

ALASKA LEGISLATURE COMMITTEE FILES 1987-1988 8672

4518 HHS HB 76 - HB 91

99

HB 76 -- An Act relating to minimum age for entering public school kindergarten; and providing for an effective date

File Contents

- 1) Copy of HB 76
- 2) Position paper of Reps. Cotton and Phillips dated 3/12/87
- 3) Letter from Anderson Elementary School teachers dated 11/24/86
- 4) Statement and statistics by Gennie Osterbach, Anderson Elementary teacher
- 5) Class Modality Grid
- 6) Resolution of AAESP
- 7) Statement of Marie Lastufka and Jan Vrsalovic
- 8) 4 page statement, Bernard Spodek, Ed.D.
- 9) Copy SSHB 522
- 10) Alaska Statutes, Title 14
- 11) Letter from Vickie Meyer Hunter
- 12) Letter from First Grade Teachers
- 13) Letter from Bill Lyford to Rep. Cotton
- 14) Letter from Donna Nixon to Rep. Phillips
- 15) Status of Kindergarten
- 16) House HESS minutes 3/13/87
- 17) House HESS minutes 3/18/87
- 18) House HESS minutes 3/24/87
- 19) Public comments and correspondence
- 20) Committee Substitute for HB 76

**STATE OF ALASKA 1987 LEGISLATIVE SESSION
FISCAL NOTE**

Bill Version : CSHB-76(HESS)

Publish Date : _____

REQUEST: _____

Revision Date: March 25, 1987
Title: ...public school kindergarten...

Agency Affected: Education
BRU: K-12 Support

Sponsor: Representatives Cotten & Phillips
Requestor: House HESS

Components: Foundation

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING		0	0	0	0	0

CAPITAL						
---------	--	--	--	--	--	--

REVENUE						
---------	--	--	--	--	--	--

FUNDING: (Thousands of Dollars)

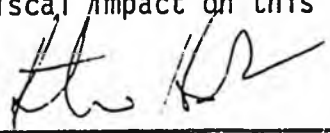
GENERAL FUND		0	0	0	0	0
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

This bill has no fiscal impact on this department.

Prepared by: Steve Hole 
Division: Commissioner's Office

Phone: 465-2800
Date: March 25, 1987

Approved by Commissioner: Marshall L. Lind
Agency: Education

Date: March 25, 1987

Distribution (by preparer):

- Legislative Finance
- Legislative Sponsor
- Requestor
- Office of Management and Budget
- Impacted Agency(ies)
- Senate Secretary



Official Business

Alaska State Legislature

House

P.O. BOX V
State Capitol
Juneau, Alaska 99811

TO: Members of the House HESS Committee

FROM: Rep. Sam Cotten *SC*
Rep. Randy Phillips *R.P.*

DATE: March 12, 1987

RE: HB 76 "AN ACT RELATING TO THE MINIMUM AGE FOR ENTERING PUBLIC SCHOOL KINDERGARTEN, AND PROVIDING FOR AN EFFECTIVE DATE."

HB 76 was introduced at the request of parents and teachers in District 15. Additional support for the legislation has also been received from teachers in other areas of the state.

The change made by HB 76 is fairly simple: the date a child must turn five before entering kindergarten is changed from November 1 to June 1. The people supporting the legislation feel that it would be more beneficial for children to enter the educational system at an older age. They believe that this would allow them to develop the motor skills necessary to succeed in a classroom environment.

There have been a number of studies on a national level that indicate "younger" children have a significantly lower success rate in school than the older students. Statistics compiled over a two year period by kindergarten teachers at Anderson Elementary School in Anchorage also support these findings.

There have been suggestions offered by parents regarding the effective date of this bill as well as a possible change from June 1 to September 1. Because the goal is to accomplish what is best for Alaska's children, the sponsors are open to these types of changes if supported by public testimony.

REPRESENTATIVE
SAM COTTEN
DISTRICT 15



P.O. BOX 296, EAGLE RIVER, AK 99577
P.O. BOX V, JUNEAU, AK 99811

ALASKA STATE LEGISLATURE
HOUSE OF REPRESENTATIVES

HB 76 AN ACT RELATING TO THE MINIMUM AGE FOR ENTERING
PUBLIC SCHOOL KINDERGARTEN, AND PROVIDING FOR AN EFFECTIVE
DATE.

