tax return volunteer miles driven at the same rate as business usage.
3. Include parents, community members, and educational professionals in all aspects of student performance standards.
4. Alaska PTA strongly supports and advocates for the development and implementation of the parental involvement policies of NCLB that will:
 - Train Teachers and staff to apply the six standards of parent involvement:
 1. Communicating
 2. Parenting
 3. Student Learning
 4. Volunteering
 5. School decision making and advocacy
 6. Collaborating with the community
 - Engage parents
 - Provide parents with clear and timely information about NCLB
 - Develop effective advocates

ⁱ Approved by the Delegates of the Alaska PTA 2007 Annual Convention



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2007-2008 Legislative Priorities

Alaska PTA strongly supports the reconstitution and active management of the Alaska Public School Land Trust. In addition, Alaska PTA seeks a delegate seat to assist the state in the management of the School Trust Lands.

Alaska PTA strongly supports:

- Modifying the foundation formula to provide equitable educational programs statewide without reducing funding to any school district;
- Biennial education funding to allow continuity of programs; and
- Increasing funding to offset escalation of fixed costs to at least maintain existing programs and facilities.

Alaska PTA strongly supports and advocates for the development and implementation of the parental involvement policies of NCLB that will:

- Train Teachers and staff to apply the six standards of parent involvement:
 1. Communicating
 2. Parenting
 3. Student Learning
 4. Volunteering
 5. School decision making and advocacy
 6. Collaborating with the community
- Engage parents
- Provide parents with clear and timely information about NCLB
- Develop effective advocates

Alaska PTA strongly advocates that every school district in Alaska adopts and implements a wellness policy that incorporates:

- Nutrition standards that exceed the federal minimum requirements for school meals and foods available for general consumption.
- Assurance of daily physical activity for every student K-12 of at least 45 minutes.
- The implementation of a health curriculum K-12 that emphasizes the physical, mental and emotional benefits of good nutrition and physical activity.
- Parent education on the obesity problem and the importance of adults and children developing life-long habits for good health.
- A school employee wellness component

Alaska PTA strongly supports legislation requiring school safety programs that comply with the intent of NCLB regulations. These programs must address local needs as determined by objective data and will include prevention activities. All school safety programs must include staff, students, parents and community. These programs must be measured and evaluated annually.¹

¹ Adopted at the Legislative Issues Conference October 21, 2006

School Trust Lands and Funds

Adopted by Alaska PTA Convention, April 29, 2005

- Whereas; Early in our nations history the import and support of public education was established by the granting of school trust lands in every state and the establishment of corresponding permanent school funds; and
- Whereas; In 1915, 106,000 acres were transferred by the Alaska School Lands Bill to the Alaska Public School Lands Trust in the original school trust land grant; and
- Whereas; In 1978, The Alaska State Legislature converted the school trust land to "state lands" to be compensated by .5% of all of the income generated by all general state lands; and
- Whereas; The conversion was made without the beneficiaries or representative of the beneficiaries consent; and
- Whereas; The income derived from these lands must be used to support the public school children of Alaska as the beneficiaries of the trust; and
- Resolved; That Alaska PTA shall provide information to parents, educators, policy makers and the public about school and institutional trust lands and permanent school funds; and be it further
- Resolved; That Alaska PTA shall support management of the Alaska Public School Lands Trust that is consistent with legally recognized trust principles of sound financial management to provide maximum benefit to the children in public schools who are the beneficiaries of that trust; and be it further
- Resolved; That Alaska PTA supports compensation for unfulfilled legally binding commitments made by state and federal governments to the Alaska Public School Lands Trust; and be it further
- Resolved; That Alaska PTA urges state and federal lawmakers to support public schools by ensuring that the historic trusts are allowed to fulfill the purpose for which they were originally created.

National PTA Resolution

School Trust Lands and Funds

Whereas, Our nation's founding fathers recognized the importance of supporting public education, so they established school trust lands in every state, as well as corresponding permanent school funds to be provided by either Congress or the states themselves; and

Whereas, Federal laws regulated territorial expansion and entrance into statehood, allowing all states to enter the union on equal footing; recognizing that some states would have vast acreages of untaxable federal lands, federal laws granted trust lands and funds to states to support public schools and to compensate for untaxed federal lands; and

Whereas, Additional grants were provided to create a revenue stream for educating children with special needs, including deaf and blind children and at-risk populations; and

Whereas, States have lost a portion—or all—of the granted lands and resulting perpetual revenue stream due to lack of awareness on the part of parents and community members, and due to lack of diligence on the part of education leaders and policy makers regarding these trust lands and funds; and

Whereas, Many school trusts have lands to which they are still entitled from the federal government since statehood; and

Whereas, Changes in the management of lands and funds initiated and promoted by schools and parents have either brought about increased annual revenue streams for public schools or protected the given revenue stream; therefore be it

Resolved, That National PTA and its constituent organizations shall provide information to parents, educators, policy makers, and the public about school and institutional trust lands and permanent school funds, including the compensation or grant entitlements that states have been denied since their entrance into statehood; and be it further

Resolved, That National PTA and its constituent organizations shall advocate for sound financial management of the school trusts to provide the maximum benefit to the children in public education who are the beneficiaries of those trusts, and shall work to ensure that these funds do not supplant existing education funding; and be it further

Resolved, That National PTA and its constituent organizations urge state and federal lawmakers to support public schools by ensuring that the historic trusts are allowed to fulfill the purpose for which they were originally created.¹

¹ The delegates of the 2006 National PTA Convention approved this resolution at the Annual Convention in Phoenix, AZ in June, 2006.

From: PAUL KENDALL [pauldkendall@yahoo.com]
Sent: Wednesday, August 15, 2007 5:01 PM
To: Joint Leg Ed Task Force
Subject: Re: Additional Materials for tomorrow's meeting

well, ladies and gentlemen, it aint pretty, but it is a search for the truth... i just regret that i have to be the one to say and write these questions, comments, thoughts, --i can feel the pain already! As nutty as it is, many of the peices are applicable!

I think we need some hard, frank, open, on camera (our cameras) contentous and emotional arguments or "get things straight" talks..

I dont remember too many problems that got settled without some pain or accountability!

Thank You, for what has to be a tough position in many ways besides political.

