ALASKA LEGISLATURE COMMITTEE FILES 1981-1982 8672

1362 HHESS HB 334 - HB 357

1362

The existing float control valve in the pressure break does not prevent this waste of chlorinated water. The installation of the pressure relief valve near Sta. 79+40 will eliminate the need for the pressure break. A small 3" pressure relief valve can be constructed in the existing 6" wood stave pipe which branches off to the dock and processing facilities on Captain's Bay.

CONSTRUCTION COST ESTIMATE: $ 22,000

6. Install strainers in front of all commercial meters. Sand, dirt and debris existing in the waterlines have caused considerable damage to the water meters for the seafood processors. A meter strainer should be installed just-upstream from each meter, together with a 3" bypass line this would provide continual service to the processor even when the 6" meter and strainer was being cleaned and serviced. The existing 6" meters can be left in service, however, each one must be checked to determine their accuracy and new impellers installed in the meters.

ESTIMATED CONSTRUCTION COST: 13 meters @ $2,200 ea. = $ 28,600

7. Leak detection and repair. Observation of the two water meters in the filterhouses during periods of low demand indicate that in excess of 3,000,000 gallons per day is leaking from the water supply system. Much of the wood stave pipe is installed in coarse, shotrock fill with little or no bedding surrounding the pipe. Increased truck and vehicular traffic over this 40 year old wood stave pipe causes major failure and leaks by the shotrock penetrating the wood stave pipe. It is recommended that sound detection equipment be utilized to locate and repair the major leak areas in the wood stave pipe. New leaks are continuing to appear so we expect that the leak detection and repair would be a continuing item of work which could best be performed under force account work by City forces. We recommend that the following amount be budgeted for the calendar year 1981 for leak detection and repair: $100,000

Water Supply and Distribution System
1981 Construction

TOTAL 1981 CONSTRUCTION COST ESTIMATE:	$ 689,600.00
+ 25% CONTINGENCY, ENGINEERING, ADMINISTRATIVE & LEGAL:	172,400.00
TOTAL 1981 COST ESTIMATE:	$ 862,000.00

STATE OF ALASKA
DEPT. OF ENVIRONMENTAL CONSERVATION

JAY S. HAMMOND, GOVERNOR

POUCH O
JUNEAU, ALASKA 99811
PHONE: 465-2601

February 13, 1981

File Unalaska

The Honorable Eric G. Sutcliffe
House of Representatives
Alaska State Legislature
Pouch V
Juneau, Alaska 99811

Dear Representative Sutcliffe:

The Department of Environmental Conservation has, since its establishment, been concerned with the quality of drinking water and how this quality affects the health of Alaska's residents. Since consolidation of the seafood and animal inspection program into this department, we have extended this concern to the quality of water used in food processing. We are especially concerned about the effect that contaminated water--or suspicions of contaminated water--will have on the future of Alaska's seafood industry. We thought you might be interested in the attached report on water quality in Unalaska/Dutch Harbor--an area largely supported by seafood processing. This report reflects our efforts to expand protection of fisheries under our water quality and seafood inspection programs.

If you would like further information, please contact me or Gary Hayden, Chief, Water Quality and Environmental Sanitation Section, at 465-2651.

Sincerely,

C. Deming Cowles

C. Deming Cowles
Deputy Commissioner

18-010LH

INVENTORY OF RURAL SANITATION SERVICES

~~FEB~~ MAR / ~~1980~~ 1981
Month / Year

Village: UNALASKA

Population: 725 Class: 1ST

Region: ALEUT CORPORATION

Number of Homes: 62

I. WATER SUPPLY

A. Domestic Water Use

Present Supply: 2 SURFACE SOURCES/DAM/RESERVOIR/BURIED PIPES/PIPED SERVICE TO THE HOMES/MILITARY INSTALLED SYSTEM CIRCA WW II/2 BACKUP WELLS

Adequacy of Present Supply: SOMETIMES CONTAMINATED/CL/FL/FILTRATION Fe .01 ppm/HARDNESS 3 ppm/TDS 25 ppm

Planned Improvements in Water Supply: PHS PROPOSES TO SERVE 20 NEW HUD HOUSES IN ~~1980~~ 1981 by extending existing system

History of Water Supply Projects: COMMUNITY HAS SUCCESSFULLY OPERATED AND MAINTAINED THEIR OWN FACILITY SINCE 1940

B. Industrial & Institutional Use

Describe User	Present Supply	Adequacy
SCHOOL	COMMUNITY SUPPLY	SEE ABOVE
STORE	COMMUNITY SUPPLY	SEE ABOVE
CLINIC	COMMUNITY SUPPLY	SEE ABOVE
MOTEL	COMMUNITY SUPPLY	SEE ABOVE
PROCESSOR SHIPS	COMMUNITY SUPPLY	SEE ABOVE

II. WASTE DISPOSAL

A. Solid Waste Disposal Method(s): VILLAGE USES INDIVIDUAL PLASTIC CONTAINERS ON STEEL STANDS/COLLECTED TWO TIMES WEEKLY/DUMP SITE 2 MILES S.W. OF TOWN/SOIL CONDITIONS PROHIBIT ESTABLISHMENT OF LAND FILL SO GRAVEL PIT WILL BE USED

B. Domestic Sewage Disposal Method(s): SEPTIC TANKS/SEEPAGE PITS

C. History of Waste Disposal Projects: SEVERAL SEPTIC TANKS ARE FAILING/TOO MANY TOO CLOSE TOGETHER

D. Planned Improvements in Waste Disposal: DESIGN OF PRIMARY STP AND SYSTEM IN PROGRESS/ FUNDED BY STATE GRANT/PRIMARY TREATMENT TO BE INSTALLED BY PHS FOR NEW HOUSES IN 1981

E. Industrial and Institutional Sewage Disposal Methods:

User	Method
EAST POINT FISH PROCESSORS	DUMP INTO WATER AND CREATE NUISANCE WITH RATS ENFORCEMENT ACTION IS UNDERWAY

F. Other Contamination: MODERATE RODENT PROBLEM IN VILLAGE

III. FLOODING & EROSION

A. Flooding

Type of Flooding: COASTAL FLOODING/TELESEISMIC TSUNAMI/LOCAL TSUNAMI

Frequency: 40-60 YEARS

Severity: 20%

B. Erosion

Type of Erosion: BEACH

Severity: 2' PER YEAR IS LOST

IV. ADDITIONAL INFORMATION

A. Population Trend (up, down or stable): UP

B. Seasonal Population Changes: FLUCTUATES DURING CRAB SEASON - SEPTEMBER THROUGH JUNE

C. Power & Fuel:

Source(s) & Costs of Electricity: CITY OWNED kwh & 1-100 kwh/PRIVATE GENERATORS ALSO/$.13/kwh

Fuels Available and Costs:

D. Types of Commercial Transportation: REEVE AIR SERVICE/BARGE

E. Economic Factors:

Sources of Village Revenue: FEDERAL & STATE REVENUE SHARING/1% SALES TAX

Personal Income (per capita):

Sources: private employment _____% public employment _____%

public assistance _____%

F. Planned Housing and Other Capital Projects: HUD PLA[illegible] 20 NEW HOUSES IN 1980/1981 BRIDGE UNDER CONSTRUCTION TO DUTCH HARBOR

NATIONAL MARINE FISHERIES SERVICE
Washington, D.C. 20235

JUL 3 1981

MAR 11 1981

Honorable Ted Stevens
United States Senate
Washington, D.C. 20510

Dear Senator Stevens:

Administrator Frank has asked me to respond to your letter of May 29, 1980, concerning potable water on St. George Island, the Pribilofs, Alaska.

Although the quantity of water on St. George is ample for village needs, it has a relatively high sodium content. Deionizing equipment in use on St. George meets the recommended level under proposed changes to Federal Drinking Water Standards but is of insufficient capacity to enable piping the nearly salt-free water directly to the consumers' homes. As a consequence of the low volume output, drinking and cooking water is available from a small reverse osmosis unit located at the village hospital, but must be transported from the hospital for personal use.

We estimate that a new and more efficient demineralization system on St. George would cost approximately $280,000. Funding for the project is not available in FY 1980, and is not included in the Administration's FY 1981 budget. Our existing resources are being used to fund significantly increased fuel costs, both on the Pribilof Islands and elsewhere.

I appreciate your interest in this matter and your concern for the people of St. George. Please let me know if I may provide any additional information.

Sincerely yours,

Winfred H. Meibohm

Terry L. Leitzell
Assistant Administrator
for Fisheries

WALRUS CAPITOL OF THE WORLD
SAVOONGA, ALASKA

CITY OF SAVOONGA
BOX 141
SAVOONGA, ALASKA 99769
PHONE ~~XXXXXXX~~ 984-6614

March 10,1981

MAR 16 1981

Representative Jack Fuller
Pouch V
Juneau, AK 99811
Attn: Linda Wild

Greetings:

On Jan. 20-23, we had a sanitation workshop in the city of Savoonga. During this workshop, the participants formed a clean-up committee.

This committee had a meeting about the sanitary needs of Savoonga. The No. 1 priority came up as sewage and waste disposal. We came up with the following solution:
Our present dump sites are located on two places on the beach. This present system poses a severe health and environmental problem for the people of Savoonga. This includes sea and beach polution beyond description.

This committee came up with the following needs: 1.andfill site and a road leading to it. 2. The location picked by this committee will cost $75,000.00. The road leading to it will cost $375,000.00. Therefore we are asking for direct appropriation of $400,000 and additional $18-20,000 to buy a dump truck to haul garbage and sewage. As our representative, we are turning to you for help.

Priority 2: At present, S&S Contractors, Inc. has in the city all their heavy equipment. However, they will be pulling out their equipment in August. They are willing to work if we can get the money appropriated as soon as possible.

We are sure all of us need a clean and healthy place to live. We are asking you as our representative for your immediate attention and full support on the real need for our city.

Sincerely,

David Segulu

David Segulu
Councilmember
City of Savoonga

cc: FILE
Sen. Ferguson
Rep. Hammond

PROJECT TITLE: Nome Water & Sewer

Project Description: This water & sewer project is to complete a phased program designed and engineered in 1976 and for additional areas of the City that would facilitate new housing. A study was done by a consultant 5 years ago and part of the water & sewer was installed in 1978. This request is to complete the remainder of the work outlined in that study and to provide additional water & sewer to developing areas of town. Inflation has been a major factor in finishing the 1976 program as the costs have increased by 50% since that time.

Program Needs: About 200 current residences would be added to water & sewer service. This would serve approximately 725 residents who are now on trucked water and honeybucket services. PHS has assisted the City in most of the utilidor projects in Nome. We are now in a position where most of the natives are on water & sewer and we need to extend service to areas that were bypassed by those PHS projects. In addition, we will be providing 266 additional vacant lots access to water & sewer. Since very few individuals want to spend $70,000, $80 000 or more for a new home and use honeybucket and trucked water service, few new residences are being built. When these new residences are built, a number of the dilapidated dwellings will be torn down, which in turn increases the standard of living of those affected. This of course, is also true of those who get on water & sewer and no longer use trucked facilities.

Program Approach & Design: To accomplish this project, the City of Nome is requesting $11,313,207 from the State Legislature. This amount is taken from the 1976 study with the new areas added on, plus an inflation factor.

As soon as funds become available, the Nome Joint Utility System would finish the necessary design and engineering and construction would begin in the spring of 1982. The project would be completed by late fall. Laterals from the utilidor would be paid for by the property owner with stubins put to each vacant lot so the streets won't have to be torn up once again.

Community Benefits: As stated above, there are a number of areas that presently do not have access to water & sewer. The health benefits are obvious because many of these areas are quite congested and the use of honeybuckets for sewage causes problems. Also, the dish, clothes & bath water should be put in a sewer line, as this water now sits beneath the house or runs onto neighboring lots.

Another benefit would be the additional lots that could be built upon if water & sewer were available. With the cost of construction so high here in Nome, it doesn't seem right to build a brand new home and still be on trucked water & honeybucket service.

Some areas of Nome are without adequate fire protection because there is no water immediately available. This project would allevaite this situation as fire hydrants would be placed to help fight any fires that might occur. The new water tank that is included will also assist in this area as our current storage is at the far end of the City. If anything happened to the line, we would be completely without water until repairs were made. This has occurred several times.

With potential oil & gas development in Norton Sound, the City must be prepared to handle future growth. When this project is completed, the lots now being held by

Sitnasuak, the local native corporation, and other large landowners will be built upon, giving the City some growing room if hydrocarbon development does occur. Another major factor is the cost of building and inflation. This project has increased by 50% in 5 years. The longer we wait, the more expensive it becomes. Since we are looking at a basic need of a community, water & sewer, it is important to our residents that this number 1 priority be addressed.

Proposed Budget: The total costs are $11,313,207 in 1981 dollars. If bids are put out this winter (1981), we feel that the estimated costs would be close to the actual expenses. A breakdown of the budget is on the following pages showing the areas to be included and the costs for water & sewer lines as well as utilidors, pumps, & other items.

Proposed Budget Back-up Information: The majority of the information is from the CH2M Hill study done in August, 1976. Inflation costs have been included, which were figured at 1% per month compounded for 60 months. This inflation factor was derived from the engineering firm that did the study and is reasonably accurate.

WATER & SEWAGE UTILITY FACILITIES

Project Description	Feet	Water Lines Cost	Utilidors Cost	Sewer Lines Cost	Unit	Other Cost	Total Cost
14. 4th Ave., & Div. St. to King's Place & Steadman St. via Warren Place. 4 & 6" water line 8" sewer line	1360	141,000	584,800.	65,600.			791,400
15. Warren Place & Div. to King's Place & Spokane Ave. 4" water line 8" sewer line	610	53,600.	262,400.	22,000.			338,000.
17. King's Place & Steadman to 3rd Ave., & Moore Way - 6" water line 8" sewer line	895	103,800.	384,800.	35,400.			524,000.
18. E. 3rd Ave., E "G" St. to E "I" St. Install 6" water line in existing utilidor	360	32,400.	--	--			32,400.
19. Install new supply pump and related valves & piping in pump bldg. at reservoir		--	--	--	1	50,000.	50,000.
20. 1st Ave. & W"D" St. to 4th Ave. & W"D" St. via W "E" St.-4" water line 8" sewer line	1820	211,200.	782,600.	88,200.			1,082,000.