INTRODUCTION This bill was introduced at the request of Eagle River elementary school teachers who believe that many children are starting school before they are sufficiently developed.

Research has shown that there is significant difference between "early entry" students and "late entry" students with regard to their learning capabilities.

CUT OFF DATE We realize there could be problems with the cut off date. June 2 may not be the best date. We are open to changing the date to another time of the year, possibly mid-August or September. Also, a CS will be introduced with an "effective date" of 1988 rather than 1987.

LEARNING PROBLEMS A high percentage of the younger children have learning problems because they are not mature enough to understand the concepts required in a class room.

Kindergarten teachers have related how the younger children have not developed the motor skills necessary for a classroom, including such basics as using a scissors or waiting for their turn at a game.

(One teacher suggested that boys start school a year later than girls; kindergarten at 6 years and 1st grade at 7 years of age.)

SEE ENCLOSED LETTER FROM PEARL CREEK SCHOOL FIRST GRADE TEACHERS. (FAIRBANKS AREA)

MONEY The cost of keeping a child back a year was mentioned in letters received from several elementary school teachers. If a child starts kindergarten too early, there's a good chance he will continue to lag behind his classmates. The Anchorage School District, has a "modified primary program" which serves as a bridge between kindergarten and first grade. This is to say that there is a large number of children who are not expected to be ready for first grade after a year of kindergarten.

SEE ENCLOSED STUDIES FROM TEACHER GROUPS

JUSTIFICATION FOR CHANGE Regarding comments such as "I started school at four, why should the age be changed". Teachers today are using a different curriculum than twenty years ago. Previously, there was little academic learning in kindergarten. Now, parents demand that children be taught more. Many letters from parents state how their children have learned their alphabet, numbers, etc. in anticipation of entering kindergarten.

The basic philosophy from area teachers is "Why be in such a hurry? Let children enjoy themselves while they're young."

PROBLEMS -----

TEACHERS: The difference between November 1 and June 1 would cause a fluctuating impact on the number of incoming kindergarten children, (one class would have sixteen summer birthdays). Some classes would lose a large portion of their students (and possibly teachers?) during the first year. The following year would see a large number of kindergarten children, the "overflow" from the previous year.

There has been some concern that June is too far back, and possibly September would be a better month. If so, there is a question of what part of September. The 1st is too close to the day that school starts and would undoubtedly cause problems regarding whether or not a child was ready for school. This might cause six year olds to be enrolled also, possibly causing the reverse problems of the younger child. (Older children who bully the younger ones and later, the "big, dumb kid" attitude from other students.)

Parents: Most of the parents' letters leaned toward the more human side of the issue. "Suzie has been practicing her numbers and has learned to write her name so she could go to school this fall. Please don't make her wait another year". There have been a few parents who object to any change, but they are a minority.

ALASKA ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

R E S O L U T I O N

NUMBER: 11
SOURCE: AAESP Resolution Committee/AASA Resolutions
TITLE: School Age

WHEREAS, children entering kindergarten with birthday's after June 1 of the appropriate year appear to be less successful in their initial and subsequent school years; and

WHEREAS, children entering first grade with birthdays after June 1 of the appropriate year appear to be less successful in their subsequent school years; and

WHEREAS, the retention rate for students with birthdays after June 1st of the appropriate year appears to be significantly higher;

THEREFORE BE IT RESOLVED, that the Alaska Association of Elementary School Principals supports legislation that would revise the school age requirement from November 1st of the appropriate year to June 1st of the appropriate year.

November 3, 1986

Dear Karen,

Robyn McFetridge has made us aware of the position paper you are writing to present to the Legislature. We give our total support to a change in the entrance dates for kindergarten and first grade students.

"five years of age by June 5" for kindergarten

"six years of age by June 5" for first grade

As first grade teachers we have witnessed the detrimental effects of formal education before a child is physically and emotionally prepared.

We have noticed that children with summer or fall birthdays often do not have well developed small motor control and have a great deal of difficulty learning to write. Other first grade tasks such as reading, math and spelling are also difficult for the younger children in the classroom.

As a result of these difficulties, these children experience a great deal of frustration in their early educational years which often is accompanied by low self esteem, a feeling of failure and other related emotional difficulties (crying, wetting or soiling clothing). In addition, they have a hard time coping with the long school day and experience tiredness and irritability in the afternoon.