Paul D. Kendall
907-222-7882

Attachments: **4279460877-8-14-07school task.doc**

**You are not PLUGING the problem—money out and no return
ENERGY & TAXES with --comming soon;
WATER AND SECURITY/PRISONS**

Federal Testing Results ? In comparison to Alaska testing ?

**Remember - Its all a struggle between competing good, bad, or evil thoughts;
And only in open and honorable dialogue will you know which is which !
The bigger the struggle, the bigger the open, honorable dialouge and
participation has to be in proportion. The bigger the collective view the more
clarity and review to find the truth between competing good, bad, and evil
thoughts**

AND--

**Remember my 3 Cs – Converted, -Confuse-flicted- or *Corrupted!
(or out to lunch) ha ha**

*** Corrupted comes in many forms- not just money!
You can only hold one C position at a time!**

**This cognitive disconnection = professing one position or thought while really
believing another in opposition to the one being expressed --a duality of true
thoughts cannot be sustained.**

I thought we called that lying ! A big lie or a little white lie !

**>>>> Energy continues to surge everything .. you have to address this <<<
>>>Mayor and his new gross tax is an expanded minning for revenue >>>>**

<<<<<Feds just pumped in 136 Billion dollars <<<<<

<<<<EOC BILLIONS >>>>

School Distict, prs and trs --- romans --other cultures, warriors, leaders >>

Water buffalo calf and herd "Battle at Krugger"—U-tube

Society problems – greater collective against predatory capitalism and new world order corporations-no vision, no quality of life, family disentangrment, unwarented child birthing, breeding, propogating offspring—CHINESE POPULATION

Marriage should be a 3 or 5 year lisenice which expires automaticly without both parties renewing—

Marriage with children require successful 3 year lisenice and a 21 year contract of terms and conditions before you can have children...

Minor with child – parent pay for

Marriage is becoming a misrepresented implied contract of obligations the state is acting and intervening without "actual contract of obligations"

Unwed mother – soley responsible for children until contract of terms

And conditions are arranged.

(Water, Food, Shelter, = a family (1or more) + Property = 1 home + 2 or more neighbor homeowners = formation of a community –From here you begin shared essential services!!

Well, if taxes and utilities are eating up your home, doesn't it make sense you cannot afford a school until you secure your home and family -- priorities – you cannot eat a football turf field and you cannot pay for school if you have to pay for utilities, and we all have to drink water or we die in 3 days or poisoned by water.

PRIORITIES --- PRIORITIES ---- PRIORITIES

Grazers against predators and parasites and PREDASITES

giraffes, reindeer, sheep, elephants, horses, mules, cows, deer, zebra, antelope, elk, moose =

= bears, alligators, wolves, lions, tigers, cheetahs, jackles, hawks, eagles

I am here because i turn on TV and there you are, with no public notice or conveyence or simple to understand presentations!- all cryptic talk..

I expected to hear you meeting with the arm prs and trs board to see about the\$500 + millions and others up coming \$\$\$

I have heard nothing !

The gravity of the impact calls on people to come forward – if i am wrong then let those of you challenge my testimony !

You have to do something about "conflict of interest" inside the loop testimony declaration – perhaps a kind of first up and get it over with for those conflicted and rewarded by child or income or association----

Then last for the general public non conflict of interest testimony !

**Where are our priorities –Secure and protect the general welfare of the public – shelter = home Energy= water /electricity –Family (individual liberty)
FOOD and SHELTER**

8-14-07 school task

IS it just me ? Do i need Medications ? Or do i just need a good job with the school district, State, Burrough, City, Utilities, police, fire

How can i buy a house if:

**THE PRICE -----200,000 dollars in price
THE VALUATION PROCESS -----state and local -- & mills
THE PROPERTY TAXES -----For more city services
-----School costs gone wild
THE UTILITIES -----Oil companies profits
THE WATER AND SEWER -----now a revenue for city
ILLEGAL IMMIGRATION ----- downward Low wages and my jobs**

HOW CAN I BUY A HOUSE, PAY FOR IT AND RETIRE; AND BE A FREE MAN TO LIVE IN IT; IF EVERYONE KEEPS COMING AFTER THE HOME PROPERTY FOR MORE MONEY?

**TAXES,
ENERGY
SCHOOL BONDS
NEGATIVE CORPORATIONS**

=====

8-14-07 Schools – task force for the 15 th

Cameras so that they look at face –they do that everyelse in the world "except with the legislature of Alaska"

I want to go last – Please

Rather than salt the testimony – lets go for and against in some uniform way

I want to look at this institution without children – period – take the kids out of this totally !!

I want to look at a cash view ... Who are you What is your title What was your last year tax filing
Your mate or partner with a school ??

This is not about kids .. its about product and manipulating a public to squeeze money to a few consolidated individuals – were mugged as children are used as hostages or front end diversions

I think we will see a different story or at least a different way to look at it..
let me explain what i mean ===

1) single family home @ 0 property tax and 0 utilities you would think me a nut case in worst

Well, we really are giving a few in our society just that. Ya see, in the old days public service was the worst wages (i think when i was a kid) and you drove old vehicles, few hours, and the job was only temporary do to low wages
Now, with cost of living and you guaranteeing them \$-- it is a form of communism—

Breed and a job at school district and your set for life !

You heard it—they intend to take them all in ! -- no matter what their challenge is!!
They were giddy with the cash infusion and no fiscal responsibility or product accountability----

You have to take one school and begin to fill it up !!
You have to fill it up one student at a time – like a lego set –
to see what is happening in cost going out

Are there Time Clock Systems check in cards for disseminating information and use ? NO ? WHY NOT ?
IF yes , what do they tell you – the software ?

IS their book keeping the same as the rest of the State ??? WHY not ?
SURE should be, in my opinion
All govt entities should have same book keeping system – Uniform

Where are these children coming from?
What kind of homes,
How many parents?
What nationality are these or the parent ?
IS it the native children ?
Which Parent in house with them?