Project Description	Feet	Water Lines Cost	Utilidor Cost	Sewer Lines Cost	Unit	Other Cost	#2 Total Cost
20. Sewage Lift station W 3rd Ave. & W "E" St. 4" sewage force main-W "E" St. from W 3rd to W 1st. (in utilidor)		--	--	--	1	136,600.	136,600.
21. Front St. & Steadman to E 3rd Ave. & Carstens Way. 6" water line, 8" sewer line.	2900	287,400.	1,032,000.	116,600.			1,436,000.
Steadman St. from E 5th Ave. to Steadman & E 6th Ave. 6" Water line	281	140,000.	--	--			140,000.
22. Install 2" insulated water main & service lines	2050	122,496	--	--			122,496.
23. Install circulation pump, valves, meter & piping in underground station at Airport Rd.		--	--	--	1	27,104	27,104.
25. E "J" St. between 2nd & 3rd Ave.	187.5	19,140.	70,950.	8,092.			98,182
26. E. "I" St. between 5th & 6th Ave.	281.3	28,703.	106,443.	12,140.			147,286.
27. 3rd Ave. between E "J" St. & "N" St.	843.8	86,101.	319,293.	36,418.			441,812.
28. 4th Ave. between E "K" & "N" St.	906.3	92,478.	342,943.	39,115.			474,536.

Project Description	Feet	Water Lines Cost	Utilidors Cost	Sewer Lines Cost	Unit	Other Cost	#3 Total Cost
29. 5th Ave. between E "H" & E "N" St.	203.3	20,744.	76,928.	8,774.			106,446.
30. 6th Ave. between Steadman & E"N" St.	2812.5	286,987.	1,064,250.	121,387.			1,472,624.
31. Beginning Steadman & E 6th Ave. & extending N. to E 7th	275.0	28,072.	104,060.	11,858.			143,990.
32. Beginning E 5th Ave. & "E" St. & extending S to the alley st., then E & W on the alley	531.3	54,235.	201,043.	22,909.			278,187.
33. Beginning King's Place & Moore Way extending E across the S end of "E" St. & extending to E "G" St.	468.8	47,855.	177,393.	20,214.			245,462.
34. Beginning 1st Ave. & Mettler Way extending E to Moore then N to 3rd Ave. also S from the junction of 1st Ave. & Moore along Moore to the junction of E Front St.	687.5	70,180.	260,1050.	29,645.			359,975.
35. Beginning E Front St. N through Campbell Way to E 3rd St.	375.0	38,280.	141,900.	16,170.			196,350.
36. Beginning Front St. & Carstens & extending to Pearl Way	1125.0	114,840.	425,700.	48,510.			589,050.

Project Description	Feet	Water Lines Cost	Utilidors Cost	Sewer Lines Cost	Unit	Other Cost	Total Cost
37. Beginning at E Front St. & Pearl Way then N. on Pearl Way to E 1st to the junction with E "N" St. to the junction with E 6th	1187.5	121,220.	449,350.	51,205.			621,775.
38. Beginning W 3rd Ave. & W "D" St. extending W on 3rd to W "E" St.	250.0	25,520.	94,600.	10,780.			130,900.
39. Beginning W 2nd Ave. & W "D" St. extending W on 2nd Ave. to W "E" St.	250.0	25,520.	94,600.	10,780.			130,900.
40. Beginning on Bering St. W end of E 1st Ave. extending W through the alley of Nome City Blk #27 to junction with E "E"	250.0	25,520.	94,600.	10,780.			130,900.
40A. Warehouse & repair shop for W&S system (40'X50"=2,000 sq.ft.)		--	--	--	1	50,000.	50,000.
40B. 4,000 gallon water delivery truck		--	--	--	1	70,000.	70,000.
18. Sewerage lift station Front & Campbell St.		--	--	--	1	120,208.	120,208.
14. Sewerage lift station 3rd Ave. W "E" St.		--	--	--	1	120,208.	120,208.

Project Description	Feet	Water Lines Cost	Utilidors Cost	Sewer Lines Cost	Unit	Other Cost	Total Cost
41. Sewerage Lift Station Front & Pearl Way		--	--	--	1	120,208.	120,208.
42. Sewerage lift station W 4th Ave & E "N" St.		--	--	--	1	120,208.	120,208.
43. Watershed protection Moonlight Springs water source for the City of Nome & surrounding area		--	--	--	1	10,000.	10,000.
44. 1,000,000 gallon potable reservoir storage (1 week reserve supply plus availability for fire protection		--	--	--	1	325,000.	325,000.
45. Trash pump-STP		--	--	--	1	4,500.	4,500.
46. Water & sewerage service truck		--		--	1	13,000.	13,000.
47. maint. of water temp. above freezing, main transmission line-water to water heat exchanger at Belmont Plant		--	--	--	1	50,000.	50,000.
48. Fire hydrants to be installed with the building of water lines & utilidors		--	--	--	17	25,500.	25,500.
49. Sewer & water P/V		--	--	--	1	9,000.	9,000.
				WATER & SEWAGE PROJECT TOTAL			$11,313,207.

PROJECT TITLE: Support for DOT/City of Nome Funding Request for Deep-Water Port Facility

The following excerpts have been taken from a published Port Feasibility Study for Nome, Alaska (Phase A) which was completed by Tetra Tech, Inc. This data generally outlines our needs, and the design and approach to meet these needs. Further, it breaks out project costs and timing proposed to complete this deep-water port facility.

The complete Feasibility Study (Phase A) for a Port of Nome, Alaska is available from City Administration, City of Nome on request.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE
HEALTH SERVICES ADMINISTRATION

May 2, 1980

Refer to: A-12IB

ALASKA AREA NATIVE HEALTH SERVICE
BOX 7-741
ANCHORAGE, ALASKA 99510

Mr. Donald P. Anderson, P.E.
Facilities Management
Bureau of Indian Affairs
Juneau Area Office
P.O. Box 3-8000
Juneau, Alaska 99802

Dear Mr. Anderson:

Re: Brevig Mission Washeteria

The Indian Health Service is in the process of preparing a request for funds for an emergency project to rebuild the washeteria facility at Brevig Mission. Enclosed is a copy of our emergency project request dated March 1980 which shows the total rebuilding cost of $954,000.

Your letter of March 20, 1980 stated the Bureau of Indian Affairs (BIA) school at Brevig Mission will use 1,000 gallons of water a day. Assuming your school year consists of 180 days, the BIA school will use: 180 days X 1,000 gallons/day = 180,000 gallons per school year. This quantity represents 38 percent of the 470,000 gallon water storage tank. The estimated cost of the storage tank is $400,000 and 38 percent of this would be $152,000. The sewage disposal system is estimated to cost $35,000 and 38 percent of this cost would be $13,300.

Therefore, the pro-rata share of water usage for the water storage tank and sewage disposal for the school would be $165,300. Any service lines to be included under our project to serve the school would require 100 percent funding by the school.

The projected monthly operation and maintenance cost is estimated at $5,316 per month. The pro-rata share of the monthly operation and maintenance for the school would be 38 percent of the $5,316 or $1,260 per month. In place of a monthly service charge, the BIA school could provide electrical power at no cost in return for free water and sewer service.

At the present time, we do not know when our funds would be available to do this work. However, we will be submitting our request for money and would appreciate knowing the extent of participation by the BIA school. Specifically, can the BIA school contribute $152,000 to the

capital cost of the project? Does the BIA school have any monies it can contribute to the capital cost of the project? Finally, can the BIA school supply electricity to the washeteria for free water and sewer service?

Your responses to these questions will be most helpful in our planning and redesign of the system. If you have any questions, please feel free to contact me at 279-9628.

Sincerely,

John R. DeLapp, P.E.
Sr. Design Engineer
Chief, Design Unit

Enclosure

cc: Dan Rogness, EIB, Anchorage
Greg Drechsler, EIB, Anchorage
John Lovett, EIB, Anchorage

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE
HEALTH SERVICES ADMINISTRATION

March 2, 1981

Refer to: A-EHB

ALASKA AREA NATIVE HEALTH SERVICE
BOX 7-741
ANCHORAGE, ALASKA 99510

Representative John G. Fuller
Alaska House of Representatives
Pouch V
Juneau, Alaska 99811

Dear Representative Fuller:

This is in regard to your letter of February 2, 1981 concerning a cost estimate for replacement of the Brevig Mission washeteria. I have enclosed a copy of a cost estimate (1980 costs) we developed last year. Both Bureau of Indian Affairs and the Bering Straits REAA School District were contacted regarding participation to the degree outlined in the estimate.

Regarding our participation in the design and construction, we have participated in other projects using State of Alaska funds and we would probably be able to do so in Brevig Mission. Our involvement would be firmed up later if and when funds become available and a time schedule is developed.

Our old project in Brevig Mission, under which the original washeteria was constructed, included some minimal provisions for solid waste disposal. A landfill was started and a tractor with trailer provided. The tractor was to pull the trailer for solid waste collection and was to be used for excavation and covering waste at the disposal site. The landfill site was not fenced and I do not have any information concerning landfill operation now or the current condition of the tractor and trailer.

Our current project in Koyuk includes provision for 1,000 feet of fencing for a solid waste disposal area. Evidently the community wishes to have a larger area fenced so additional funds will be required. Also, the project does not provide funds specifically for a collection vehicle. Additional fencing will cost about $20 per foot installed and a small collection vehicle will cost around $20,000.

I hope this information is what you need. If you have any additional questions, please let me know. My telephone number is 279-9628, ext. 211.

Sincerely,

Daniel R. Rogness, P.E.
Chief, Sanitation Facilities
Section

Enclosure

cc: Greg Capito, VSW Program, Juneau

March 1980

EMERGENCY PROJECT REQUEST

BREVIG MISSION, ALASKA

INTRODUCTION:

The City, acting through the City Council, submitted a project proposal on May 31, 1968 to the Indian Health Service (IHS) requesting assistance under Public Law 86-121 (OMB 13.229) for the construction and installation of sanitation facilities for the Native residents of Brevig Mission, Alaska, to improve the health and general welfare of the community.

The IHS responded to this request in 1975. A project summary for Project AN-75-130 was written in June 1975 and a Memorandum of Agreement was executed by the project participants in September 1975. The participants were the City of Brevig Mission, the IHS, and the Bureau of Indian Affairs (BIA).

Under this project a water source (well) was developed; 4,000 feet of 4-inch high molecular weight polyethylene (P.E.) pipe was installed between the well and washeteria; a washeteria complex including four washers,, two extractors, four showers, two toilets, two boilers, a hot water generator, and a pressure tank was constructed; a separate building for a stand-by generator, equipment, and material storage was constructed; and a 300,000 gallon wood stave water storage tank was built. The project was completed in 1979 at a cost of $774,000.

The sanitation facilities were transferred to the City on November 13, 1979, along with a John Deere 350 tractor with backhoe and a farm wagon for solid waste disposal.

On January 2, 1980, a fire completely destroyed the washeteria complex. The fire was so intense that it burned 60 percent of the

urethane foam off the wood stave water storage tank, burned and charred 30 percent of the wood staves as much as one and one-half inches deep, and heated the steel banding red hot. For all practical purposes, the wood stave tank cannot be salvaged and must be considered a total loss.

JUSTIFICATION:

Because of the devastating fire experienced in Brevig Mission, the residents have once again requested assistance from IHS to replace the sanitation facilities. This emergency project presents IHS's recommendations for replacing the destroyed facilities; a cost estimate for the effort; and a request for emergency funding.

The proposed facilities, to be built in approximately the same location, include a 32 by 64 foot panelized building and a 500,000 gallon insulated steel water storage tank. The building will house a new washeteria facility and include four washing machines, two hot water dryers, four showers, two toilets, two boilers, and other appurtenant equipment. In cooperation with BIA, two wastewater treatment alternatives will be investigated. These include either a larger capacity packaged sewage treatment plant or a septic tank/leachfield type system. Either alternative would involve about the same capital construction costs, but the latter alternative would provide much lower operation and maintenance costs. The decision will be based on a thorough soils investigation to determine if a subsurface disposal system could be developed in the beach gravel.

The following tables present estimated construction costs for the proposed facilities and operation and maintenance costs.

TABLE I - ESTIMATED CONSTRUCTION COSTS

Description:	Quantity:	Unit Cost:	Total Cost:
Water System:			
1. Existing well and 4,000 feet of 4-inch diameter P.E. transmission line	(use existing facility)		$ -0-
2. Building and tank foundation additional gravel pad and/or possible pile foundation	5,000 cu. yd.	$10/yd.	50,000
3. 32 by 64 foot building material and erection	2,048 ft.^{2}	$150/ft.^{2}	307,200
4. Electrical	1 job	$15,000	15,000
5. Plumbing	1 job	$20,000	20,000
6. 470,000 gallon insulated steel water storage tank	1 job	$400,000	400,000
	Subtotal - Water		$792,200
Sewage System:			
Subsurface disposal system on beach	1		$35,000
	Subtotal - Wastewater		$35,000
Operation and Maintenance Manual			$1,000
	Subtotal - O&M Manual		$1,000
Technical Assistance and Training			$1,000
	Subtotal - Training		$1,000
	Subtotal - all facilities		$829,200
	+15% Contingencies		124,380
	Total - all facilities		$953,580
	Rounded to nearest thousand		$954,000

Cost per home - $\frac{\$954,000}{20 \text{ homes}}$ = $47,700/home

TABLE II - PROJECTED MONTHLY O&M COSTS

Costs:

A.	Electricity: 1,600 kwh/month x 50¢/kwh	$800*
B.	Fuel: 400 gallon/month x $3/gallon	1,200
C.	Chemicals and supplies (chlorine and fluoride)	20
D.	Labor: 1 maintenanceman x 4 hrs/day x 24 days/month x $8/hr.	768
	1 janitor x 4 hrs/day x 4 days/month x $8/hr.	120
E.	Repair and replacement: Parts and equipment (pumps, washing machines, dryers, boilers, etc.)	300
F.	Training	50
G.	Overhead	50
	Total Cost	$3,316

Anticipated Revenues:

A.	School	$800*
B.	Washeteria:	
	Washing machines - 20 loads/day x 24 days/month x $2/load	960
	Dryers - 10 loads/day x 3 cycles/load x 24 days/month x 50¢/cycle	360
	Showers - 25 showers/day x 24 days/month x 75¢/shower	450
C.	Water - 30 gallons/family/day x 20 families x 30 days/month x 5¢/gal.	900
	Total Revenue	$3,470

Anticipated Revenue - Anticipated Cost = +$154.00
$3,470/month $3,316/month

Based on the above figures, the washeteria can operate at a slight profit. Actual charges will have to be developed based upon actual operating experience.