In almost all cases, these are the children who need to be retained. This creates the cost of educating these children for

an additional year. It has been our observation that those younger children who are not retained in first grade are often retained in second or third grade or have major difficulties throughout school. It has also been our observation that those children who are retained in the primary grades and allowed to grow and develop an additional year become successful students.

While we have not kept statistical records to back up the above statements, we have 24 years of combined teaching experience, 16 of which have been in kindergarten and first grade and believe that these are valid statements.

Sincerely,

Patricia Stark
Janice Riley

First Grade Teachers

Pearl Creek School

Fairbanks, Alaska

2 Craig Ave. W.
Fairbanks, Alaska 99701
December 8, 1986.

Dear Educators,

I am writing this letter in support of moving the entry date for 1st grade from six years on November 1st to six years old on June 1st. Of course the same idea for moving the Kindergarten date also.

I taught kindergarten for five years and am currently on my 8th year of teaching 1st grade. I feel maturity of an added few months would keep some children from failing in 1st grade or having an unnecessarily rough time. Also some children with excellent minds become so frustrated because of poor coordination that school is not an "up" experience like it should be. Emotionally it is usually much more difficult for the younger children in the classroom. I can almost always pick out the younger ones, even though they may be sharp, by their emotional immaturity. The children in the room who are the younger ones have not matured so they can or want to think independently. This makes it more

difficult to go on and learn things
on their own.

I feel very strongly about the pros
of giving a child more opportunity
to succeed. One way we can help this
happen is by getting the entrance date
moved so they will have more chance
of being mature.

Sincerely,

Barbara Johnson
1st grade teacher
Nordale School - Fairbanks, Alaska

Dear Karen,

Oct. 24, 1986

I absolutely support your proposal to raise the entry age. I have been teaching for 22 years - 21 of those years in Fairbanks, Alaska - K, 1, 2, and a year with the Montessori pre-school. There is research to support your position. There are practical-life and Developmental and Readiness learning situations that children enjoy and benefit from. However, the formal learning situation of the school system which demands advanced small muscle control and the emotional control ~~required~~ is happening too soon - particularly for boys. In response to the needs of young students we teachers keep trying to prevent and/or minimize failure by having "modified grades" "early education" "failure prevention programs" "grouping" "intensified pre-reading" etc, etc, - 85% of the "Reading Problems Title I" students are boys - 95% of the Behavior Problems are boys. I believe academic requirements too early in their lives frustrates large muscle development.

You said - WRITE SOON - Anything else I can do - let me know! VIKI MEYER, HUNTER
SCHOOL

Dear Linda & Karen -

I've been thinking about you & kids. (This has been sitting on my desk waiting for me to have time to give good input)
I've now been teaching 20 years with 12 years spent in primary.

I support your idea and would like to recommend that boys start school at 7 yrs 1st at 7 yrs.

Their attention span - way they perceive the world - physical coordination especially fine motor control are not at a level which makes the task ask of them at optimum for comfortable learning which gives way to frustration & failure

These things mentioned also apply to children starting school at too young of age - and at this time all I have are fragmented ideas -
Clive & Fern



ANDERSON ELEMENTARY SCHOOL

5227 KODIAK STREET
EIELSON A.F.B., ALASKA 99702
(907) 372-4144

November 24, 1986

Karen Miller
Box 770785
Eagle River, Alaska 99577

Dear Mrs. Miller:

We strongly support and urge our state legislators to pass legislation to change the entry date for kindergarten and for first grade.

Presently, a child may start kindergarten as a four year old and must turn five by November 1st. We feel each child should be five by June 1st, prior to school entry. The younger fives experience frustration and needless failure because they are not ready for the curriculum. If the cutoff date was June 1st, children would have another year of growth and development and would be more prepared for academic success.

Many educators of young children are saying in conferences, journals, articles, and finding in studies that we are expecting "too much too soon." Many states are noting this pertinent information and are moving the entry date back.

In recent years we have had to implement new programs such as modified primary (pre-first) classes to accommodate the needs of the younger child. These programs are very expensive due to the necessity of lower student/teacher ratio and the cost of needed materials. In our building, resource teachers, as well as our reading specialist, aid in educating these children. Statistically, these classes are made-up of children that were younger when they began school.