The female drive and awareness of financial security ---permanent fund raid
Every mean, ugly, man hating, female –
With children (many)

**With Children injured
With Children special needs
With Children – of ?**

**The Men that will follow
The Women of the ones above who will follow ?**

**Illegal Immigration impacts are in multiple areas – Children, Wages,
crime, Communication**

**permanent fund-
infrastructure of community
day care
english lessons
lunches and buses
jobs
occupy services and jobs
money out of state**

ALL MONIES OUT –

**WALL MART
HOME DEPOT
ALL BIG BOX – total revenue out annually ?**

**If they keep printing money – Then it is all an illusion – The illusion is that
capitalism maintains a better society**

**They are in essence recruiting – more students, dis-functional, special ed
for more money**

It is some form of unfair distribution of wealth

If you take the children out of the picture – and just hand out the money

We are in essence guarantee some in our society a free ride

Military,

**Federal
State
Burroughs
City**

Combined with Negative -- New world order Corporations

Negative Corporations –

**Tobacco
Hard Drugs
Alcohol
COAL
Oil and Gas
Automobile**

New World Finances – Federal Reserve

You are taking the money that belongs to all of us and giving it to a few who are forming alliances against the general public

**This is more like a Ron L Hubbard positive thinking presentation
This has become an amway piramid presentation
Some multi-level marketing scheme**

I want my money in gas !! Because the money never gets to me in fair proportions. Like a river running into the desert, it dissapears before it gets to me

From: Stephanie Allison [slacpa@acsalaska.net]
Sent: Thursday, August 16, 2007 7:33 AM
To: Joint Leg Ed Task Force
Cc: Rep. Beth Kerttula; Rep. Andrea Doll; Sen. Kim Elton; Andi Story; 'Bill Peters'; Margo Waring; Mark Choate; Mary Becker; 'Phyllis Carson'; Sean O'Brien
Subject: Comments on Draft Proposal - Juneau Resident

Dear Task Force Members;

The draft report from your efforts is impressive and thoughtful. Thank you for you time and effort on this important topic.

My only comment would be on pupil transportation. While the most recent audited financial costs is a logical starting point and an economic boost to school districts, it does not consider contractual increases for the districts. Beginning with fiscal year 2009 school districts would be using general fund dollars to pay for transportation. In a few years time, without any increases from the state, districts would once again be transferring large sums from the general fund to the transportation fund.

Please consider recalibrating the contract amounts on an annual basis.

Thank you,

Stephanie L. Allison, CPA
slacpa@acsalaska.net
723-3092 (wk)
790-6407 (fax)



Alaska Association of Secondary School Principals

PO Box 2889

Palmer, AK 99645

Phone: (907) 746-9300 Fax: (907) 746-9301

Email: aassp@alaskaprincipal.org

Website: www.alaskaprincipal.org

August 16, 2007

Representative Mike Hawker, Chair
Joint Legislative Education Funding Task Force

Dear Chair Hawker and members of the Task Force:

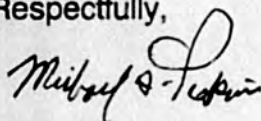
My name is Michael Perkins. I'm the Principal at Mears Middle School and President of the Alaska Association of Secondary School Principals (AASSP). I'm here today to testify on behalf of rural and urban K-12 principals across the state. Thank you for giving me this opportunity. Our organization is poised to assist in any way we can to support you with this important work. We appreciate the challenge you faced to reach consensus, and look forward to the final recommendations. In representing the board of AASSP, I would now like to offer our feedback on your recommendation bullet list.

- AASSP supports the 50% ISER implementations in statute for FY09 as long as statewide equity is assured and larger districts are not penalized.
- As instructional leaders entrusted with the education of Alaska's children, we wish to participate in the "Blue Ribbon Commission" recommended to develop a durable and dynamic model for education funding.
- We support categorical funding for voc-tech programs.
- Federal mandates require that our intensive needs students educational plans are fulfilled. We support your proposal to increase the funding on an annual basis for intensive needs students for the next two years. While I do not understand your bullet of no extraordinary relief provisions, as a building principal, I will give you an idea of what an extraordinary intensive needs situation means to me. (example).
- While we recognize the need to consider alternatives for taxpayer relief, it is imperative that we annually fund schools on a predictable and reliable long-term fiscal plan.

- The AASSP board finds it commendable that you have come up with a plan to document Alaska's efforts to attract, train, and retain qualified teachers. HOWEVER, a glaring shortcoming in your recommendations is what will be done to attract, train, and retain qualified Principals to Alaska. And finally, documenting the efforts is not the same as making it happen. National studies, including those of Robert Marzano, clearly show that strong teachers led by effective school principals, are the two biggest factors for school success.
- We fully support early/forward funding for education. Many of us now are still looking for qualified teachers as the late staffing has made it difficult to be in the hunt for top candidates. With our current retirement system, it is becoming increasingly more difficult to attract and retain qualified teachers. That is in Anchorage. You can just imagine how difficult it is in rural Alaska.
- Finally, we appreciate the recommendations of increasing the BSA over the next three years. We are, however, concerned that the recommended increase of one hundred dollars will fall short of what is needed. It is obvious to all of us in observing the work that you are doing, the Joint Legislative Task Force is interested in providing an excellent education for the children of Alaska.

The Alaska Association of Secondary School Principals is ready to assist you in bringing your recommendations forward. We appreciate your willingness to listen to our feedback and look forward to your final report. Should you need any additional information you may contact me at Mears Middle School (907) 742-6410 or AASSP Carol G. Kane, Executive Director at (907) 746-9300

Respectfully,



Michael S. Perkins
President

cc. AASSP Board



Anchorage School District

5530 E. Northern Lights Blvd.
Anchorage, Alaska 99504-3135
(907) 742-4000

SCHOOL BOARD

Tim Steele
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Carol Comeau

August 16, 2007

Representative Hawker and
Members of the Funding Task Force:

On behalf of the Anchorage School Board, I want to thank you for the hard work you did this summer. You have proposed important recommendations for improving the foundation formula, and you identified several topics that need long range study by standing committees in the Senate and the House. We support the basic framework established in your draft recommendations. We have concerns about the proposed funding levels.

Over the last few years, the Anchorage School District has targeted education dollars into programs that increase student success. As our latest AYP report shows, we are making solid progress. To continue that progress, we will need to continue the programs that are working. With anticipated inflation, this will cost more each year.

Based on previous Task Force discussions, we calculated that your recommendations would result in serious budget shortfalls for the Anchorage School District. The draft report released this week provides even less money for Anchorage. Under this proposal, the large increase in purchasing power that we received for this current year will be gone in FY 2010. Based on current projections for inflation and property assessment values, this recommendation will provide the Anchorage School District with less purchasing power in 2011 than we had in FY 2007.