* This presumes that the BIA school will continue to provide electric power at no cost in return for free water and sewer service.

CONCLUSION:

It will cost approximately $954,000 to replace the sanitation facilities destroyed by the fire in Brevig Mission. Based upon health and general welfare considerations of the Native residents of Brevig Mission, this request merits careful consideration and favorable action.

The IHS will work closely with the City, the BIA, and the Bering Straits REAA School District to share project participation and costs. Costs sharing with the other agencies will depend upon the amount of funds they can obtain under their own emergency requests. If and when funds become available to both agencies, cost sharing arrangements will be developed during the preparation of a Memorandum of Agreement.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE
HEALTH SERVICES ADMINISTRATION

March 11, 1980

ALASKA AREA NATIVE HEALTH SERVICE
BOX 7-741
ANCHORAGE, ALASKA 99510

Refer to: A-EHB

Mr. Ed Conion
Deputy Superintendent
Bering Straits REAA School District
P.O. Box 1088
Nome, Alaska 99762

Dear Mr. Conion:

As you probably know, the washeteria facility in Brevig Mission was destroyed by fire in January. All the facilities in the building including the laundry, water treatment plant, and sewage treatment plant were totally destroyed and major portions of the 300,000 gallon wood tank were burned.

We are currently in the process of preparing a request for funds for an emergency project to rebuild the facility. Since you may have an interest in receiving water and/or sewer service from the facility, we need to know if you will want the new facility t be sized to accomodate your school. If so, we need to have the expected water consumption by the school (gallons per day, and gallons per minute peak demand) and the anticipated wastewater flow (gallons per day). This information is vital for sizing the new water treatment plant, water storage tank, and sewage treatment plant.

After we have this information we will be able to complete our cost estimate and give you an estimate of your cost for sizing the facilities to include usage by the school. The cost sharing would be based on a pro-rata share of water usage for the treatment facilities and storage tank. Any service lines to be included under our project to serve the school would require 100 percent funding by the school. Reimbursement for your costs would be handled as a contribution to our project if you decide to participate.

At the present time, we do not know when our funds would be available to do this work. However, we would like to submit our request for money in the near future and, therefore, would appreciate knowing if you will be interested in participating in this project as soon as possible.

If you have any questions, please feel free to contact me at 279-9628.

Sincerely,

Daniel R. Rogness, P.E.
Chief, Sanitation Facilities
Section

jh

cc: Joe Hugo, EHB, Anchorage
Greg Drechsler, EHB, Anchorage
John DeLapp, EHB, Anchorage
Mike Johnson, REAA School District, Nome
Cliff Soper, REAA School District, Nome

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE
HEALTH SERVICES ADMINISTRATION

March 11, 1980

ALASKA AREA NATIVE HEALTH SERVICE
BOX 7-741
ANCHORAGE, ALASKA 99510

Refer to: A-EHB

Mr. Donald Anderson, P.E.
Facilities Management
Bureau of Indian Affairs
Juneau Area Office
P.O. Box 3-8000
Juneau, Alaska 99802

Dear Mr. Anderson:

As you probably know, the washeteria facility in Brevig Mission was destroyed by fire in January. All the facilities in the building including the laundry, water treatment plant and sewage treatment plant were totally destroyed and major portions of the 300,000 gallon wood tank were burned.

We are currently in the process of preparing a request for funds for an emergency project to rebuild the facility. Since you may have an interest in receiving water and/or sewer service from the facility, we need to know if you will want the new facility to be sized to accomodate your school. If so, we need to have the expected water consumption by the school (gallons per day, and gallons per minute peak demand) and the anticipated wastewater flow (gallons per day). This information is vital for sizing the new water treatment plant, water storage tank, and sewage treatment plant.

After we have this information we will be able to complete our cost estimate and give you an estimate of your cost for sizing the facilities to include usage by the school. The cost sharing would be based on a pro-rata share of water usage for the treatment facilities and storage tank. Any service lines to be included under our project to serve the school would require 100 percent funding by the school. Reimbursement for your costs would be handled as a contribution to our project if you decide to participate.

At the present time, we do not know when our funds would be available to do this work. However, we would like to submit our request for money in the near future and, therefore, would appreciate knowing if you will be interested in participating in this project as soon as possible.

If you have any questions, please feel free to contact me at 279-9628.

Sincerely,

Daniel R. Rogness, P.E.
Chief, Sanitation Facilities
Section

jh

cc: Joe Hugo, EHB, Anchorage
Greg Drechsler, EHB, Anchorage
John DeLapp, EHB, Anchorage

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE
HEALTH SERVICES ADMINISTRATION

May 2, 1980

Refer to: A-EIB

ALASKA AREA NATIVE HEALTH SERVICE
BOX 7-741
ANCHORAGE, ALASKA 99510

Mr. Ed Gonion
Deputy Superintendent
Bering Straits REAA School District
P.O. Box 1088
Nome, Alaska 99762

Dear Mr. Gonion:

Re: Brevig Mission Washeteria

The Indian Health Service is in the process of preparing a request for funds for an emergency project to rebuild the washeteria facility at Brevig Mission that recently burnt down. Enclosed is a copy of our emergency project request dated March 1980 which shows the total rebuilding cost of $954,000.

Mr. Cliff Soper, in a recent telephone conversation, stated the Brevig Mission school would use 660 gallons of water per day. This was made up of 20 students using 25 gallons/day/student and four adults using 40 gallons/day/adult. Assuming your school year consists of 180 school days, your school would use:

180 days X 660 gpd = 118,800 gallons per school year

118,800 gallons represents 25 percent of the total volume of the 470,000 gallon water storage tank. The estimated cost of the storage tank is $400,000 and 25 percent of this would be $100,000. The sewage disposal system is estimated to cost $35,000 and 25 percent of this cost would be $8,750.

Therefore, the pro-rata share of water usage for the water storage tank and sewage disposal for the school would be $108,750. Any service lines to be included under our project to serve the school would require 100 percent funding by the school.

The projected monthly operation and maintenance cost is estimated at $3,316 per month. The pro-rata share of the monthly operation and maintenance for the school would be 25 percent of $3,316 or $829 per month.

At the present time, we do not know when our funds would be available to do this work. However, we will be submitting our request for money and would appreciate knowing the extent of participation by the school district. Specifically, can the school district contribute $108,750 to the capital cost of the project? Does the school district have any monies it can contribute to the capital cost of the project? Finally, can the school district contribute $829 per month for the operation and maintenance cost?

Your responses to these questions will be most helpful in our planning and redesign of the system. If you have any questions, please feel free to contact me at 279-9628.

Sincerely,

John R. DeLapp, P.E.
Sr. Sanitary Engineer
Chief, Design Unit

Enclosure

cc: Dan Rogness, EHB, Anchorage
Greg Drechsler, EHB, Anchorage
John Lovett, EHB, Anchorage
Mike Johnson, REAA School District, Nome
Cliff Soper, REAA School District, Nome

MAINTENANCE OF VILLAGE WATER & WASTE DISPOSAL SYSTEMS

Geoff Langor, Sanitarian for Norton Sound Health Corporation, has developed the following topic paper on the need for increased State responsibility in this program area:

The O & M of community sanitation facilities has become a financial burden for the majority of the villages in the Norton Sound area due to a complex of factors. However, there are an estimated three or four villages in the Norton Sound area which are operating in the black. Actual O & M data is not available, but the following generalities may be made:

A. The success of these villages is dependent upon the following factors:

1. Economic base.

2. Good City management and Administration.

3. Community support.

   a. Monthly homeowner service fees.

   b. Coin operated facilities.

4. Connecting school and/or commercial facilities.

B. Failure of systems can be contributed to:

1. Lack of economic base.

2. Lack of enforcement for the collection of monthly homeowner service fees.

3. Lack of community support.

4. Poor administration and management of City Revenue.

5. Inflationary energy costs.

6. Low pay for operators; consequently, high turnover and/or interruption of services.

7. Lack of skilled manpower for O & M.

In order to concentrate on these factors which contribute to the failure of systems emphasis should be placed on the following:

1. Management and Bookkeeping training - Periodic training sessions should be held for City Administrators on a regional basis.

2. Lowering of the overall energy costs - The percentage of total family income used for energy costs has increased at a drastic rate in the past few years. It has been estimated that by the year 1985, 50% of total family income will be used for fuel and electricity. Subsidy programs will need to be established to assist in the reduction of these costs. This will enable homeowners to financially support community facilities.

3. Alternate energy sources - The necessary research is needed for the development of alternative energy sources.

4. O & M training for operators - Increased involvement on the part of the regional health corporations in the planning, design & O & M of community systems. A position should be developed at the regional level to serve as a technical and maintenance specialist. Additional positions may be needed for planning, design, and related studies concerning community facilities. This is related to the DEC Village Facilities Assistance 208 Grant which involves a position at the regional level for all phases of the O & M for community facilities. This approach is much needed, but may be too much for one position. At least two positions should be provided for a more effective program in lieu of a single position.

5. Increased involvement of REAA schools in the O & M of community systems - The construction of water and sewer facilities for new high schools should consider connection of existing community systems and the needs of the community.

6. State funding for the development and operation of sewage and solid waste disposal systems for the "Bush" villages.

7. Improved cold region technology - Necessary funding for the development of a research center for improved tools and methodology.

Regardless of cold climate, low income, and the many other complicating factors, the health and general welfare of the "Bush" villages are as important as that of other citizens. Adequate community sanitation facilities are essential at any cost - as essential as schools, airports, etc..

As stated to members of our staff, Clinton Gray (trainee for my position) and myself will be in Juneau on March 10 or 11. At that time, we would

like to discuss these matters with yourself, Senator Fergeson, as much as Committees and, or, individuals you believe would benefit by a presentation of this material.

Thank you for your continuing support.

Sincerely,

William M. Dann

William M. Dann
Executive Director

WMD:dh

cc: Senator Frank Fergeson
Charles Soxie, Chairman
Clinton Gray
Division Directors

FISCAL NOTE

REQUEST
Bill/Resolution No. HB 334
Title Spec. appropriations for VSW facilities, solid waste facilities & water & sewer system
Requested by Fuller, Adams, Hurlbert, Sutcliffe, Vaska, Chukwuk, Date March 31, 1981
Duncan, Grussendorf, Malone, Moss and Zharoff

II. FISCAL DETAIL
Agency Affected Department of Environmental Conservation
Program Category Affected Division of Environmental Quality Operations
BRU, Program, or Subprogram(s) Affected Facilities Construction and Operation Section
(Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 80	FY 81	FY 82	FY 83	FY 84	FY 85
100 PERSONAL SERVICES			319.5	438.5	569.5	632.1
200 TRAVEL			78.8	109.4	143.6	155.1
300 CONTRACTUAL			41.1	53.7	71.3	77.0
400 COMMODITIES			4.5	5.5	6.5	6.5
500 EQUIPMENT			8.0	1.0	1.0	--
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
TOTAL			451.9	608.1	791.9	870.7

FUNDING (Thousands of Dollars)

GENERAL FUND			451.9	608.1	791.9	870.7
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME			9	11	13	13
PART TIME						
TEMPORARY						

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

Because of the lack of municipal engineering staffs in the small communities of rural Alaska, the Department of Environmental Conservation finds that a water and sewer grants program for rural Alaska requires a greater technical involvement than is normal in a grants program, and consequently, is asking for 7 engineers, an administrative assistant and a clerk typist in FY 1982. It is anticipated that 3 engineers would be directly involved in negotiating and administering contracts on behalf of the villages for design and construction, while 4 more would be involved with pre-engineering studies and negotiating and administering design feasibility contracts with consulting engineering firms. Each individual project will involve grant agreements, design contracts, inspection contracts, construction management contracts, etc. In order to maintain a precise and accurate "paper flow" on all projects, we are also requesting an administrative assistant. (cont'd on back)

IV. DATE March 31, 81 PREPARED BY Tim Bergin
AGENCY Department of Environmental Conservation
PHONE 465-2620

Original: Legislative Finance
cc: Budget and Management
Prime Sponsor (First Legislator Named)

33-001 (Rev. 12/79)

The engineers would be: 2 environmental engineers (EE's) III, 2 EE's II, and 3 EE's I, with one of the EE's III located in either Nome, Kotzebue, or Bethel, and the rest located in Anchorage.

In FY 1983, 2 more EE's I were added, to reflect some of the feasibility studies being funded for construction; travel was increased in the same manner.

In FY 1984, 2 more EE's I were added and adjustments were made to reflect promotions of 2 EE's I to EE's II, and 1 EE II to EE III.

FY 1985 holds the same staff. Travel was estimated at 15 trips per engineer at $750 per trip.

Contractual services were estimated at $7,500 per person for rent (increase to $4,000 for Nome, Kotzebue or Bethel) and each engineer was assumed to have $200 per month for telephones.

An inflation rate of 8% per year was assumed.

HB

342

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST
Bill/Resolution No. House Bill 342
Title An Act Relating to Public School Construction Aid
Requested by House HESS Date 3/24/81

II. FISCAL DETAIL
Agency Affected Department of Education
Program Category Affected
BRU, Program, or Subprogram(s) Affected
(Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.		0	0	0	0	0
TOTAL						

FUNDING (Thousands of Dollars)

GENERAL FUND		0	0	0	0	0
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME						
PART TIME						
TEMPORARY						

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

This bill has no fiscal impact on this department.