Our school groups kindergarteners by age, putting older fives in the afternoon classes and younger fives in the morning classes. This has given us a unique opportunity to see the contrast in social, emotional, and educational readiness. Year after year we see children that would have benefited from staying home one more year and, in

WHERE CHILDREN COME FIRST

doing so, would have been more mature and more ready to begin formal schooling.

... the entry date were moved back to June 1st, either immediately or in gradual monthly increments, Alaska's children would be the winners.

Sincerely,

Anderson Elementary Kindergarten Teachers

Lizabith Buckalew

Lizabith Buckalew

Joanna Baugh

Joanna Baugh

Sharon Geese

Sharon Geese

Gennie Osterback

Gennie Osterback

AEKT:1s

The following statistics are submitted in support of changing the birthdate for entrance into kindergarten from five on or before November 1 to five on or before September 1. All statistics listed below are from the Early Prevention of School Failure Screening administered at Anderson Elementary School. All of the testers were certified teachers in elementary education or special education, employed by the Fairbanks North Star Borough School District. Proof of the scores or detailed information on the screening program is available upon request. The scores listed place the children in a high risk category that indicates possible failure in the area listed.

Gennie Osterback
 Kindergarten Teacher
 Anderson Elementary

September, 1985 - 21 Students tested - Ages 4-11 to 5-4

15	scored 1 - 2 1/2 years below level (chron. age) in language.	
9	1 - 2 1/2	auditory.
14	1 - 3	visual.
8	1	fine motor.
12	moderate/considerable need	gross motor.

For the 1986-87 school year, seven of the students were placed in a modified primary (pre-first) classroom.

September, 1984 - 18 Students Tested - Ages 4-10 to 5-3

6	scored 1 - 3 years below level (chron. age) in language.	
10	1 - 1 1/1	auditory.
9	1 - 3	visual.
6	moderate/considerable need	fine motor.
13	moderate/considerable need	gross motor.

September, 1983 - 19 Students Tested - Ages 4-11 to 5-3

2	scored moderate/considerable need in language.	
6		auditory.
7		visual.
6		fine motor.
14		gross motor.

As the teacher of these children, I know many of them were socially and emotionally immature and often not able to cope successfully with the everyday requirements of a 2 1/2 hour kindergarten program. They were provided services by the speech and resource teachers and reading specialist in our building. A modified primary (pre-first) program was developed to serve these children. If the pre-first program had not been available, many of these young children would have been recommended for retention in kindergarten.

The following class modality grid results are from the Early Prevention of School Failure Screening administered at Anderson Elementary on Eielson Air Force Base.

The two grids for each year represent the morning class and the afternoon class. When the students are enrolled, the younger ones are placed in a morning class and the older ones are placed in an afternoon class.

By comparing the A.M. class results (younger students) with the P.M. class results (older students), it is readily apparent that the younger students do not have the same readiness skills necessary for success with the kindergarten curriculum that the older students have.

(Yes, we are concerned with the gross motor skills of all our students.)

CLASS MODALITY GRID

Morning Class (younger students)

Considerable Strength

Moderate Strength

Average C.A.

Moderate Need

Considerable Need

	LANGUAGE	AUDITORY	VISUAL	FINE MOTOR	GROSS MOTOR
Considerable Strength					
Moderate Strength			PAUL S. JASON McENERNEY JASON L. DANNY L. DANNY E.	MICHAEL S. SAM H. JASON L. DANNY L. JASON L.	JASON M. JASON L.
Average C.A.	STEPHEN L. II MICHAEL B. DAVID MEDLEY DAVID MADISON DANNY B.	ALMA A. TONY W. JASON L. DANNY B. MELISSA K. STEPHANIE H. DEREK L. CANDACE R.	CAROLYN B. (MOTOR) DAVID MEDLEY DAVID MADISON JOSEPH J. (MOTOR) CODY E. RICKY V. (MOTOR)	KEITH R. DAVID MEDLEY JASON McENERNEY DAVID MADISON DANNY E. MICHAEL S. SAM H. CANDACE R.	TRAVIS A. MICHAEL L. DANNY E.
Moderate Need	CODY E. MICHAEL L. JASON McENERNEY KEITH R. PAUL S. RICKY V. TONY W. ALMA A. STEPHANIE H.	CODY E. MICHAEL L. JASON McENERNEY DAVID MEDLEY KEITH R. PAUL S. RICKY V. BRANDY K. TRAVIS A.	MICHAEL L. KEITH R. (MOTOR) MICHAEL S. RICKY V. (MOTOR) TONY W. TRAVIS A.		TRAVIS A. DAVID MEDLEY MICHAEL S. TONY W. ALMA A. CANDACE R. STEPHANIE H. SAM H. SONYA U.
Considerable Need	JOSEPH J. MICHAEL S. BRANDY K.	JOSEPH J. MICHAEL S.	JOSEPH J. (MOTOR) KEITH R. (MOTOR) SAM H. (MOTOR)	KEITH R. MICHAEL S. RICKY V. TONY W. STEPHANIE H.	TRAVIS A. DAVID MADISON MICHAEL S. KEITH R. PAUL S. RICKY V. BRANDY K. MELISSA K. ALMA A.