Based on the increase we did receive for this current year, and because of the need to implement improved District Cost Factors, Anchorage did not expect to receive any increases in purchasing power over the next three years. We could even accept a small reduction in return for stability and a more equitable statewide funding scheme. However, in all fairness to our students and our community, we cannot put our stamp of approval on a proposal that reduces our purchasing power by \$70 million over three years.

The basic structure of your recommendation is sound. At page 6, the report calls for a fair and equitable funding formula that properly funds school districts without the need of additional grants. At page 8, the report states that implementation of the costs factors "will require an adjustment to the base student allocation so that the amount received by Anchorage will not be diluted by the increased factors for other school districts." We agree with those statements. The basic framework is correct, but underestimates what it

Written Submission From
Anchorage School Board Legislative Committee
August 16, 2007

will cost to properly fund school districts through a fair and equitable funding formula.

The following chart sets out the Base Student Allocation needed each year to keep our purchasing power the same as we have for FY 2008:

	FY 2008	FY 2009	FY 2010	FY 2011
BSA	\$ 5,380	\$ 5,575	\$ 5,770	\$ 5,960
\$ Increase from prior year		\$ 195	\$ 195	\$ 190
% Increase from prior year		3.50%	3.38%	3.19%

We believe these numbers are reasonable given recent inflationary trends. Of course, we also understand that declining production will some day lead to reduced revenues for the State. At that point, finding money to fully fund education will be difficult. It is because of the risk of declining revenue that we believe it is important to implement an adequate funding formula first. When revenue subsequently declines, the Legislature may not be able to fully fund the formula. If the formula is fair to begin with, then any reduction from full funding will be felt equally around the state.

Thank you again for your hard work and careful consideration of these important issues.

Sincerely,



Jeff Friedman

Chair

Anchorage School Board Legislative Committee

**ANCHORAGE SCHOOL DISTRICT
JOINT LEGISLATIVE EDUCATION FUNDING TASK FORCE
IMPACT ON ASD OF WORK DRAFT REPORT DATED AUGUST 14, 2007**

	Estimated Revenue Increase/(Decrease) Over Prior Year		
	FY 2008-09	FY 2009-10	FY 2010-11
<u>IMPACT RELATED TO TASK FORCE RECOMMENDATIONS (item numbers correspond to 8/2/07 Task Force Recommendation Bullet List)</u>			
3) District Cost Factors Issues - adopts 50% in FY 08-09 with remaining 50% over four subsequent years	0	0	0
4) Special Needs 20% Block Grant Issues - No change recommended	No change	No change	No change
5) Intensive Needs Student Issues - 9 times, 11 times, 13 times, respectively (Based on the Base Student Allocation recommended for that year and impact on Quality Schools grant funding)	14,677,120	7,474,560	7,610,560
6) Required Local Effort Issues - No change recommended (see A) below for impact of current formula)	No change	No change	No change
7) Declining Enrollment Issues - step down mechanism	Impact unknown	Impact unknown	Impact unknown
8) Pupil Transportation Issues - Re-calibrate based on FY07 audit costs (Based on estimated \$364 re-calibration and no subsequent increases)	331,931	0	0
10) Other Issues			
b) Grants (SIGS/LOGS/Quality Schools)			
i) Quality Schools - No change recommended	No change	No change	No change
ii) No special grants - Loss of School Improvement Grant Funding	(7,890,604)	0	0
13) PERS/TRS Issue - Assumptions based on SB 125 passing	0	0	0
14) Base Student Allocation - Increase \$100 each year beginning FY09-10 (\$5,380, \$5,480, \$5,580, \$5,680 (FY11-12 not shown), respectively)	0	6,912,184	7,034,316
Total Impact of Task Force Recommendations	\$ 7,118,447	\$ 14,386,744	\$ 14,644,876
(Does not reflect impact of other factors listed below that adjust actual funding received)			

IMPACT OF OTHER FACTORS ON REVENUES

A) Impact of Projected Increased Assessed Valuation	\$ (6,239,938)	\$ (6,915,133)	\$ (7,663,316)
B) Projected Enrollment Reductions - Foundation (include impact on Quality Schools) (FY08-09 = -387 ADM, FY09-10 = -163 ADM, FY10-11 = -341 ADM)	\$ (2,021,180)	\$ (762,406)	\$ (1,846,904)
C) Projected Enrollment Reductions - Pupil Transportation	\$ (135,660)	\$ (59,332)	\$ (114,649)
D) Amount under Local Tax Cap that is unavailable due to Foundation maximum contribution limitation	\$ (1,021,129)	\$ (3,941,893)	\$ (6,856,732)

OTHER INFORMATION

General Fund - Based on Task Force recommendations

Projected Revenues			
Local Revenues	\$ 187,240,000	\$ 197,185,000	\$ 207,845,000
State Revenues	290,660,000	297,290,000	302,270,000
Federal Revenues	14,500,000	14,525,000	14,585,000
Projected Total Revenues	492,400,000	509,000,000	524,700,000
Projected Total Expenditures	506,900,000	533,100,000	558,000,000
Projected fiscal gap for General Fund with Task Force recommendations	\$ (14,500,000)	\$ (24,100,000)	\$ (33,300,000)
Base Student Allocation required to eliminate General Fund fiscal gap	\$ 5,575	\$ 5,770	\$ 5,960
Projected Intensive Needs shortfall with Task Force recommendation	\$ (18,313,000)	\$ (12,934,000)	\$ (7,436,000)
Projected Pupil Transportation shortfall with Task Force recommendation	\$ (1,184,500)	\$ (1,743,500)	\$ (2,447,500)

**ANCHORAGE SCHOOL DISTRICT
JOINT LEGISLATIVE EDUCATION FUNDING TASK FORCE
IMPACT ON ASD OF PROPOSED RECOMMENDATIONS MADE AT AUGUST 2, 2007 MEETING
BASED ON RECOMMENDATIONS BULLET LIST**