IV. DATE 3/24/81 PREPARED BY Steve Hole
AGENCY Department of Education
PHONE 465-2800

Original Legislative Finance
cc: Budget and Management
Prime Sponsor (First Legislator Named)

33-001 (Rev. 12/80

STATE OF ALASKA

JAY S. HAMMOND, GOVERNOR

DEPARTMENT OF REVENUE

OFFICE OF THE COMMISSIONER

POUCH S
JUNEAU, ALASKA 99811

March 24, 1981

The Honorable Donald E. Clocksin
Chairman
House Health, Education and Social
Services Committee
Room 112 - Capitol Building
Juneau, Alaska

Dear Mr. Clocksin:

Re: House Bill No. 342

House Bill No. 342, an Act relating to public school construction debt, was introduced in the House on March 16, 1981 and was referred to the House Health, Education and Social Services and Finance Committees.

For the consideration of the House Health, Education and Social Services Committee, I am enclosing a copy of a Fiscal Note prepared by Mr. Anselm Staack, Treasury Comptroller, Department of Revenue concerning the proposed legislation.

Sincerely,

R. D. Stevenson
Special Assistant

RDS/rdh

cc: The Honorable Samuel R. Cotten
Chairman
House Finance Committee

Joseph K. Donohue
Deputy Commissioner
Department of Revenue

Anselm Staack
Treasury Comptroller
Department of Revenue

04-02LH

FISCAL NOTE

I. REQUEST

B ./Resolution No. HOUSE BILL NO. 342

Title Relating to public school construction aid.

Requested by House Health, Education & Social Servcies Committee Date 3/16/81

II. FISCAL DETAIL

Agency Affected Department of Revenue

Program Category Affected Revenue Collection and Management

BRU, Program, or Subprogram(s) Affected Treasury Management

(Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
TOTAL						

FUNDING (Thousands of Dollars)

FISCAL IMPACT IS SIGNIFICANT BUT INDETERMINATE AS FUTURE CONSTRUCTION PLANS OF SCHOOL RELATED FACILITIES IS UNKNOWN: SEE ANALYSIS FOR IMPACTS TO BE CONSIDERED

GENERAL FUND						
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME						
PART TIME						
TEMPORARY						

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

Public School Facilities Bond Loan Fund would be established in Dept. of Revenue to provide loans when bonds have been approved at a 10% rate; would be repaid from proceeds of bond sale. There would be some possible opportunity costs should market rates of interest be higher than the 10% rate on the loan.

The bill would also allow, for a bond issue sold, the borough or city to establish a debt service reserve account. To this account they could receive up to 80% of the bond issue amount so as to, in effect, pre-fund 80% of the debt service. These particular sections would cause a definite opportunity loss as monies invested in this manner are subject to IRS arbitrage rulings and their yield would be restricted to basically the same rate as the bonds themselves. Therefore, there is an opportunity loss equal to the difference between the rate on the bonds and the normal taxable market rate of interest that could be earned on such funds. At this time about a 5-7% interest rate spread.

IV. DATE March 23, 1981 PREPARED BY Anselm C. Staack, Treasury Comptroller

AGENCY Dept. of Revenue, Treasury Division

PHONE 465-2351

Original: Legislative Finance

cc: Budget and Management

Prime Sponsor (First Legislator Named)

33-001 (Rev. 12/80)

HB

345

COMMITTEE REPORT

HOUSE

3/16/81

(5)

FURTHER: FINANCE

Date: Mar. 27, 1981

Mr. Speaker:

The Committee on HEALTH, EDUCATION & SOCIAL SERVICES has had HB 345

"An Act relating to compensation for victims of violent crimes; and providing for an effective date."

under consideration and reports it back as follows:

[ ] do pass [ ] do not pass

[ ] do pass with attached amendments(s)

[X] replace with CS for _____ [X] same title [ ] new title

and recommends _____

[ ] AND attaches a "Letter of Intent" [ ] New Fiscal Note

[ ] reports it back without recommendation

[ ] referred to the _____ Committee

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS:

CHAIRMAN

H 60 (Rev. 3/81)

STATE OF ALASKA

DEPARTMENT OF LAW

CRIMINAL DIVISION

JAY S. HAMMOND, GOVERNOR

POUCH KC – STATE CAPITOL
JUNEAU, ALASKA 99811
PHONE: (907) 465-3428

March 27, 1981

The Honorable Donald E. Clocksin
Chairman, Health, Education and
Social Services Committee
Pouch V, State Capitol
Juneau, Alaska 99811

Re: House Bill 345

Dear Representative Clocksin:

You have asked for the Department of Law's position on House Bill 345, an Act relating to compensation for victims of violent crimes. Basically, we are in agreement with the primary purpose of this legislation, to provide compensation for the victims of domestic violence who suffer substantial injury and out-of-pocket loss as a result of actions by persons with whom they are involved. However, the bill raises three significant problems.

First, consideration should be given to the increased potential for fraudulent claims which a close, ongoing relationship between individuals presents. This is not to say that victims of crimes committed by an individual who is related are not an appropriate class for receipt of violent crime compensation, rather the nature of the relationship is simply one where appropriate checks to preclude fraudulent claims will be very difficult to devise.

A second concern which is somewhat more serious from our perspective is the potential for impeachment of the credibility of victims at trial which could result from the proposed change in the eligibility standards. This concern arises out of the possibility mentioned above for an increased incidence of fraudulent claims. Any competent defense attorney is going to attempt to suggest that the prospect for monetary gain is a considerable incentive to fabricated testimony.

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST
Bill/Resolution No. House Bill No. 345
Title "An Act relating to compensation for victims of violent crimes; & provision for an
Requested by effective date." Date March 13, 1981

II. FISCAL DETAIL
Agency Affected Department of Health and Social Services
Program Category Affected Social & Economic Assistance for the General Population
ERU, Program, or Subprogram(s) Affected Division of Adult & Aging Services - Adult Services 880
(Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)
EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
TOTAL						

FUNDING (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME						
PART TIME						
TEMPORARY						

III. ANALYSIS (Use Fiscal Note Preparation Instructions Section III)

IV. DATE APPROVED BY
AGENCY
Original - Legislative Finance PHONE
cc: Budget and Management
Prime Sponsor (Chief Legislative Assistant)

AS 001 (Rev. 8/79/82)

POSITION PAPER/Department of Health & Social Services

POSITION PAPER
ON
HOUSE BILL NO. 345

"An Act relating to compensation for victims of violent crimes; and providing for an effective date."

The Department of Health and Social Services supports the concept of recognizing that domestic violence is a crime in this state under AS 11.41 and therefore compensation should be awarded, as with other crimes. However the reality does exist that according to conservative estimates, 60-75% of the victims return home to an assaulting situation, which can be repeated many times, with the victim being injured. If the present amendment were passed, because the victim has returned home, the assaulter could ultimately be the recipient of the compensation, which we believe would not be the sponsors' intent. The Department, therefore suggests that in the cases of 18.67.130 (b) (1) and (2) that the payments be made to the provider of the medical, legal, etc. services, not the victim, to prevent the assaulter from having access to such compensation.

The other possibility would be to provide shelter [illegible] network with sufficient funds for medical assistance, [illegible] to a specific amount, [illegible]. It would not be practical if the domestic violence [illegible] an extended period of time which could require them to [illegible] any individual [illegible] which many of the shelters are not staffed to handle. Also, the shelter would have to [illegible] immediate provisions for safe and [illegible] within the between shelter systems. This would [illegible] for shelter and [illegible].

Presented by: [illegible]
Title: [illegible]
Agency: [illegible]
Dept. of [illegible]
Phone: [illegible]

Prepared by: [illegible]
Title: [illegible]
Agency: [illegible]
Dept. of [illegible]
Phone: [illegible]

Date: 3/27/81

the date of the personal injury or death, and the personal injury or death was the result of an incident or offense listed in § 100 of this chapter which had been reported to the police within five days of its occurrence or, if the incident or offense could not reasonably have been reported within that period, within five days of the time when a report could reasonably have been made.

(b) No compensation may be awarded if the victim

(1) is a relative of the offender;

(2) is at the time of the personal injury or death of the victim living with the offender as a member of his family or household, or maintaining a sexual relationship, whether illicit or not, with the person or with a member of his family;

(3) violated a penal law of the state, which violation caused or contributed to his injuries or death; or

(4) is injured as a result of the operation of a motor vehicle, boat or airplane unless the vehicle was used as a weapon in a deliberate attempt to run the victim down.

(c) No compensation may be awarded under this chapter in an amount in excess of $10,000 and all payments shall be made in a lump sum.

(d) Orders for payment of compensation under this chapter may be made only as to injuries or death resulting from incidents or offenses occurring on and after July 1, 1971. (§ 1 ch 203 SLA 1972)

Sec. 18.67.140. Recovery from offender. When an order for the payment of compensation for personal injury or death is made under this chapter, the board, upon payment of the amount of the order, is subrogated to the cause of action of the applicant against the person responsible for the injury or death and is entitled to bring an action against the person for the amount of the damages sustained by the applicant. If an amount greater than that paid under the order is recovered and collected in the action, the board shall pay the balance to the applicant. (§ 1 ch 203 SLA 1972)

Sec. 18.67.150. False claim. A person who knowingly makes a false claim under this chapter is guilty of a misdemeanor and, upon conviction, is punishable by a fine of not less than $500, or by imprisonment for not more than one year, or by both, and shall forfeit any benefit received and shall repay the state for payment of compensation made under this chapter. (§ 1 ch 203 SLA 1972)

Sec. 18.67.160. Survival and abatement. The rights to compensation created under this chapter are personal and do not survive the death of a victim or dependent entitled to them, except that if the death occurs after an application for compensation has been filed with the Violent Crimes Compensation Board, the proceeding does not abate, but may be continued by the legal representative of the decedent's estate. (§ 1 ch 203 SLA 1972)

Finally, it has been our frequent experience that victims in these types of cases often change their minds about prosecuting, and at times become completely uncooperative. Payment of compensation to victims who do eventually reconcile with the offender and who no longer cooperate in a prosecution would mean that the perpetrators could conceivably benefit monetarily from the commission of the crime.

For the above reasons, we are opposed to the bill in its present form. However, we do have a suggestion for an alternative approach to the dilemma found in present eligibility standards. Funding for compensation to these victims could be channeled through the statewide shelter system, as the individuals who operate this program are in continuous contact with these victims. Under eligibility standards established by them, appropriate funds could be provided to the victims for out-of-pocket expenses, living costs, medical treatment, and perhaps even for training. We feel that this type of approach matches the victim with qualified personnel who are better able to make the eligibility decisions.

Very truly yours,

WILSON L. CONDON
ATTORNEY GENERAL

DANIEL W. HICKEY
CHIEF PROSECUTOR

By: Patrick W. Conheady
Assistant Attorney General

PWC:sl

cc: Arthur H. Peterson
Assistant Attorney General

Nola Capp
Executive Director
Violent Crimes Compensation Board

STATE OF ALASKA
OFFICE OF THE GOVERNOR

BILL ANALYSIS

Department	Sponsor (Principal)	Bill Number
Public Safety	Clocksin, Brown & Malone	HB 345

Department Position
Oppose

Division Director	Date	Commissioner	Date
Nola Capp *Nola Capp*	3/20/81	William R. Nix *WRN*	3-23-81

GOVERNOR'S OFFICE USE

Comments:

☐ Position Noted	By	Date

SUMMARY

1. a) Related Bills (Similar or Conflicting	1. b) Other Agencies Affected by Bill
None	None
2. a) Organizational Support for Bill	**2. b) Organizational Opposition to Bill**

3. Program Effects of Bill

This bill would repeal the sections in the act relating to compensation for violent crimes which now excludes victims who are related to the offender or living with the offender. This bill would open the program to battered wives or husbands. If they are made eligible for awards, the Board anticipates many cases where the battering parent/spouse forces the victim to file claims and then benefits from the award received. The caseload would double, necessitating an increase in budget, both to fund awards and to pay for larger staff. The Board would have to meet more frequently, putting an extra burden on the attorney and doctor on the Board.

4. Fiscal Impact ☐ None ☒ Fiscal Note Attached

5. Amendments Proposed

6. Comments

Rather than increasing the budget of the Violent Crimes Compensation Board, the goal of the bill would be more effectively accomplished by funneling the money directly to the rape/assault centers. The needs of these victims would be better served where refuge and counselling could be obtained.

TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST
Bill/Resolution No. HB 345
Title "An Act relating to compensation for victims of violent crimes; & providing an
Requested by Clocksin, Brown & Malone Date 3/19/81 effective date

II. FISCAL DETAIL
Agency Affected Department of Public Safety
Program Category Affected Administration of Justice
BRU, Program, or Subprogram(s) Affected Violent Crimes Compensation Board
(Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

		FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100	PERSONAL SERVICES	6.0	28.7	31.0	33.5	36.2	39.1
200	TRAVEL	.5	2.0	2.2	2.4	2.6	2.8
300	CONTRACTUAL	.2	1.0	1.1	1.2	1.3	1.4
400	COMMODITIES	.1	.5	.5	.6	.7	.8
500	EQUIPMENT	1.5					
600	LAND & STRUCTURES						
700	GRANTS, CLAIMS, ETC.	30.0	150.0	162.0	175.0	189.0	204.1
	TOTAL	38.2	182.2	196.8	212.7	229.8	248.2

FUNDING (Thousands of Dollars)

GENERAL FUND	38.2	182.2	196.8	212.7	229.8	248.2
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME	1	1	1	1	1	1
PART TIME						
TEMPORARY						

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

If the proposed legislation is enacted, it is anticipated that claims would double.

The current staff for the Violent Crimes Compensation Board consists of the program administrator and a clerical position. The anticipated increase in casework will necessitate the addition of an Administrative Assistant (Range 12), and associated costs, including equipment.

The estimated impact for FY 81 is based on an effective date of April 15, 1981. (The proposed legislation reads "takes effect immediately.") The FY 81 amount is prorated from estimated FY 82 costs. Beyond FY 83, an 8% inflation factor has been applied.