1984-1985

CLASS MODALITY GRID

Afternoon Class (older students)

	LANGUAGE	AUDITORY	VISUAL	FINE MOTOR	CROSS MOTOR
Considerable Strength			CRYSTAL K. (MEMORY) JACKIE G.		
Moderate Strength			AMY L. (MEMORY)	NATALIA T. AMY L. LISA H. DAYNA H. JENNIFER H. JACKIE G.	
Average	JENNIFER C.	AMY L. CRYSTAL K. W. JENNIFER W.	JEFFREY S. (MEMORY) PRICILLA M. ADAM R.	JENNIFER W. (MEMORY) NATALIA T. JENNIFER S.	
	JACKIE G. GYRICHEW. JOEY R. JENNIFER W. ADAM R. DESICEE M. TIM C. CHRISTINA M. J.J.B. AMY L. JENELLE W. DAYNA H. LISA H.	JOEY R. NATALIA T. NATHAN K. DESICEE M. CHRISTINA M. WILLIAM G. DAYNA H. TIM C. JENNIFER H. J.J.B. JENNIFER C. LISA H.	JEFFREY S. CHRISTINA M. JOEY R. AMY L. (MEMORY) NATHAN K. DAYNA H. (MEMORY) WILLIAM G. JENNIFER H. J.J.B. JENNIFER C. LISA H.	CRYSTAL K. (MEMORY) KATIE C. (MEMORY)	CRYSTAL K. KATIE C.
Moderate Need	KATIE C. JENNIFER H. CRYSTAL K. JENNIFER S. NATALIA T.	ADAM R. JENELLE W. KATIE C. JACKIE G. CRYSTAL K. JENNIFER S.	J.J.B.		
	WILLIAM G. NATHAN K. JEFFREY S.		JENNIFER W. (MEMORY) JENELLE W.		WILLIAM G. NATHAN K. ADAM R. LISA H. AMY L. CHRISTINA M. DESIREE M. JENNIFER W.
Considerable Need			DAYNA H. (MEMORY)	J.J.B. NATHAN K. JENNIFER C. JENNIFER S.	J.J.B. JENNIFER C. KATIE C. JACKIE G. JENNIFER S.

PM BUCKALEY

1983-1984

CLASS MODALITY GRID

Afternoon Class (older students)