	Estimated Revenue Increase/(Decrease) Over Prior Year		
	FY 2008-09	FY 2009-10	FY 2010-11
<u>IMPACT RELATED TO TASK FORCE RECOMMENDATIONS (item numbers correspond to 8/2/07 Task Force Recommendation Bullet List)</u>			
3) District Cost Factors Issues - adopts 50% in FY 08-09 with remaining 50% over four subsequent years	0	0	0
4) Special Needs 20% Block Grant Issues - No change recommended	No change	No change	No change
5) Intensive Needs Student Issues - 9 times, 11 times, 13 times, respectively (Based on the Base Student Allocation recommended for that year and impact on Quality Schools grant funding)	14,949,120	7,610,560	7,746,560
6) Required Local Effort Issues - No change recommended (see A) below for impact of current formula)	No change	No change	No change
7) Declining Enrollment Issues - step down mechanism	Impact unknown	Impact unknown	Impact unknown
8) Pupil Transportation Issues - Re-calibrate based on FY07 audit costs (Based on estimated \$364 re-calibration for FY06-07 & 3% inflationary adj. each year beginning in FY08-09 = \$375, FY09-10 = \$386, FY10-11 = \$398)	853,538	519,813	563,289
10) Other Issues			
b) Grants (SIGS/LOGS/Quality Schools)			
i) Quality Schools - No change recommended	No change	No change	No change
ii) No special grants - Loss of School Improvement Grant Funding	(7,890,604)	0	0
13) PERS/TRS Issue - Assumptions based on SB 125 passing	0	0	0
14) Base Student Allocation - Increase \$100 each of next three years (\$5,480, \$5,580, \$5,680, respectively)	6,677,648	6,912,184	7,034,316
Total Impact of Task Force Recommendations	\$ 14,589,702	\$ 15,042,557	\$ 15,344,165
(Does not reflect impact of other factors listed below that adjust actual funding received)			

IMPACT OF OTHER FACTORS ON REVENUES

A) Impact of Projected Increased Assessed Valuation	\$ (6,239,938)	\$ (6,915,133)	\$ (7,663,316)
B) Projected Enrollment Reductions - Foundation (include impact on Quality Schools) (FY08-09 = -387 ADM, FY09-10 = -163 ADM, FY10-11 = -341 ADM)	\$ (2,059,021)	\$ (776,053)	\$ (1,883,952)
C) Projected Enrollment Reductions - Pupil Transportation	\$ (135,660)	\$ (61,125)	\$ (121,578)
D) Amount under Local Tax Cap that is unavailable due to Foundation maximum contribution limitation	\$ -	\$ (2,324,037)	\$ (5,216,110)

OTHER INFORMATION

General Fund - Based on Task Force recommendations

Projected Revenues			
Local Revenues	\$ 188,205,000	\$ 198,810,000	\$ 209,415,000
State Revenues	298,095,000	305,365,000	311,000,000
Federal Revenues	14,500,000	14,525,000	14,585,000
Projected Total Revenues	500,800,000	518,700,000	535,000,000
Projected Total Expenditures	506,900,000	533,100,000	558,000,000
Projected fiscal gap for General Fund with Task Force recommendations	\$ (6,100,000)	\$ (14,400,000)	\$ (23,000,000)
Base Student Allocation required to eliminate General Fund fiscal gap	\$ 5,570	\$ 5,755	\$ 5,945
Projected Intensive Needs shortfall with Task Force recommendation	\$ (17,700,000)	\$ (12,185,000)	\$ (6,550,000)
Projected Pupil Transportation shortfall with Task Force recommendation	\$ (665,000)	\$ (705,000)	\$ (850,000)



**ALASKA ASSOCIATION
OF
SCHOOL BUSINESS OFFICIALS**



August 16, 2007

Representative Mike Hawker, Chair
Joint Legislative Education Funding Task Force

Dear Chair Hawker and members of the Joint Legislative Task Force:

My name is Duane Guiley. I am the Executive Director of Alaska Association of School Business Officials (ALASBO). This letter has been prepared on behalf of our Board and Legislative Committee.

A majority of the ALASBO Board members and a few association committee members had an opportunity to meet in July to review the work to date of the Joint Legislative Education Funding Task Force. The ALASBO members are appreciative of the draft list of issues that the task force had identified and the commitment of the task force members to resolve school funding issues. Specifically, the Board is in favor of increases to the base student allocation for the benefit of all districts and increases for intensive needs students. The Board supports increases in individual components of the funding formula provided that component increases are funded with new dollars to avoid any district gaining at the expense of another district.

The Board requests that when a new working group is created to review the make up of the educational market basket in support of district cost factors or to consider formula re-writes, ALASBO be an active participant in that process. In addition, the Board would like to see the role of the "blue ribbon commission" expanded to include review of other funding issues deferred to the long term list, rather than be limited to district cost factors.

The short term results of the joint legislative task force include a compromise list of significant issues related to funding public schools with proposed partial legislative solutions and a renewed focus on school funding within both bodies of the legislature, the executive branch, and the educational community. We recognize the potential benefits of continuation of your collaborative effort now, rather than later, and suggest that within the context of a limited special session, the state may be able to resolve the PERS/TRS issue and achieve early and increased funding for education, benefiting all students.

Members of our association are interested in helping others better understand the benefits of your proposal and are prepared to participate in developing both short and long term solutions to public school funding. We thank you for your past and current commitment to support public education and the opportunity to share our views.

Respectfully,

Duane F. Guiley
Executive Director, ALASBO



Sarah Palin, Governor
State of Alaska

GOVERNOR'S COUNCIL ON DISABILITIES AND SPECIAL EDUCATION

P.O. Box 240249 • Anchorage, Alaska 99524-0249 • Phone: 907-269-8990 • Fax: 907-269-8995 • Toll Free 888-269-8990

PUBLIC COMMENT

DATE: August 13, 2007

TO: Joint Legislative Education Task Force

Cc: jletf@akleg.org

The Governor's Council on Disabilities and Special Education (the Council) is the state's Special Education Advisory Panel under both federal Individuals with Disabilities in Education Act (IDEA) and state statute. In that capacity, one of our duties is to advise the state on matters pertaining to the needs of students with disabilities.

The Council is very grateful for the public process and serious consideration given to the many aspects of education funding in Alaska by the Task Force, and we appreciate the opportunity to review and comment on the issues and recommendations.

Regarding the Intensive Needs Student issues, we support the recommendation of the 9 x BSA with incremental increases in the future, as it will assist the school districts in providing supports and services to students with intensive needs and obviates the need for extraordinary relief provisions.

The Task Force discussion and analysis of the Special Needs twenty percent block grant issue clearly recognized the need for improvement and increases in the area of vocational technical programs. The Council supports the House and Senate establishing a standing committee on education funding to further delve into this and other issues, and can play a role in providing data and/or input in future proceedings.