IV. DATE 03/23/81 PREPARED BY: Marcia Lynn McKenzie, Budget Analyst
AGENCY Department of Public Safety
PHONE 465-4349

Original Legislative Finance
cc Budget and Management
Prime Sponsor (First Legislator Named)

HB
349

COMMITTEE REPORT

HOUSE

3/17/81

FURTHER: FINANCE

(5)

Date: _____

Mr. Speaker:

The Committee on HEALTH, EDUCATION & SOCIAL SERVICES has had HB 349

"An Act making a special appropriation to the City of Homer for hospital expansion and improvement; and providing for an effective date."

under consideration and reports it back as follows:

[ ] do pass [ ] do not pass

[ ] do pass with attached amendments(s)

[✓] replace with CS for HB 349 [ ] same title [ ] new title

and recommends CS HB 349

[ ] AND attaches a "Letter of Intent" [ ] New Fiscal Note

[ ] reports it back without recommendation

[ ] referred to the _____ Committee

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS:

Terry Martin - Do Amendments

CHAIRMAN

H 60 (Rev. 3/81)

Position Paper

House Bill 349

"An Act making a special appropriation to the City of Homer for hospital expansion and improvement; and providing for an effective date."

House Bill 349 makes a special appropriation of $4,000,000 in the form of a grant to the City of Homer for hospital expansion.

During 1980 South Peninsula Hospital, Homer applied to the Department of Health and Social Services for certificate of need approval for the expansion and improvement of the hospital. On October 28, 1980 a Certificate of Need was issued to South Peninsula Hospital for basically the following activities:

- Increase the acute care capacity from 13 to 26 beds;
- Increase the long-term care bed capacity from 4 to 15 beds;
- Expand the laboratory area from 240 sq. ft. to 1200 sq. ft.;
- Expand the physical therapy department from 250 sq. ft. to 800 sq ft., and;
- Provide additional medical office space for 5 physicians.

The application also proposed the construction of a shelled-in space to meet the projected 1990 need. The development of the shelled-in space had not been projected and alternative architectural solutions had not been explained in sufficient detail for an evaluation of this portion of the project to be made by the Division of State Health Planning and Development. For this reason the Certificate of Need was issued under the condition that the projected development of the shelled-in space and an evaluation of alternative architectural solutions be submitted to the department demonstrating that the proposed shelled-in space is a cost-effective and reasonable solution to meet the needs demonstrated in the application. An architectural firm has been selected to develop this information and to design the hospital expansion.

During the time since the certificate of need was issued the residents of the Kenai Peninsula Borough have approved the issuance of tax exempt bonds for $3,150,000 of the estimated $7,150,000 total project cost.

The community of Homer increased its population by 104.2% from 1970 to 1980. Southcentral Health Planning and Development, Inc. has predicted an increase ranging from 23.8 to 64.2% in the hospital service area population between 1980 and 1985; 55.8% to 111.4% between 1980 and 1990. The fact that Homer is a rapidly growing community was a major consideration in approving the hospital proposed expansion and should be a major factor in further determining the hospital's proposed use of its shelled-in space.

As a step toward the development of a rational approach to health facility construction the Department of Health and Social Services has begun an inventory and condition survey of rural Alaskan hospitals and nursing homes. The purpose of the survey is two-fold: i, to develop a detailed record of the current condition of each participating facility, establishing

physical condition and functional adequacy, and 2) to identify positive means for upgrading each facility to correct any deficiencies. This survey is scheduled for completion in mid-February, 1982. The preliminary report for the Homer facility supports the Department's decision to issue the certificate of need and recommends that the hospital proceed with the planned expansion.

Even though the final inventory and condition survey report is not yet available to provide a justifiable estimate of the costs involved in bringing the rural Alaskan hospitals up to current standards, it is evident to the Department from a reading of the preliminary reports, past contacts with the subject facilities and informal observations that several health care facilities around the State are in need of extensive renovation or replacement and that the associated costs will exceed the ability of the subject facilities to acquire the capital necessary to meet those costs. It would appear that in the absence of such state assistance in the form of grants, the renovation/replacement of rural hospitals and nursing homes will not be feasible.

The Department of Health and Social Services believes that State assistance for renovation, replacement, and expansion of existing hospitals and nursing homes in the form of grants may be appropriate for publicly owned or not-for-profit facilities; however, it is also realized that the availability of such grant funds may be limited. For this reason the Department support the concept of state grants for hospital construction, but believes that the priority for such funds should be placed on facilities which are in need of renovation, replacement, and/or expansion in order to assure the continued offering of hospital services within their respective communities, and are unable to secure other types of financing. The Department would further recommend consideration of the development of a long range health facility construction program to equitably address the construction needs of all health facilities in the State.

Recommended by: Phoebe A Lindsey

Phoebe A. Lindsey, Director
Division of State Health
Planning & Development

Date: February 16, 1982

Approved by: Helen D Beirne

Helen D. Beirne
Commissioner

Date: 2-16-82

POSITION PAPER / Department of Health & Social Services

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST
Bill/Resolution No. House Bill 349
Title "...to the City of Homer for hospital expansion and improvement..."
Requested by Department of health and Social Services Date 2/11/82

II. FISCAL DETAIL
Agency Affected Health and Social Services
Program Category Affected Health
BRU, Program, Or Subprogram(s) Affected
(Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 82	FY 83	FY 84	FY 85	FY 86	FY 87
100 PERSONAL SERVICES		0				
200 TRAVEL		0				
300 CONTRACTUAL		0				
400 COMMODITIES		0				
500 EQUIPMENT		0				
600 LAND & STRUCTURES		0				
700 GRANTS,CLAIMS,ETC.		0				
TOTAL		0				

FUNDING (Thousands of Dollars)

GENERAL FUND		0				
FEDERAL FUNDS		0				
OTHER (Specify Source)		0				
		0				

POSITIONS

FULL TIME		0				
PART TIME		0				
TEMPORARY		0				

III. ANALYSIS (See Fiscal Note Preparation Instruction, Section III)

This Bill does not directly impact the Division of State Health Planning and Development. The amendments proposed do not change the original fiscal note which projected a -0- impact.

IV. DATE February 11, 1982 PREPARED BY Dave M. Williams
AGENCY Division of State Health Planning and Developmen
PHONE 465-3030

Original: Legislative Finance
cc: Budget and Management
Prime Sponsor (First Legislator Named)

33-001 (Rev. 12/81)

HB
353

NEA - ALASKA

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Anchorage Office

Mary Ann Elninger
Deputy Executive Secretary
Fairbanks Office

April 10, 1981

TO: Representative Don Clocksin
Chair, House HESS Committee

FROM: NEA-Alaska

RE: HB 353

MEMORANDUM OF SUPPORT

NEA-Alaska respectfully requests and urges that the House HESS Committee favorably act upon and forward this bill. Passage of this legislation would result in better, quality education in Alaska. This legislation would place limits on the number of students in school classes.

There are currently public school classrooms around the state which have more students than this bill permits. It is our opinion that, as a consequence, students in these classes do not receive as good an education as they otherwise would or should receive.

Two studies, completed in 1978 and 1979 by Drs. Gene Glass and Mary Lee Smith on all research conducted in the last 50 years on class size demonstrate the positive results of lower class size. Glass and Smith found four significant consequences of lowered class size:

*The lower the class size, the greater the student achievement.

*The lower the class size, the better the teacher morale. Teachers like their pupils better, have time to plan and diversify, and are more satisfied with their performance.

*The lower the class size, the more opportunities there are to adapt learning programs to individual student needs. Students tend to be more directly and personally involved in learning.

*The lower the class size the more students are interested in learning. Studonts seem to exhibit less apathy, friction and frustration. They seem to have more interest in learning.

NEA-Alaska also supports this bill because it allows for a flexible approach to dealing with the varied classroom needs around the state. If the bill's size limits did not fit a district's local circumstances, different limits could be negotiated. Furthermore, a district's superintendent and teachers could seek a 20% increase on the limits specified in the bill from the Commissioner of Education.

HB 353 is also supported by NEA-Alaska because it recognizes and accommodates the presence of exceptional students in the regular classroom. Students with special needs are placed in regular classrooms as much as possible under both federal and state requirements. This places additional demands and loads on the regular classroom. This bill recognizes this fact by giving students with exceptional needs additional "weight" when the number of students allowed in a classroom is determined. Similar weighting plans have been used in Lodi, California and Denver, Colorado with great success.

HB 353 provides a realistic, constructive approach to reducing class-size in overcrowded Alaskan classrooms. The resultant improvements in classroom instruction and student achievement would be valuable. Consequently, we urge your favorable consideration of this legislation.

Thank you for your consideration.

JA:jw

Reprinted from the March 1979 KAPPAN

The Class Size/Achievement Issue:
New Evidence and a Research Plan

by Leonard S. Cahen and Nikola N. Filby

Using "meta-analysis," Gene Glass and Mary Lee Smith have discovered important student achievement gains when class size is reduced to 15 or below. Cahen and Filby are now involved in intensive field study of the whys and hows of these gains.

On the average, student achievement increases as class size is reduced, and the advantage rises sharply for a class of 15 and below. Reductions in size of from, say, 28 to 25, are projected to make only a small difference in average achievement.

These are perhaps the most significant conclusions reached in a new "meta-analysis" of half a century of research, performed as part of a project in class size and instruction being conducted by the Far West Laboratory for Educational Research and Development with National Institute of Education funds.

Gene Glass and Mary Lee Smith of the University of Colorado were responsible for the meta-analysis. At the same time, a complementary and converging approach to the question of class size/achievement relationships was undertaken and is continuing. A small number of field studies were designed in which class size is experimentally controlled and intensive observation of classroom procedures is being conducted. A chief object is to find out what aspects of instruction in smaller classes account for the achievement advantages.

The remainder of this article will detail the procedures, findings, conclusions, and policy implications of the Far West project.

For the research synthesis, we felt that the new approach called meta-analysis would prove to be a powerful way of resolving some of the inconclusive findings reported in the literature. Glass, a primary developer of meta-analysis methodology, reported that the class size/student achievement literature might lend itself to the technique.[1]

Meta-analysis provides a method for the statistical integration of data across many studies.[2] Studies of psychotherapy and tutoring, among other fields, have already been integrated via meta-analysis. Meta-analysis proceeds by calculating the size of one or more measures of effect in each study, then pools these measures as data points for further analysis. In the case of class size studies, each data point is a measure of the difference in achievement between two classes of different size.

Glass and Smith first obtained and read some 300 reports, publications, theses, etc., that reported findings on class size and achievement. The search was made through ERIC, dissertation abstracts, research reports and reviews,[3] and from nominations and suggestions from other researchers. Glass and Smith found current reviews by Doris Ryan and T. Barr Greenfield[4] and C. D. Lafleur, R. J. Sumner, and E. Witton[5] very helpful. Only 77 of the 300 documents could be used. They yielded 725 comparisons of achievement in different class sizes. Many studies yielded multiple sets of data. For example, one might report achievement data for reading, mathematics, and science for three grade levels, thus yielding nine comparisons. The studies provided a data set based on nearly 900,000 pupils and spanned over half a century. Sixty-five percent of the comparisons were obtained from journals, approximately 16% from books, and 11% from unpublished sources. Approximately 8% came from theses, a source not generally tapped in prior examinations of the literature. Approximately 56% of the comparisons were obtained on children whose ages ranged from 5 to approximately 11½ years.

As expected, most of the studies compared class size in the range of 20 or larger. Comparisons of classes of about 26 pupils with classes of more than 30 were common, 10 with 20 far less so. For many years researchers expected to see dramatic differences between class sizes of 25 and 28.

Glass and Smith define class size as the pupil-to-instructor ratio (P/I). One teacher with 30 pupils gives a P/I of 30, two with 30 a P/I of 15. One teacher doing supplementary math instruction with four pupils gives a P/I of four. The search for an appropriate descriptive ratio has a long history in the research on class size.[6] Any ratio is, at best, a crude indicator of how much teacher attention any pupil receives. One hopes that as the total number of pupils in a class decreases, the teacher will be able to provide more appropriate, personal instruction for every pupil. How to help teachers take advantage of reduction in total class size becomes a crucial issue, to be discussed later.

Glass and Smith define "delta" as a key concept. A statistical index of the achievement advantage of one size class over another size class, delta is defined as the mean achievement score for the smaller class in a study minus the mean of the larger class in the study, the difference then being divided by the within-group

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LEONARD S. CAHEN is director and NIKOLA N. FILBY associate director of the Class Size and Instruction Project, Far West Regional Laboratory, San Francisco. *The study reported here was produced under NIE grant No. OB-NIE-G-78-0101.*

Cahen and Filby wish to acknowledge the help and support of Joseph Tsuneishi and the staff of the Archive of the National Institute of Education. Some support for the project came from the Summer Scholars Program, Center for the Study of Evaluation, UCLA, NIE grant No. OB-NIE-G-78-0213.

standard deviation. To illustrate, Class A has 10 pupils. Class B in the same study has 20. The students in each class are given an achievement test of 50 items. The mean for Class A is 35. The mean for Class B is 30. The within-group standard deviation is 10. The delta for this hypothetical case would be .5, i.e., (35-30) ÷ 10. Delta is a standard score. Its value can be positive, negative, or zero. Assuming a normal distribution, a delta of plus one is one standard deviation above the mean and has a percentile rank of 84. A delta of plus .5 represents the 69th percentile.

The calculation of delta is straightforward when means and standard deviations are given and when the standard deviations are equal, but these conditions are not always met. Glass worked out formulas for estimating delta from other common statistics, such as a correlation coefficient. Problems can arise in defining the within-group standard deviation when the groups differ widely in variability. In this case the estimate of delta may be biased. Continued work on the methodology of meta-analysis, as developed by Glass, will need to study the effects of heterogeneous variability on the magnitude of deltas and the relationship of the deltas to other variables in the studies being examined.