	LANGUAGE	AUDITORY	VISUAL	FINE MOTOR	GROSS MOTOR.
Considerable Strength			DINA FREEMAN MATTHEW KESSLER CHELSEA PARKER (MEMORY) DAVID CATLETT (MEMORY) ERIN DUDLEY (MEMORY)		
Moderate Strength	AMANDA MARCHAND	ALEXIS RINKER MATTHEW KESSLER CHELSEA PARKER DIANA GEGGAN LEISHA BARBUS	ALEXIS RINKER (MEMORY) CHRISTA JAMES MISTY HOLT (MEMORY) JEREMY BONIELLA DAVID MANNAN (MEMORY)	WALLY BURNHILLER CHRISTA JAMES MATTHEW KESSLER DIANA GEGGAN TARA SHEULIN DEVON HENDERSON ROBBY GARBER	WALLY BURNHILLER SEAN HASKINS AMANDA MARCHAND CHRISTA JAMES DIANA GEGGAN ERIN DUDLEY ROBBY GARBER
Average C.A.	LEISHA BARBUS ERIN DUDLEY ARON VIETOR DAVID MANNAN	WALLY BURNHILLER SEAN HASKINS ALEXIS RINKER ERIN SASSER DINA FREEMAN SCOTT CUNNINGHAM JOEY EKL MATTHEW KESSLER JENNIFER LEAVER MISTY HOLT JEREMY BONIELLA DEVON HENDERSON KIM BOOKEY	AMANDA MARCHAND ERIN SASSER TARA SHEULIN LEISHA BARBUS DEVON HENDERSON ARON VIETOR WALLY BURNHILLER DIANA GEGGAN ROBBY GARBER	SEAN HASKINS AMANDA MARCHAND ERIN SASSER DAVID CATLETT MISTY HOLT ERIN DUDLEY ALEXIS RINKER CHELSEA PARKER JEREMY BONIELLA LEISHA BARBUS KIM BOOKEY	ALEXIS RINKER MATTHEW KESSLER DAVID CATLETT TARA SHEULIN
Moderate Need	KIM BOOKEY	JOEY EKL		DINA FREEMAN JOEY EKL SCOTT CUNNINGHAM JENNIFER LEAVER ARON VIETOR DAVID MANNAN	ERIN SASSER DINA FREEMAN CHELSEA PARKER MISTY HOLT
Considerable Need			SEAN HASKINS (MEMORY) JOEY EKL (MEMORY) SCOTT CUNNINGHAM (MEMORY) JENNIFER LEAVER KIM BOOKEY (MEMORY)		JOEY EKL SCOTT CUNNINGHAM JENNIFER LEAVER JEREMY BONIELLA LEISHA BARBUS DEVON HENDERSON ARON VIETOR KIM BOOKEY DAVID MANNAN

Adjustment for young children starting school can be particularly stressful. There are the social and emotional demands of adjusting to a new environment, a new teacher and a large group of peers. In addition there are the added stresses of physical activities and intellectual tasks that result from a formal school setting.

We feel that raising the initial entry date of children entering school will result in reducing the stress and keep many children from being pushed into academic failure. Early childhood educators recognize that if academic or other pressures are too great on young children many of them will fail or at best struggle through 12 years of school with a resulting negative effect on their self-esteem.

Research indicates that chronological maturity enhances success potential and diminishes probability of children failing and dropping out of school: as a result children entering Kindergarten with birthdays before June 1st. of the appropriate year will be more successful in their initial and subsequent school years.

We therefore support legislation that would revise the school age requirement from November 1st. to June 1st. of the appropriate year.

*Position
Paper*

December 17, 1986

TO: Linda Landers
Star Rt. 192A Myrtle Drive
Eagle River, Ak 99577

Karen Miller
P.O. Box 770785
Eagle River, Alaska 99577

FROM: Marie Lastufka and Jan Vrsalovic - O'Malley Elementary School

RE: Kindergarten Entrance Date Change
Per your letter

We feel the entrance date for Kindergarten should be changed, but we do feel that June 1 is too much of a change. We would like September 1 to be the cut off. As educators, we have observed that "older" children are developmentally ahead. They consequently have more self-confidence, and are apt to be more independent in work skills--but won't there always be "older" children?

The 6-month difference from November 1 to June 1 would have too much fluctuating impact on the numbers of the Kindergarten children attending. The first year would cause low numbers of children (16 in one classroom have summer birthdays!). Teachers would have to be taken out of Kindergarten classes. The following year, there would be a large number of Kindergarten students--a reshuffle--then the third year a level-off. The two months (November 1 to September 1) would have an impact also, but it would not be so great and is more realistic and easier for the District and schools to handle.

A six months change may also cause a curriculum change in the kindergarten program--which really concerns us. Kindergarten is a growing and developing year and should be responsible to the child. It should not become a pressure and stress year where academic skills become more important than individual and social development.

We feel more parents would press for early entry of their child to a greater degree than they do now causing an impact on our testing and psychology department.

Thank you for allowing our input.

Sincerely,

Marie Lastufka & Jan Vrsalovic

Marie V. Lastufka
Jan Vrsalovic

P. O. Box 770195
Eagle River, Alaska 99577
December 12, 1986

Senator Sam Cotten
Alaska State Legislature
Pouch V (MS 3100)
Juneau, Alaska 99811

Dear Sam:

Enclosed is a letter I received in my staff mailbox today. I figured I might write you directly as this issue will eventually come to your level anyway.

I support the concept to change the school entrance age. I base my opinion on 27 years of public school teaching at the elementary/junior high levels. Specifically, my support centers on the very common and far too often problem of immaturity of many sixth graders with whom I am entrusted to prepare for the rigors of junior high school.