Thank you again for your commitment to Alaska's children and their future.

Creating Change That Improves the Lives of People With Disabilities

August 15, 2007

Representative Mike Hawker, Chair Education Funding Task Force
716 W 4th Ave.
Anchorage AK 99501-2133

Mike:

I urge you to support the education area cost differential.

Every time the topic of funding education arises, it's met with frustration among my educator friends (including my wife). There is inadequate funding of nearly all education programs - from custodial to class variety.

My understanding is that funding the area cost differential will help to increase our secretarial staff, travel expenses, tutors and custodial staff.

Fifteen years ago hundreds of applicants sought jobs in our state. Now its a constant battle to retain good teachers. And every year, every policy maker commits to education as the number one priority. It is frustrating to see so little progress occur over the years. Though I have no children, I fully support an educated Alaska.

The task force met this summer and I thank them all for their commitment to education.

Mark Luttrell

Box 511
Seward, AK 99664

A handwritten signature in black ink, appearing to read 'M. Luttrell', is written over the printed name and address.



**Kodiak Island Borough School District
(KIBSD)**

Business Department

722 Mill Bay Road

Kodiak, AK 99615

Telephone: (907) 481-6105 / Fax (907) 481-6108

8/16/07

Representative Mike Hawker, Chair
Joint Legislative Education Funding Task Force

Dear Chair Hawker and members of the Task Force:

My name is Dave Jones and I am the Director of Finance for the Kodiak Island Borough School District. First of all I want to thank all of the members of the task force and your staffs for dedicating so much of your time this summer to education funding. It has been very encouraging for me to see how much can be accomplished when education is the only item on the table and it receives the time that is needed to consider this key issue.

I wholeheartedly support this committee's recommendations on District Cost Factors, Intensive needs Student Funding, Declining Enrollment Step-Down, Base Student Allocation increases starting in FY 09 and Pupil Transportation Recalibration. I believe these changes will result in great advancements in student achievement across the state.

I also support the creation of a "Blue Ribbon Commission", but would recommend that this commission consider additional areas of concern beyond District Cost factors such as Charter and Correspondence Schools, Special Needs Block Grants and Vocational Technology Programs.

And with all due respect, I believe and recommend that a Special Session should be called to consider and implement this committee's afore mentioned educational recommendations, as well as Senate Bill 125 (SB 125) on PERS/TRS Cost Sharing.

I am concerned with the first 90 day session that is approaching, and the loss of 30 working days. In the last two 120 day sessions, there has been a general legislative consensus that education would be funded early, but each time education was lost in the myriad of issues before the legislature and funding was delayed until the last days of the session. I believe with the work performed by this committee this summer, the issues have been clarified and worked out to the point that only a short special session would be needed. This would take two major issues off of the table for the 90 day session, and would ease the learning curve in the transition to 90 days.

I also support a special session because I believe it will result in an example of early funding that district's have been requesting. An October 07 Special Session would mean that when districts started the FY 09 budget process in November of 07, they would be dealing with real dollars, and could make long range plans for educational improvements. One year only funding has allowed for one year only planning in the last couple of years. As an example, it is not financially responsible to address multiple year salary schedules with one year only money. I believe that districts across the state will impress you with the long term educational plans they will be able to create with the ability to plan on a long term basis. More importantly, I believe this will also result in impressive student achievement increases.

Thank you again for taking the time to address education this summer.

Respectfully,

Dave Jones
Director of Finance
Kodiak Island Borough School District

Anu Glicadus

Box 511

Seward, AK 99664

Dear Legislator,

Aug 8, 2007

I would like to urge you to fund the Area Cost Differential on the Kenai Peninsula to help our students get the education they deserve.

Our schools here in Seward are losing teachers, classes are getting larger, courses are being dropped. It is heart-breaking.

A retired teacher from Seward who nows works as a Mentor Teacher for the state sees some huge differences between Seward and Chetwuk and Dillingham. The schools are similar in size, but Dillingham and Chetwuk

have classes that are half the size of Seward's, each classroom has a para-professional - Seward has none. Tutors are non-existent, we get new teachers each year, even custodial and secretarial services are out back each year.

We need inflation proofing for the foundation formula. Adding \$100 per student every few years does not work.

Our students are suffering. Thank you for working on this this summer!

Sincerely,

Anu Glicadus

Kindergarten teacher / Seward Elem



August 8, 2007

Dear Legislator,

I would like to take this opportunity to thank you for being a part of the Education Task Force. I applaud your efforts to provide equitable funding for the children of Alaska.

I am a teacher in the Kenai Peninsula Borough School District. Each year we are faced with lay-offs, cutbacks and loss of programs for our children. This year, at Seward Elementary School we have lost teaching positions, our Title 1 and our Title 9 programs. I am looking forward to a first/second grade multi-age class with 26 students, no

paraprofessional + no support programs!

Please help me do the best for "our" children by fully funding education. Four more years of getting less is unthinkable. Please implement 100% of Area Cost Differential.

Thank you very much for devoting your time to this invaluable resource - our children.

Katy Turnbull

PO Box 2431

Seward, AK 99664



FREE PAPER
MAT-SU TITLE INSURANCE AGENCY, INC.
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Deen Rep. Hawker,

Thanks for chairing the Educational taskforce.

Seward has been at the low end of the funding for years. We have had to cut and cut at our children's expense. My son and daughter have already graduated and I work at the school. I am a custodian & we have 2.5 people for all of the High School. It is impossible to keep up with the messes. When I started we had

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5 cashiers for the same area
and about the same number of
kids.

The funding formula has some
big problems. The worst being that

Sealand does not get the correct

amount. It cost up to 40% more to

live here and the funding is almost

the same as if we lived in Anchorage.

Anchorage, also, has more resources because

of its size.

Please help regard it out.

Make change to

the funding formula now.

Thank you.

Henry Duncan



Red Mike Hawker

Aug 8, 2007

Dear Rep Mike Hawker,

Well, here we are again begging for enough money for our schools and a fair and equitable cost differential.

Sadly, the Kenai Peninsula Borough School District has become the poster child for the "dumbing down of America." The Kenai District Schools are beyond hurting - we are hemorrhaging!
1 Besides overcrowded classes, textbook shortages, staff cuts, dirty schools, and no tutors etc., we don't even have sufficient office/secretarial staff to adequately operate our schools.