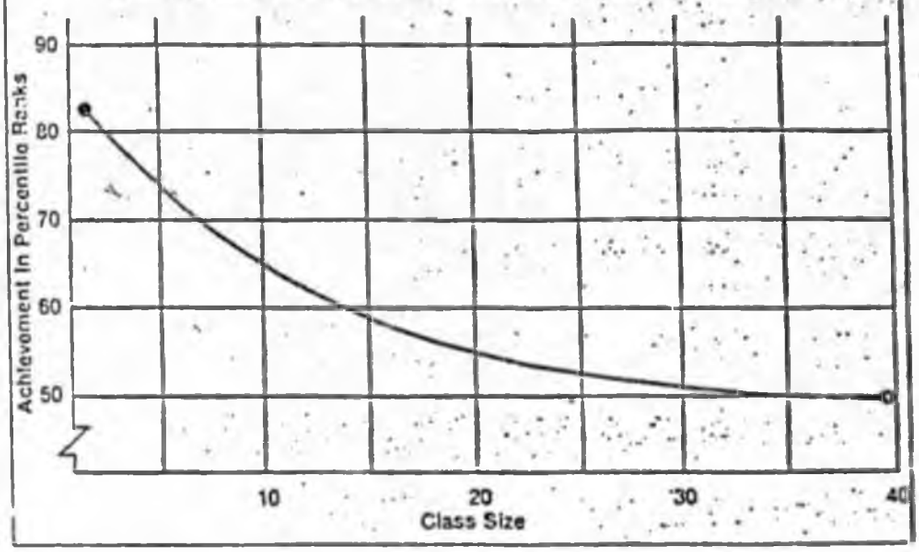
Of the 725 deltas calculated, 60% were positive, indicating that achievement was higher in the smaller class. The average delta was .09. Further analysis revealed two important interactions: The size of the difference depended on the sizes of the classes being compared; it also depended on the quality of the research design. Effects were stronger in studies having good design characteristics — e.g., where pupils were randomly assigned to classes or were "matched," or where the same teachers or pupils participated in both the smaller and the larger class. The average delta in well-designed studies was .40.

To take into account the influence of different class sizes, a regression model was developed to predict delta. After preliminary models were tried, the final system predicted delta (advantage of smaller over larger) from three variables: 1) number of students in the smaller class; 2) square of the number of students in the smaller class; 3) difference between the number of students in the smaller class and the number of students in the larger class. The regression model was used to generate a graph of predicted achievement. Predicted achievement scores were transformed to a percentile rank on a hypothetical nationally normed standard achievement test. The Glass-Smith curve for well-designed studies is shown in Figure 1.

In this figure the curve starts to rise most dramatically when class size is reduced below 15 pupils. The average pupil in class sizes of 40, 20, 15, 10, and five would be expected to score at the 50th, 55th, 58th, 65th, and 75th percentiles respectively. The predicted outcome difference can be described in grade-equivalent units over one school year: 1.00 years of growth for class size 40, 1.15 years for size 20, 1.24 years for size 15, 1.45 years for size 10, and 1.72 for size five. These data show an impressively large advantage for smaller classes.

Figure 1. The Glass-Smith Curve of Achievement and Class Size

(Data integrated across approximately 100 comparisons from studies exercising good experimental control.)



The overall difference in results between the well-controlled and poorly controlled studies was dramatic. The curve for the poorly designed studies was almost flat, indicating, at best, a very small advantage to smaller classes. Almost half of the deltas came from the poorly designed studies. Little wonder class size research has been so inconclusive.

Glass and Smith analyzed data separately for elementary and secondary pupils. Small-class advantages were slightly stronger at the secondary level. It is our opinion that the advantages are too small to lead to a conclusion that elementary pupils would profit less than secondary pupils if class size were reduced. There also appeared to be no difference in results for different subject matters, such as reading or mathematics.

The meta-analysis reports that there is no correlation between class size and achievement advantage in the studies performed before 1940. Over half the 725 deltas were from pre-1940 studies. It is not surprising that surveys of the literature prior to World War II typically concluded that reducing class size had no effect on achievement.

Over the next few months we plan to fit the Glass-Smith equation to data not analyzed when the model was developed. This will allow us to estimate the error in the model for different class size comparisons. We anticipate that new studies will be identified, but these, like those available to Glass and Smith, will contain few data for class size smaller than 20, the range we believe to be crucial.

How does one judge the importance of the differences shown in Figure 1? Is the percentile advantage in achievement between class sizes of 15 and 30 big enough to make it worthwhile to reduce size by this much? Policy makers will have to decide. As researchers, we encourage the concept of utility. We regard the delta difference between class size 30 and 25 as relatively trivial. But the difference between class size 30 and 15 has utility. Enough pupils should profit to warrant pursuing ways of creating the smaller class. We acknowledge the economic difficulty of putting this judgment into practice. But we encourage investigations of reduced instructional group size for parts of the school day. More on this later.

A cautionary comment about the small changes in achievement above a class size of 20: Achievement tests measure only one aspect of instruction. They do not capture the quality or humanness of the classroom environment. Certainly larger classes permit less relaxed interaction with individual pupils. Teachers often feel overwhelmed and frustrated.

It is also important to point out that the Glass-Smith meta-analysis shows the relationship of class size and achievement without any attempt to see how this relationship is conditioned by a set of variables we shall call quality of instruction. It would be useful to find out whether, and how, good and poor teaching or environmental conditions alter the curve.

The Field Studies

The Glass-Smith meta-analysis indicates that, on the average, achievement

The field studies may show how to achieve even greater gains in small classes.

increases as class size decreases. If this is true, it must be because of some change in classroom instruction. With fewer pupils to attend to, a teacher should be able to improve the quantity and/or quality of instruction.

P. J. Porwoll and others have concluded that many qualities of classroom instruction, such as increased individualization, are improved when class size is reduced.[7] Glass and Smith are now doing a meta-analysis of studies relating class size to classroom processes, student attitude, and teacher satisfaction. Teacher satisfaction is an important outcome to consider in its own right.[8] It appears from the literature search that relatively few studies have systematically examined the question of *how* class size influences student achievement. The field studies undertaken by the Class Size and Instruction Project address this question.

The basic plan of the current field studies is to reduce class size experimentally and see what changes take place in the classroom. In each of two schools, we work with two second-grade classes, each taught by a single teacher. Midway through the year a third teacher is hired and some students from each class are moved to the new third class. Many methodologies are used to learn about the nature of schooling in the larger class situation (before the split), and this can be compared with what we learn when the classes are made smaller after the split.

An important aspect of the field studies is the role of the classroom teachers. We hope to make them collaborators in the investigation of an important educational question. As a research team, we shall form hypotheses about what might be different in a smaller class, and we shall collect evidence about what actually changes. The teachers are encouraged to "tinker," i.e., try new techniques. This means that the field studies are not a "clean" experimental test of class size but are instead a combination of class size experiment and in-service training for teachers. It is exactly this combination that we consider it important to study. Many people have suggested that reducing class size will have no effect if teachers do exactly the same thing in a small class as in a large one and that it is important to help teachers take advantage of the opportunity of a small class.[9] In the field studies we work with the teachers to find out what it is possible to do in a small class. If we could consistently improve the quality of instruction as we reduce class size, then the increases in achievement should be even greater than those shown in the Glass-Smith curve.

A major source of our perspective in describing classroom instruction is our previous work on the Beginning Teacher Evaluation Study (BTES).[10] In our current work we hope to elaborate and extend the BTES model of instruction, thus building a cumulative research program.[11] BTES researchers, working with second- and fifth-grade classes, looked at a series of questions about pupil learning in mathematics and reading and how this learning was related to teaching behaviors and characteristics of classroom learning environments. The BTES study convinced us that the teacher controls learning conditions that are positively associated with pupil learning. For example, larger pupil achievement gains were associated with teacher monitoring of pupil behavior, the teacher's ability to diagnose pupil status and prescribe appropriate educational tasks (quantity and quality), and teacher feedback. Classes with larger gains were typically associated with teachers who held academic goals for their pupils and provided relatively large amounts of direct instruction. It was also observed that the teaching/learning environments in these classes were supportive. Teachers did not have to be punitive in order to have children learn. As we began to design our plan for the Class Size and Instruction Project, we wondered how the learning environments in classes could be changed if we reduced the number of pupils for whom the teacher had responsibility. If class size could be reduced by one-third or one-fourth, would the teacher be able to provide a more individualized form of instruction? Would the teacher be able to diagnose pupil needs better, assign more appropriate work, and monitor the work more frequently? Would pupils' "wait time" (waiting for teacher direction or help) be reduced? Would pupil-pupil and pupil-teacher interaction change?

How would teachers feel about teaching and their pupils when class size was reduced? Would there be more time for informal discussions with pupils? Would there be changes in the curriculum or learning activities such as more and different types of art or science lessons? Would pupils now be allowed to talk to each other as they worked?

The following categories of questions provide a framework for our inquiry: instruction, pupil-pupil interactions, pupil-teacher interactions, teacher planning, classroom environment, rule setting, interruptions and disruptions, diagnosis, assessment and pupil evaluation, teacher feedback, reward systems, teacher expectations prior to splitting, and teacher evaluation of conditions before and after splitting.[12]

Two schools are participating in the study. One is a rural school near Charlottesville, Virginia, directed by Gail McCutcheon of the University of Virginia. Pupils are primarily low socioeconomic level blacks (60%). Before they were split in January, 1979, each class had about 19 pupils. Splitting reduced the classes to approximately 13 students each. Parent volunteers assist the teachers.

The second school is located in Oakland, California. Both second-grade classes prior to splitting were composed of 34 students, so size dropped to approximately 23 students per class after splitting in February, 1979. Classroom aides are used. There is a staggered reading schedule, meaning that half the students in a class come for an hour in the morning and the other half remain at the end of the day for their smaller group instruction in reading. Nikola Filby, one of the authors, teaches the class created by the split.

Methods of Data Collection

The central activity in the field study will be to document and describe differences in instruction before and after splitting. Research on teaching today is multidisciplinary and uses many approaches to knowing. Some researchers advocate the experimental method as the most powerful way of detecting teaching/learning relationships. Others feel that understanding can best be attained by spending many hours in classrooms watching the process, talking to teachers, etc. Many researchers like ourselves think it is wise to combine many methods: We observe and record what we see, we measure some dimensions, we ask our teachers to help us understand what we see. Our methodology includes both qualitative and quantitative approaches. The Oakland and Virginia researchers have developed descriptions of different approaches to inquiry being used in the study under the following headings: 1) "case study" observation, 2) interviews with teachers, 3) systematic, quantitative observation, 4) teacher journals, 5) achievement testing, 6) samples of student work, 7) photographs, and 8) later follow-up.[13]

Reporting the Findings

The detailed case studies of each class will be a major form for reporting our study findings. The case studies will document any changes between instruction in the large-class phase and the small-class phase. We hope to discover whether changes in instruction are a function of reduced class size. The case studies will also address more general questions about important characteristics of classroom in-

struction that should be understood regardless of class size.

It is our goal to blend the information obtained from the case studies, teacher logs, and interviews with the information obtained through quantitative records. The "numbers" gathered by systematic observation may help tell us *if* changes took place after splitting. The other sources of information can then, we hope, tell us *how* the changes took place.

Issues and Policies

To date, major reviews of the literature on class size have reported conflicting findings in the research.[14] Some studies supported smaller class sizes; others did not. Reviewers generally found the literature complex and inconclusive. Some reviewers became pessimistic about the value of smaller classes.[15] The Glass-Smith meta-analysis is unique because it represents a statistical synthesis that reveals general trends. Previous reviews and the conclusions drawn from them were primarily reached from an "armchair" synthesis of the literature. Studies were classified as supportive of smaller class size, larger class size, or inconclusive. The classifications were guided by the statistical significance reported. No evaluation was given in the counting or classification procedure to studies nearing conventional levels of significance. For example, studies showing probability levels greater than .05 would typically be classified as nonsignificant and thus be placed in the inconclusive category. In contrast, Glass and Smith used all the available data to develop a continuous distribution of effects and therefore move their analysis beyond the nominal classification of supportive (favoring smaller classes), nonsupportive (favoring larger classes), and inconclusive (failure to reject the null hypothesis). We feel that the new findings by Glass and Smith present a convincing case that average achievement increases as class size decreases, especially when class size is below 20 pupils per class. Earlier arguments that smaller classes cannot be justified on the basis of test scores must be reexamined in light of the Glass-Smith findings.

We must point out, however, that there are many exceptions to the general trend. Smaller is not always better. Previous reviews of the literature have done a commendable job of describing the limitations of past studies of class size and explaining how research in the area must depict the problem as interactive — a function of pupil characteristics, teachers and quality of teaching, subject matter taught, etc. Their reviews have also pointed out the need for understanding the complexities listed above and their interaction with different outcome measures: achievement, classroom processes, teacher morale, and pupil affect.[16] The Glass-Smith analyses did not find any general interactions in the data; that is, class size effects were *not* noticeably different for children of different ages or abilities or studying different subjects. But there were many instances in the data where small classes did not produce superior achievement. Two possible explanations are the nature of the teaching that takes place and imprecision in the construct "class size."

No surplus, only underutilized teachers.

As discussed earlier, a number of people have pointed out that the effect of class size depends on the intervening classroom instruction. Poor teaching will not be effective, even in a small class. Teachers may need help in learning to use the potential available in the small-class situation. We are exploring this issue in the field studies. Certainly anyone who plans to reduce class size should plan also to support and educate personnel to realize the potential.

From discussions of class size in the literature, it is clear that better designs are needed if we are to understand the complexities of instruction and how these complexities are influenced by the sometimes poorly defined global term "class size." Donald Pidgeon has described other characteristics of students and classrooms that influence the size of the job facing a teacher.[17] He mentions homogeneity of pupils, classroom space available, and ancillary assistance available in the classroom. The concept of teacher load is discussed in the literature. While the term is usually used to describe the teaching responsibilities of secondary teachers, it applies to the elementary school as well. A teacher who has responsibility for grading essays probably has a different out-of-school workload than a shop teacher. The teacher who has many students learning English as their second language has additional teaching burdens. The problems created by disruptive students must be reckoned with in assessing teaching load responsibilities. The Class Size Committee of the Lodi (California) Education Association has attempted to weight factors in the classroom (i.e., number of slow learners, hyperactive pupils, bilingual pupils, etc.) in adjusting class size so that it better reflects the range of teaching responsibilities.[18] All of these issues create complications in simplified indices such as class size.

In the end, one must face the central question: If smaller is generally better, is it generally worthwhile to make the change? In this period in our history we have many unemployed teachers. We also have a financial and political climate that resists spending. In the late spring of 1979, in collaboration with Gene Glass and Mary Lee Smith, we shall commission reaction papers to the meta-analysis on class size and achievement and the second meta-analysis dealing with the relationship of class size and classroom processes, teacher satisfaction, and pupil affect. Within our funding restriction we shall seek reaction papers from teachers, administrators, economists, and researchers. These papers will serve to clarify and highlight the different viewpoints on class size and the trade-offs that must be made. In the end, individual states, communities, or parents must make their own value judgments.

We would hope that in discussions of class size many different alternatives will be considered. The data suggest that there is relatively little pay-off for small overall reductions (e.g., 28 to 25). Attention should be given to ways to make larger reductions in more limited situations. Flexible arrangements within a school might allow the creation of smaller instructional groups for part of the school day or for those students most in need of closer supervision or individual attention. Some school districts use a staggered schedule so that students spend part of the day in a smaller class. Paraprofessionals can help. The use of nonprofessional instructional staff (aides, parent volunteers, and pupil tutors) deserves careful attention. R. G. Stennett, A. L. Hyer and Robert M. McClure, and Beatrice A. Ward and William J. Tikunoff have discussed issues relating to the use of noncertificated personnel in classroom instruction.[19] We would also hope that schools examine ways to rehire some of the many talented teachers who have lost their positions or cannot find teaching positions. We share the positions of John Corbally[20] and Herbert Walberg and Sue Pinzur Rasher[21] that the large number of unemployed teachers should be viewed as an underutilization of talent, not as a surplus. It is interesting to ponder what instruction in schools could be with two professionals teaching 30 pupils, at least for reading and mathematics in the primary grades.

We are concerned that the Smith-Glass curve may be interpreted by "budget at any cost" school administrators and citizens to mean that class size can be increased beyond 30 pupils without achievement deficit or other consequences.

We should emphasize that the present findings consider only student achievement as an outcome. Glass and Smith are presently completing a second meta-analysis for our project. This analysis will

(Continued on page 538)

Class Size/Achievement
(Continued from page 495)

examine the relationship of class size, instructional processes, teacher morale, and pupil affect. The studies will include pieces of research that previously have not been integrated into most of the literature reviews. Their report is scheduled for publication later this spring. We can anticipate that this further analysis and the field studies will give a richer picture of the benefits of smaller classes. Certainly many teachers are convinced of the need for smaller classes. NEA President John Ryor has said that wages and class size were primary strike issues in 1978-79.[22] In November, 1978 half of the Fresno, California, public school teachers struck in a dispute over class size. The school board had rejected the Fresno Teachers Association proposal to add an aide in elementary school classes with more than 33 students.

We need to consider a broad range of outcomes — the relationship between class size and the quality and humanness of the nation's schools. These concerns may make even small changes in class size worthwhile and may increase the impetus to find ways to create some small classes. We encourage educators and the public to think seriously about what we want our schools to be and how smaller classes might help make that image a reality.

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2. Gene V Glass and Mary Lee Smith, *Meta-Analysis of Research on the Relationship of Class Size and Achievement* (Boulder, Colo.: Laboratory of Educational Research, University of Colorado, September, 1978). A copy of the complete report can be ordered at cost from the Order Department, Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103. The price is $1.50 plus class mail, 5% California residents should add appropriate tax. See also G. V Glass, "Integrating Findings: The Meta-Analysis of Research," in L. S. Shulman, ed., *Review of Research in Education*, vol. 5 (Itasca, Ill.: F. E. Peacock, 1978). Chap. 6. S. S. Horden, "Meta-Analysis of the Effects of Individualized Pupil Instruction in Mathematics" (Doctoral dissertation, University of Colorado, 1977); and M. L. Smith and G. V Glass, "Meta-Analysis of Psychotherapy Outcome Studies," *American Psychologist*, vol. 32, 1977, pp. 752-60.

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16. Lafleur, Sumner, and Wilson, op. cit. See also Otto and von Borgerstrode, op. cit.; Perwoll, op. cit.; Ross and McKenna, op. cit.; Ryan and Greenfield, op. cit.; and Vincent, op. cit.

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21. Herbert Walberg and Sue Pinzur Rasher, "The Ways Schooling Makes a Difference," *Phi Delta Kappan*, May, 1977, pp. 791-97.

22. John Ryor, quoted in Newsmakers, "Wages, Class Size Drive More Teachers To Strike," *Phi Delta Kappan*, November, 1978, p. 237.

DEPARTMENT OF EDUCATION

POSITION PAPER HB 353

February 26, 1982

The State Board of Education is opposed to this bill.

Marshall L. Lind
Commissioner

Would local parents support local Sch Boards by increases in property taxes to fund decrease class loads?

Introduced: 3/18/81
Referred: Health, Education & Social Services and Finance

BY MILLER, BUCHHOLDT, CLOCKSIN, COTTEN, GARDINER, HALFORD, DUNCAN, BROWN AND PHILLIPS

IN THE HOUSE

HOUSE BILL NO. 353

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWELFTH LEGISLATURE - FIRST SESSION

A BILL

For an Act entitled: "An Act relating to school class size; and providing for an effective date."

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

* Section 1. AS 14.03 is amended by adding new sections to read:

Sec. 14.03.150. MAXIMUM CLASS SIZE. (a) Except as provided in (c) and (d) of this section, the number of pupils taught in a classroom may not exceed 23 in kindergarten through third grade and 26 in fourth through twelfth grade. The overall pupil to teacher ratio in a school district or regional educational attendance area may not exceed 23 pupils to one teacher for kindergarten through third grade and 26 pupils to one teacher for fourth grade through twelfth grade.

23 too Holt

(b) For purposes of this section the classroom size is determined by using the average daily membership during a school year, adjusted by the factors set out in AS 14.03.160.

(c) On written request of the chief administrator of a school and the bargaining agent representing the certificated staff of that school, the commissioner may increase the class size limits in this section by up to 20 percent.

(d) Matters pertaining to class size and pupil to teacher ratio shall be subjects for negotiation with a school board if negotiation is requested by the bargaining agent representing the certificated staff of the school district or regional educational attendance area. The bargaining agent representing the certificated staff and the school board may agree to a class size or a pupil to teacher ratio which

exceeds the limits prescribed in (a) and (c) of this section. If an agreement relating to class size or pupil to teacher ratio reached as a result of negotiations under this subsection results in a need for additional money for staff, facilities, equipment, or materials, the school district or regional educational attendance area is eligible for supplemental programs under AS 14.17.061.

Sec. 14.03.160. CLASS SIZE ADJUSTMENTS FOR EXCEPTIONAL CHILDREN. (a) Calculation of class size limits under AS 14.03.150 shall be weighted for membership of exceptional children in a class. The following schedule may be used as a guide to calculate class size limits when the class contains exceptional children:

TYPE OF EXCEPTIONAL CHILD	CLASSROOM SIZE WEIGHTING FACTOR
(1) gifted	1.5
(2) learning disabled	2.0
(3) mentally retarded	2.0
(4) orthopedically handicapped	2.0
(5) visually impaired	2.0
(6) deaf or hearing impaired	2.0
(7) emotionally impaired	2.5
(8) subject to behavior disorder	2.5
(9) blind	2.5
(10) subject to perceptual or communication disorder	2.5
(11) hyperactive	2.5

(b) The maximum weighting factor for an exceptional child who has more than one of the conditions set out in (a) of this section is 4.0.

(c) A school district or regional educational attendance area may not place more than four exceptional children in a classroom with children not designated as exceptional.

* Sec. 2. AS 14.20.550 is amended by adding a new subsection to read:

(b) The school board of a school district or regional educational atten ance area and the bargaining agent representing the certificated staff may negotiate as to

(1) class size; and

(2) pupil to teacher ratio.

* Sec. 3. AS 14.20 is amended by adding a new section to read:

Sec. 14.20.562. CLASS SIZE TASK FORCE. (a) When a school board and a bargaining agent agree to negotiate as to class size, the school board of the school district or regional educational attendance area may establish a class size task force consisting of members selected by the board and an equal number of members selected by the bargaining agent for the certificated staff of the district or attendance area. The class size task force may apply the weighting factors in AS 14.03.-160 to the children in membership in the school district or a regional educational attendance area so as to adjust the classroom size limits.

(b) The class size task force shall recommend to the school board of the district or the regional educational attendance area and the bargaining agent

(1) maximum class sizes for different classroom programs of the district or attendance area; and

(2) the use of classroom aides.

* Sec. 2. This Act takes effect July 1, 1981.

SECTIONAL ANALYSIS HB 353

"An Act relating to school class size and providing for an effective date."

Amends Title 14, Education

Section 1. Amends AS 14.03 "Public Schools generally by adding new sections.

Sec. 14.03.151 "Maximum Class Size"

(a) Number of pupils taught in a classroom may not exceed 23 in Kindergarten through 3rd grade and 26 in 4th through 12th. Overall school district or regional area ratio must correspond.

(b) Instructions for determining calssroom size.

(c) On appropriate request, class size limits may be increased up to 20 %.

(d) Matters relating to class size and pupil/teacher ratio shall be subjects for negotiation if requested by the appropriate bargaining agent. This agent representing the staff and board may agree to asize or ratio exceeding prescribed limits.

Sec. 14.03.160 "Class size adjustments for Exceptional Children"

Table sets out how class size limits shall be weighted for membership of exceptional children. A maximum of four exceptional children may be placed in a classroom with non-exceptional children.

Section 2:
AS 14.20.550 Negotiations with Certified Employees

A new subsection added. Class size and pupil/teacher ratio are appropriate objects of negotiation.

Section 3:
A new section added to AS 14.20. "Employment and tenure" relating to a school size task force.

The section states that when a school board and a bargaining agent agree to negotiate as to class size, the board of the school district or REAA may establish a class size task force consisting of members selected by the board and an equal number of members selected by the agent for the certified staff of the district or attendance area. Provides the task force shall recommend to the board and the agent the maximum class sizes for different classroom programs of the district or attendance areas, and the use of classroom aides.

Establishes a Joint Interim Committee on Relocation of the State Capital of the Twelfth Legislature composed of the president of the Senate, the Speaker of the House, the chairman of the House Finance Committee, one of the co-chairmen of the Senate Finance Committee, two other senators, one from each of the major political parties, and two other representatives, one of whom shall represent the election district in which the new capital city site is located; one representative being appointed from each of the major political parties.

Provides Act takes effect immediately.

Introduced March 18 and referred to State Affairs, then to Finance. (Note: also see page 548 for further action this week).

Appropriation (special) (joint comm. on relocation of the capital)

HOUSE BILL NO. 352, by the Finance Committee. Makes a special appropriation in the amount of $1,000,000 from the general fund to the Legislative Affairs Agency for the work of the Joint Interim Committee on Relocation of the State Capital. Provides unexpended and unobligated portion of the appropriation lapses on 6/30/83. Provides Act takes effect on the effective date of HB 351, above.

Introduced March 18 and referred to State Affairs, then to Finance. (Note: see page 548 for further action this week).

School Class Size

HOUSE BILL NO. 353, by Reps. Miller, Buchholdt, Clocksin, Cotten, Gardiner, Halford, Duncan, Brown and Phillips. Relates to the size of school classes. Amends AS 14.03 (Public Schools Generally) by addition of new sections relating to maximum class size. States that the number of pupils taught in a classroom may not exceed 23 in kindergarten through third grade and 26 in fourth through 12th grade, with a corresponding teacher to pupil ratio. Provides that on written request of the chief administrator of a school and the bargaining agent representing the certificated staff of that school, the commissioner may increase the class size limits by up to 20 percent. Provides that matters pertaining to class size and pupil to teacher ratio shall be subjects for negotiation with a school board if negotiation is requested by the bargaining agent representing the certificated staff of the school district or regional educational attendance area (REAA). States that the agent representing the staff and board may agree to a class size or ratio which exceeds prescribed limits, and if the agreement results in a need for additional money for staff, facilities, equipment, or materials, the district or REAA is eligible for supplemental programs (AS 14.17.061).

should not be here

Adds new section relating to class size adjustments for exceptional children, and provides a schedule to be used as a guide to calculate class size limits when the class contains certain types of children. Also provides that a school district or REAA may not

page 523

Amends AS 14.20.550 (Teachers and School Officials; [illegible] coordinated employee negotiations) by addition of a new subsection which states that the school board or REAA and the bargaining agent may negotiate as to class size and pupil to teacher ratio.

Adds a new section to AS 14.20 (Teachers and School Officials) relating to a class size task force. The section states that when a school board and a bargaining agent agree to negotiate as to class size, the board of the school district or REAA may establish a class size task force consisting of members selected by the board and an equal number of members selected by the agent for the certificated staff of the district or attendance area. Provides the task force shall recommend to the board and the agent the maximum class sizes for different classroom programs of the district or attendance area, and the use of classroom aides.

Provides Act takes effect July 1, 1981.

Introduced March 18 and referred to Health, Education and Social Services, then to Finance.

Judicial Retirement (audio, visual & dental benefits)

HOUSE BILL NO. 354, by the Judiciary Committee by Request. (See Senate Bill No. 286, page 444, identical.) (Note: text of the bill is identical, but the title of the House Bill reads: "An Act allowing certain insurance coverage for judges and justices receiving benefits under the judicial retirement system; and providing for an effective date." The title of the Senate Bill reads: "An Act relating to audio, visual, and dental insurance coverage for persons receiving benefits under the judicial retirement system; and providing for an effective date.").

Introduced March 18 and referred to State Affairs, then to Finance.

Alaska Housing Finance Corp. (special mortgage loan purchase program)

HOUSE BILL NO. 355, by Reps. Miller and Duncan. Relates to the Special Mortgage Loan Purchase Program of the Alaska Housing Finance Corporation. Amends the program by stating that the corporation may purchase mortgage loans, including graduated payment mortgage loans made for the construction and rehabilitation of residences, as well as for the purchase of residences. Repeals and reenacts section relating to interest rates (098(d)) by addition of language stating that the interest rate for a loan made for purchase, construction, or rehabilitation of a residence having more than two dwelling units, in which the units are individually owned may not exceed 10 percent, and in which the units are not individually owned, may not exceed 11 percent. States that the interest rate for the purchase, construction or rehabilitation of an owner-occupied one or two unit residence may not exceed nine percent for the first $90,000 of the loan if the loan is made to an eligible veteran, and 10 percent if

--$331,000 for construction of office space in combination with storage, hanger and cold storage space at Naknek.

--$120,000 for construction of a shop facility at Nondalton.

--$845,050 for construction of classrooms, a shop and a library at Parryville.

--$120,000 for construction of a shop facility at Port Heiden.

States that appropriation is for capital projects and is subject to AS 37.25.020 (does not lapse). Effective immediately.

Introduced March 10 and referred to Health, Education & Social Services and Finance.