We need you to please vote for education funding increases in real terms - not just adding \$100.⁰⁰ per student and calling

it good. We need to have
funding separate from PERS/
PERS expenditures.

Please make education your
legislative priority. After all,
our children are our future.

Thank you for your consideration.
Sincerely,

Cathy Malcolm-Byars



Ms. Catherine M Byars
PO Box 1528
Seward AK 99664-1528

LAURA B. BECK
P.O. Box 2524
Seward, AK 99664
becksathome@GCI.net

August 8, 2007

Dear Rep. Mike Hawker,

I am writing to you from Seward, Alaska as a parent and a teacher. I began teaching in Seward thirteen years ago at the middle school with 8 middle school teachers. We had about 130 to 140 kids then. Currently we have 3 full-time teachers and 2 half-time teachers. NO librarian, NO music teacher, NO art teacher and a half-time principal as our administrator. Our enrollment has fluctuated between 10 and 15 students, certainly not enough to eliminate 5 teaching positions. We have half a secretary, who is not full-time, a custodial staff that is split between 2 schools. I can't understand as a teacher why our funding formula is so off base. As a parent, I am thank-ful that

my youngest graduated in 2007 and
want be a student in such a poorly
run system. My three children
lost out in music and art, programs
that were my foundation growing up.

My three children, graduates in
2003, 2004, and 2007, never knew who
would be on staff the next school
year because of being rifted, ie; pink
slipped. Great teachers left Seward
because they needed the security of a
job.

Our costs continue to be the same,
or higher for bussing athletes to other
schools. Our budgets have been slashed
and our kids pay a high price; two
Coaches instead of 3, higher fees,
less student involvement.

Please, please, please do what you
can to implement the other 50%
of area cost differential. I can't speak
for my own kids, but I can stand up

for our children of Seward !! You must stand for them too! Our education formula for funding is WRONG!! We continue to do the best that we can as educators, but I have seen better years and our students deserve your support!

I have lived in Alaska for twenty-five years. My three children were born and raised in Alaska. I remember the "oil" years and see how far our schools have fallen.

I personally would not want to have my children go to KPBSD schools now with 30 kids in the kindergarten and 50 kids in a high school history class!

You can make a difference!

Please support your District the Peninsula and our students.

Sincerely, Laura B. Beck SMS

Aug 9, 2007

Dear Rep. Hawker,

Thank you for working for our children and heading the Educational Taskforce.

I am from Seward and have two children in the public schools here. The schools have worked hard to give every student what they need but are running out of resources.

There are times when there are no secretaries in the office at the middle school. Students sometimes have to field emergencies from the front desk. There is no nurse and very little training for emergencies.

The high school has lost many courses over the year. Spanish is the only foreign language, there is no band or choir, home ec or health/leadership. The higher classes are on a rotating schedule and

Seem to be the first thing cut,

My son has been in classes of 25-35 throughout his school career. There are few or no tutors or para professionals in our Seward class. We need help.

We are at the end of the road & do not have anything close to Kodiak, Matson or Anchorage.

Please help inflation proof the educational funding formula.

Change the formula to help the Kenai Peninsula (especially the smaller schools there) find second 50% of ICER.

Thank you for all your hard work -

Martha Fleming
P.O. Box 1854
Seward AK 99664

Aug. 8, 2007

Holly S. Pendergast
P.O. Box 3041
Seward, AK 99664

Rep. Paul Seaton,
Sen. Gary Stevens,
Rep. Mike Hawker,
Dear Sirs,

I am the parent of three talented, intelligent children enrolled in Seward schools. Because I am an involved parent my kids are succeeding. However, their interests in arts, music, and hard science have to be supplemented outside the school day. What about the families that don't have the time & money to provide those things for their kids? It isn't fair. If those things are provided to kids in Anchorage, why aren't they also in Seward? Please fund the Area Cost Differential.

Thank you for your work. ~~Holly~~ Pendergast

Aug 8, 2007

Dear Legislator,

Thank you for working on the issues of school funding.

As a parent of 4 children, three of whom have attended Seward schools, I know that we are in desperate need of additional funding. Our schools are being cut to bare bones - losing teachers and courses. My children have been negatively effected by these cuts.

Please go to bat for us here in Seward. Don't the children of the Kenai deserve the same educational opportunities as others in the State?

Thank You for your attention on this matter.

Sincerely,

Elaine Hutchison

P.O. Box 131

Seward, AK 99664

Tel #

907-224-7653

Aug 8, 2007

Rep. Mike Huels
Rep. Paul Seaton
Sen. Larry Steers
Joint Education
Legislative Task Force

As a mom of four
kids soon to be child free
for the first time in
28 years (youngest son
is going on foreign
exchange), we need
your support to finally
make a difference &
adjust the cost differential!

I have sadly watched
as each child's educational
program has been less
than that offered their
older sibling. This while

Vorough residents have consistently supported our local schools by funding to the cap, ~~feeling~~ money for "extras" that aren't really "extra" (music, art, sports & other educational items ~~not~~ parents want for all Alaska kids.

Fix the cost differential now in this next legislative session. Do not leave this to the Blue Ribbon Commission with a new recommendation in another year or two!

Every year just delay is lost opportunities for our kids. ~~By~~

Thanks! Lynn Holt
Box 333 Seward,

KUSPUK SCHOOL DISTRICT

P.O. Box 49
Aniak, Alaska 99557
(907) 675-4250
Fax (907) 675-4305

Dr. Martin Laster
SUPERINTENDENT OF SCHOOLS
(907) 675-4250, Ext. #103

August 16, 2007

Representative Mike Hawker, Chair
Joint Legislative Education Funding Task Force

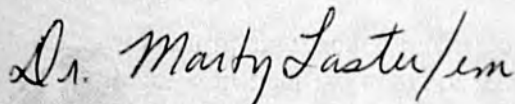
Dear Chair Hawker and members of the Task Force:

My name is Dr. Marty Laster and I am the Superintendent of the Kuspuk School District. I wanted to reinforce testimony that I have provided earlier in this process. I offer my sincere thanks for being willing to dedicate your time and expertise to this critical set of issues.