Bill/Resolution No. House Bill 393

Title An Act relating to school class size

Requested by House Hess Date 4/9/81

II. FISCAL DETAIL

Agency Affected Department of Education

Program Category Affected Elementary and Secondary Education

BRU, Program, or Subprogram(s) Affected

(Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.		104,005.3	35,326.6	44,158.3	55,197.9	68,997.4
TOTAL						

FUNDING (Thousands of Dollars)

GENERAL FUND		104,005.3	35,326.6	44,158.3	55,197.9	68,997.4
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME						
PART TIME						
TEMPORARY						

APR. 29 M

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

See attached.

Post FY 82 costs include teacher's salaries only, and are inflated by 25% annually to reflect operation and maintenance cost increases resulting from added classrooms.

IV. DATE 4/9/81 PREPARED BY Steve Hale

AGENCY Department of Education

PHONE 465-2800

Original: Legislative Finance

cc: Budget and Management

Prime Sponsor (First Legislator Named)

33-001 (Rev. 12/80

Assumptions:

1. Exceptional child adjustments similar to 14.03.160 will be used.
2. Minimum average exceptional student adjustment will be on a 1.75 weighting factor.
3. Average PTR will remain 17.1 to 1.
4. Busing will not be acceptable as a long range solution.
5. No classrooms will be impacted by proscription contained in 14.03.160(c).
6. All additional teachers required by the bill will enter at beginning salary level.
7. All capital funds necessary will be appropriated during FY 82.
8. Not all school boards will increase classroom PTR's to maximum permitted by bill, resulting in 3, above.
9. The state will reimburse districts for the increased staff costs occasioned by the bill.
10. No costs resulting from 14.03.150(d), 14.20.550(b) or 14.20.562 are reflected in this fiscal note.
11. All additional classrooms will be built at minimum cost of $160.00 per sq. ft.

Calculations based upon FY 80 Final Statistical Report

Classroom Teachers	5,067
Students	86,558
Classroom PTR average	17.1

Steps in determining bill cost:

1. Adjustment to bring Anchorage to State PTR average: 462 teachers
2. 86,558 ADM - 12,000 exceptional students = 74,558
3. 12,000 exceptional students X 1.75 weight factor = 21,000
   Total 95,558
4. 95,558 adjusted ADM ÷ 17.1 PTR = 5,588 teachers
5. 5,588 teachers (bill) - 5,067 teachers (present) = 521 additional teachers
6. 462 teachers (Anchorage 14.03.150(a) adjustment) + 521 teacher increase required by 14.03.150(b) = 983 new teachers
7. 983 X $28,750 = $28,261,250

8. 95,558 adjusted ADM - 86,558 actual ADM = 9,000 ADM

9. 9,000 ADM ÷ 17.1 PTR = 526 new classrooms

10. 526 classrooms X 900 square feet/classroom = 473,400 sq. ft.

11. 473,400 sq. ft. X $160.00 per square foot = $75,744,000

12. FY 82 cost = $75,744,000 facilities + $28,261,250 personnel = $104,005,300

Alternative Fiscal Note

FY 82 cost of $75,744.0 for classroom space; no increased teacher cost to state since this bill does not necessarily increase entitlement under the foundation program.

NEA - ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

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Anchorage Office

Mary Ann Elninger
Deputy Executive Secretary
Fairbanks Office

April 16, 1981

TO: Representative Don Clocksin
Chair, House HESS Committee

FROM: Jim Alter
NEA-Alaska

RE: HB 353

As mentioned in my testimony on Saturday, April 10 at the HESS Committee hearing, I am sending you our analysis of the fiscal impact of HB 353.

The rationale and data supporting our figures are on the attached sheets in paragraphs numbered to correspond with the numbers assigned to each item on this page.

1. Additional teachers required by HB 353 limits: 263

2. Cost of additional teachers: $7,561,250

3. Additional classrooms required by HB 353: 154

4. Cost of construction of additional classrooms: $22,176,000

5. Total cost of HB 353 for Fiscal Year 82: $29,737,250

If I can be of further assistance in explaining this data, please don't hesitate to contact me.

JA:jw

Attachments

Consequently, a maximum number of new classrooms that HB 353 would require would be 154.

4. Using the Department's cost estimates of a new classroom, the 154 new classrooms would require $22,176,000. (154 Classrooms X $160/sq. ft. X 900 sq. ft.)

5. The total cost, then of HB 353 for FY 82 would be $29,737,250 (22,176,000 7,561,250) of which 75% is a one-time only, capitol improvement cost.

RATIONALE

1. In the 1979-80 school year, the Anchorage Education Association did a survey of classroom teachers in Anchorage. The survey asked teachers the grade level taught, the number of students in the classroom, and th number of exceptional students included in their individual classes. Th returns from that survey are indicated in Table 1, A.

   These results most likely reflect a greater class size than typically occurs in Anchorage. This is because teachers with oversized classrooms would be more likely to report their situations on a voluntary survey than teachers with lower class sizes.

   Nevertheless, if the survey results are extrapolated, as reported, to Anchorage as a whole, they show that HB 353 would require 263 additiona Anchorage teachers. Table 1, B shows the derivation of this number.

   Table 1, C shows the pupil teacher ratios for 1980-81 as reported by the Department of Education. These ratios are based on the total number of classroom teachers and total student enrollments.

   Anchorage, with a Pupil/Teacher Ratio (PTR) of 20.9 requires a 15.7% increase in the number of teachers under the provisions of HB 353.

   We have assumed there is a linear relationship between the classroom teacher PTR and need for more teachers under HB 353. That is, as a district's PTR drops below 20.9 a smaller percent of the classrooms will be oversized and a smaller percent of additional teachers will be needed. In particular, districts with a PTR of 18.1 or less will require a 0% increase in teachers.

   Table 1, C, shows that no district other than Anchorage has a PTR greater than 18.1. Consequently, it is reasonable to assume that HB 353 would not require any district other than Anchorage to hire additional teachers

2. Statewide, then HB 353 would require 263 additional teachers. Using the Department of Education's salary figures (28,275 per teacher) the 263 additional teachers would cost $7,561,250.

3. Contrary to what the Department of Education has assumed, each additional teacher would not require a new classroom to be constructed. The Anchora School District reported in January 1981 that they had 80 empty classroom available for use. Furthermore, the need for additional classrooms could be reduced if the added teachers team taught, and used rooms that are empty at different periods of the day (especially true in secondary schools Finally, a balancing of class loads could further reduce the need for additional classrooms.

   Assuming that (1) one out of every ten new elementary teachers in Anchorage would team teach (13 teachers), and (2) one out of every eight new secondary teachers in Anchorage could use empty classrooms (16 teachers), we conclude that Anchorage, under HB 353, would at most require 154 new classrooms.

Grade Level	Number of Classrooms Reported	Number of CRs Exceeding Weighted Limits of HB 353	% of CRs Exceeding Weighted Limits of HB 353	Average Number of Students Per Class Over Weighted Limits of HB 353
K - 3	40	34	85	4.5 students
4 - 12	35	26	74	4.7 students

TABLE 1A Anchorage Education Association 1979-80 Survey of Class Sizes

Grade Level	# of Classroom Teachers (80-81)	Number of Classrooms	% of Classrooms Exceeding HB 353 Limits	# of Classrooms Exceeding HB 353 Limits	# of Students Per Class Over HB 353 Limits	Total # of Students in Excess of HB 353 Limits	# of Additional Teachers Needed Assuming one Teacher Per Li of HB 353
K-3	554	554	85%	471	5	2,355	103
4-12	1,124	1,124	74%	832	5	4,160	160

Table 1, B Projected Number of Teachers Required by HB 353

Juneau	17.9
Wrangell	17.6
Mat-Su	17.3
Fairbanks	16.4
Sitka	16.0
Kenai	15.9
Adak	15.7
Kodiak	14.9
Delta/Greely	14.9
Klawock	14.3
Valdez	13.8
Copper River	13.5
Petersburg	13.2
Dillingham	13.2
Cordova	12.5
Unalaska	12.4
Pribilofs	12.3
Craig	12.1
Lower Kuskokwim	11.8
Yakutat	11.8
Haines	11.8
Annette	11.7
Nenana	11.6
S.E. Islands	11.6
Nome	11.5
Railbelt	11.4
Northwest	11.3
Lower Yukon	11.2
Alaska Gateway	11.1
Kake	11.0
Yukon Koyukuk	10.7
Hoonah	10.7
Chugach	10.6
Bristol Bay	10.5
Skagway	9.9
North Slope	9.6
Iditarod	9.4
Pelican	9.3
Hydaburg	9.1
Southwest	8.9
King Cove	8.8
Lake & Peninsula	8.7
Chatham	8.7
Galena	8.6
Bering Straits	8.1
Aleutians	7.9
Sand Point	7.7
Yukon Flats	7.6
Kuspuk	7.4
St. Mary's	5.9

Table 1, C Ratio of Students to Classroom Teachers in Alaskan Districts

3/1/82

Bob Green from the School Bd can will testify on the remainder of today's bills.

Marjorie Gorsuch in Lane to testify on HB 353 → what is T/S ratio?

Bob Manners, with the Cooleys, will testify on SJR 2 (lost bill on agenda)

HB
3357

COMMITTEE REPORT

HOUSE

FURTHER: FINANCE

3/18/81

(5)

Date: 3/25/81

Mr. Speaker:

The Committee on HEALTH, EDUCATION & SOCIAL SERVICES has had HB 357

"An Act relating to adult public assistance."

under consideration and reports it back as follows:

[ ] do pass [ ] do not pass

[ ] do pass with attached amendments(s)

[ ] replace with CS for HB 357 [ ] same title [ ] new title

and recommends _____

[ ] AND attaches a "Letter of Intent" [ ] New Fiscal Note

[ ] With Zero Fiscal Note

[ ] reports it back without recommendation

[ ] refe red to the _____ Committee

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS:

CHAIRMAN

H 60 (Rev. 3/81)

POSITION PAPER/Department of Health & Social Services

POSITON PAPER

ON

HOUSE BILL NO. 357

"An Act relating to adult public assistance."

House Bill No. 357 is intended to make long-overdue technical changes in the Department's Old Age Assistance, Aid to the Disabled, and Aid to the Blind assistance program statutes. Most of the existing statutes have not been changed since 1953, even though these three programs changed significantly in 1974 as the result of the implementation of the nation-wide Social Security Administration's Supplemental Security Income (SSI) assistance program (Title XVI of the Social Security Act).

Before 1974, our three adult assistance programs were state-administered but funded equally with federal and state funds. In 1974, SSI, a federally-funded and federally-administered welfare program established a nation-wide payment level to needy aged, blind, and disabled. Because that payment level was well below the amounts provided by Alaska's programs, we elected to continue our programs, supplementing SSI payments with a state-funded and state-administered supplemental program.

HB No. 357 primarily changes statutes to better reflect the existence of the SSI program and the supplemental nature of the state program. Secondly, it significantly shortens the existing statutes by repealing all Aid to the Disabled and Aid to the Blind statutes which simply repeat provisions in the Old Age Assistance statutes. It does this by modifying the Old Age Assistance statutes to include the Blind and Disabled subcategories under the program term "Adult Public Assistance." Finally, it corrects an important drafting error in AS 47.25.960 in which a permanently and totally disabled person was only defined as "a needy recipient of the state who is not eligible for assistance from another public agency or department providing similar services in the state".

In summary, HB No. 357 is a simple "housekeeping" measure intended to make existing statutes shorter, simpler for the public to understand, easier for the Department to administer, and more accurately reflective of current program policies and operations. HB No. 357 does not expand or contract the Department's authority, it does not affect eligibility criteria or payment amounts, and it will not affect program costs.

The Department strongly supports passage of House Bill No. 357.

Recommended by: Rod Betit

Rod Betit, Director
Division of Public Assistance

Date: April 9, 1981

Approved by: [signature]

Helen D. Beirne, Commissioner

Date: 4/9/81

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST
Bill/Resolution No. House Bill No. 357
Title An Act Relating to Adult Public Assistance
Requested by Rules, by Request Date 4/1/81

II. FISCAL DETAIL
Agency Affected Health & Social Services
Program Category Affected Social and Economic Assistance for the Elderly
BRU, Program, or Subprogram(s) Affected Old Age Assistance
(Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES		0				
200 TRAVEL		0				
300 CONTRACTUAL		0				
400 COMMODITIES		0				
500 EQUIPMENT		0				
600 LAND & STRUCTURES		0				
700 GRANTS, CLAIMS, ETC.		0				
TOTAL		0				

FUNDING (Thousands of Dollars)

GENERAL FUND		0				
FEDERAL FUNDS		0				
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME		0				
PART TIME		0				
TEMPORARY		0				

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

HB No. 357 will have no fiscal impact in FY82 or following fiscal years.

IV. DATE 3/31/81 PREPARED BY [signature]
AGENCY DHSS, OPA
PHONE 465-3347

Original: Legislative Finance
cc: Budget and Management
Prime Sponsor (First Legislator Named) M&B Approval [signature] Date 4/6/81

33-001 (Rev. 12/80)

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST
Bill/Resolution No. House Bill No. 357
Title An Act Relating to Adult Public Assistance
Requested by Rules, by Request Date 4/1/81

II. FISCAL DETAIL
Agency Affected Health & Social Services
Program Category Affected Social and Economic Assistance for General Population
BRU, Program, or Subprogram(s) Affected Aid to Blind, Aid to Disabled
(Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES		0				
200 TRAVEL		0				
300 CONTRACTUAL		0				
400 COMMODITIES		0				
500 EQUIPMENT		0				
600 LAND & STRUCTURES		0				
700 GRANTS, CLAIMS, ETC.		0				
TOTAL		0				

FUNDING (Thousands of Dollars)

GENERAL FUND		0				
FEDERAL FUNDS		0				
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME		0				
PART TIME		0				
TEMPORARY		0				

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

HB No. 357 will have no fiscal impact in FY82 or following fiscal years.

IV. DATE 3/31/81 PREPARED BY [signature]
AGENCY DHSS, OPA
PHONE 465-3347

Original: Legislative Finance
cc: Budget and Management
Prime Sponsor (First Legislator Named) M&B Approval [signature] Date 4/6/81

33-001 (Rev. 12/80)