- Implementation of 50% of the ISER recommendation in statute for FY09 is essential as are the incrementally phased steps to arrive at 100% of equalizing the cost of doing business across Alaska.
- The Task Force proposal to increase the funding for intensive needs students for the next two years is critical relief for providing programs for our highest needs students. Again, this is a thoughtful approach to increasing financial support to meet those needs across Alaska.
- In that same manner, statewide, districts with the highest numbers of Limited English Proficient students appear to be the least able to make Adequate Yearly Progress as districts, regardless of urban or rural setting. I respectfully request that this potential correlation be researched and considered for future funding support.
- Please consider extending the retire/rehire legislation in order to not exacerbate the increasing number of unfilled positions in the coming years.
- The Task Force support for increasing the BSA over the next three years is of the utmost importance, again statewide. It may not be sufficient but it is certainly greatly appreciated. It is certainly a complex issue to balance all of Alaska's financial needs.

Again thanks for the opportunity to testify and your sincere efforts to meet the needs of Alaska's students across our state.

Respectfully,



Dr. Marty Laster
Superintendent, KSD

SCOMM

153:7



25th Alaska State Legislature Joint Legislative Education Funding Task Force

Chair:

Rep. Mike Hawker
District 32, Anchorage

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

Vice-Chair:

Senator Bert Stedman

Members:

Senator
Johnny Ellis

Senator
Lyman Hoffman

Representative
Reggie Joule

Representative
Mike Kelly

Representative
Bob Roses

Carl Rose
Assoc. of Alaska
School Boards

Representative
Paul Seaton

Senator
Gary Stevens

Senator
Gary Wilken

Committee Aides:

Juli Lucky
Charisse Millett
jletf@akleg.org

Joint Legislative Education Funding Taskforce Work Plan and Schedule REVISED August 16, 2007

Wednesday, August 29th
****Meeting Canceled****

Thursday, August 30th
LOCATION: Anchorage Legislative Information Office
TIME: 9:00 am – 12:00 pm
Final report completed

Friday, August 31st
No Meeting Scheduled

All meetings will be teleconferenced

**Joint Legislative Education Funding Task Force
Report to the Governor and Legislature**

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Joint Legislative Education Funding Task Force
Report to the Governor and Legislature

September 1, 2007

**Joint Legislative Education Funding Task Force
Report to the Governor and Legislature**

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Members

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Member Comments

Joint Legislative Education Funding Task Force Report to the Governor and Legislature

Members

Representative Mike Hawker – Chairman

Senator Bert Stedman – Vice-Chairman

Senator Johnny Ellis

Senator Lyman Hoffman

Representative Reggie Joule

Representative Mike Kelly

Representative Bob Roses

Representative Paul Seaton

Senator Gary Stevens

Senator Gary Wilken

Public Member Carl Rose, Association of Alaska School Boards

Committee Aides: Juli Lucky, Paulyn Swanson, Charisse Millett

REPORT TO THE GOVERNOR AND LEGISLATURE

Authority and charge

The Joint Legislative Education Funding Task Force (JLETF) was established by Senate Concurrent Resolution 11 (SCR 11) in the first session of the Twenty-fifth Alaska State Legislature. The JLETF was established for the purpose of examining school district cost differentials and the existing formula for distributing state aid for education. The JLETF was charged with:

- Evaluating proposals that are based on available facts and conclusions pertaining to school district cost factors and the foundation formula
- Recommending improvements or additions to the laws providing for education funding
- Taking public comments on education funding and school district cost factors

The JLETF was directed to submit a report of its findings and proposed legislative changes to the governor and the legislature by September 1, 2007 and was authorized to make any additional reports it considered advisable.

This report constitutes the findings and proposed action recommended by the JLETF.

The JLETF will terminate on October 15, 2007 after completing its assigned responsibilities.

Methodology

The JLETF met during the months of June, July and August, 2007. The initial meetings included a detailed analysis of the school funding formula and related statutes and regulations. The JLETF also considered the implications of the Decision and Order rendered June 21, 2007 in the case of Kristine Moore, et al vs. State of Alaska regarding the adequacy of school funding in Alaska.

The JLETF identified specific issues for further analysis and consideration. The JLETF then conducted public hearings where all school districts in the state were invited to provide testimony without a time limit. Invited testimony was followed by open public testimony. The JLETF then convened in a public work session and developed initial recommendations. The initial recommendations were subjected to a second session of open public comment and finalized into this report.

Alaska school funding formula

The school funding formula is a statutorily defined calculation utilized to determine the amount of state aid paid annually to each individual school district. The formula is intended to achieve an equitable distribution of aid for education throughout the state. The current formula was adopted in 1998 and has undergone several amendments. The formula incorporates factors intended to recognize and adjust individual district funding for the financial consequences of variables in school size, geographic cost differences, special needs and intensive needs student populations, correspondence programs, federal aid, and the ability of communities to provide local contributions.

State aid to each school district is calculated annually based on student enrollment. The formula uses the term 'average daily membership' for the enrollment census. Average daily membership (ADM) is first adjusted for school size to recognize economies of scale for larger schools. School size adjusted ADM is then increased by factors for district cost differentials, special needs, and intensive services funding. Correspondence program membership is factored and added to the attending membership to achieve a final adjusted ADM. This total is multiplied by the base student allocation (BSA) to determine each district's basic need. The BSA is a dollar value established in statute.

Basic need is reduced by the amount of required local contribution for districts in organized boroughs and 90% of the eligible federal Title VIII Impact Aid received. It is also increased by a statutory Quality School Grants entitlement and, in some cases, by a funding 'floor' factor to result in the final state aid entitlement.

Committee determinations

The JLETF determined at the beginning of deliberations to limit the scope of work to examining components of the existing formula rather than undertaking a reconsideration of the formula itself.

The JLETF determined that the school funding formula should be structured in such a manner that schools are fairly and adequately funded without other special grant programs such as Learning Opportunity Grants (LOGs) or School Improvement Grants (SIGs). These grants have been used in the past to provide additional funding without addressing the underlying problems with the formula.

The JLETF determined that the recommendations contained in this report are prefaced by the assumption that Senate Bill 125 (SB 125), PERS/TRS Cost Sharing, passes the legislature and becomes law substantially in the form SB 125 existed at the adjournment of the first regular session of the Twenty-fifth Alaska State Legislature. SB 125 provides a mechanism allocating the annual payment for the cost of Public Employees Retirement System (PERS) and Teachers Retirement System (TRS) contributions for school district employees between the state and the local employers. SB 125 effectively relieves school districts from financial responsibility for unfunded past