Many sixth graders are just not ready by the end of the year. Their ineptness has nothing to do with inherent intelligence. It is directly a matter of the pituitary gland; that little pea-sized gland in the center of our heads; the internal "clock" that "ticks" differently in each of us as to when the hormones are triggered to begin emotional and physical maturity processes and not necessarily at the same rate.

Our present educational system needs to hold back these youth just to give them time; time to develop the necessary growth that seventh grade and the junior high school programs demand.

In a nutshell, Sam, many of the kids we send on to junior high are just babies in their emotional and physical development. They have met the academic requirements (barely adequately in many cases) and therefore we sixth grade teachers have to send them on. Also, there is a great deal of parent and peer pressure for this by the time children reach 6th grade.

If, however, we could give children just a few months more delay on the front end of their entrance to the public school system, I truly feel that many more elementary students would have a significantly better chance for success at all levels and especially as they enter the "fast lane" of the secondary system.

Sincerely and cordially yours,



Bill Lyford, teacher - grade 6
Eagle River Elementary School

February 3, 1987

Dear Randy Phillips,

Thank you for your concern and support of children in our state.

As you are aware, there is a growing concern in our country regarding the stress and strain our children are subjected to at an early age. Part of this concern involves the age of children when they enter school. Alaska has one of the latest dates, November 1, which allows children not even 5 years old to begin kindergarten. Most professionals, educational and psychological, feel that this is much too early for children to be "institutionalized". They also feel that this "early entry" contributes directly to learning problems due to the children not being developmentally ready for the tasks of school.

In the Anchorage School District, a modified primary program, designed to provide a bridge between kindergarten and first grade has furnished the following statistics:

Total Enrollment	1-86	452	Boys with birthdates	Girls with birth-	
	12-86	466	after June 1	dates after June 1	
			1-86	1-86	114
			12-86	12-86	110

These figures indicate that 59% for 12-86 and 60% for 1-86 of the children in this program would not have been enrolled in school the preceding year if the entry date had been June 1. These children might not even have required this "bridge" if they had been given an extra year of development before beginning school.

The implications of these figures are two-fold. One is that children who are now "not ready" for school would not be attending school if the entry date was June 1. Two is that in this time of serious financial crisis, a program that requires special consideration, i.e., small class loads and extra busing, could easily be reduced to approximately half its current size.

Our concern, first and foremost, is the well-being and education of our children. We know from your record that this is your concern also. Please use the information here to further the positive steps that we can take for our children's futures.

Thank You,

Donna C. Nixon
Lynn B. Schutte

Dear Randy,

Here is some letters that Linda and I have received plus a research paper done by an Anchorage teacher on Early Entrants. I'm still gathering articles and info and most supports our position.

Linda and I believe that HB96 as introduced by Miller does not address or recognize the fiscal reality that mandatory kindergartens will place on local and State government. Plus we must also listen to those families who neither need nor want their young children placed in kindergarten. It limits the options parents have in holding their children out of public school for another year.

HB76 targets a population who can most benefit with out limiting options for parents who either wish to hold their children back even more and districts do provide for those who desire an opportunity for early entrance.

Thank for your
efforts! Karen

HB

77

HOUSE COMMITTEE REPORT

3/30

(7)

Date referred: 1/28/87

FURTHER REFERRALS:

Finance

DATE: _____

The Health, Education and Social Services

Committee has considered HB 77

"An Act relating to state aid for centralized correspondence study; and providing for an effective date."

RECOMMENDS:

- replace with _____ the same title
- attached amendment(s) a new title
- do pass
- do not pass
- no recommendation
- individual recommendations
- additional referral to the _____ Committee

ADOPTS: _____ letter of intent

ATTACHES NEW FISCAL NOTE(S):

- fiscal impact same as previous fiscal note published _____
- zero fiscal note same as previous zero fiscal note published _____
- zero with analysis

SIGNING DO PASS:

SIGNING OTHER RECOMMENDATIONS:

R. C. E. O'Connell

James M. Hanley

Bill Hunter

Walter J. Frank

John Kopar

James Douley no rec

John Ellis no rec

John Kopar
 Chair's signature

STATE OF ALASKA
THE LEGISLATURE

POUCH Y - STATE CAPITOL
JUNEAU, ALASKA 99811
907-465-3800

LEGISLATIVE AFFAIRS AGENCY
LEGISLATIVE REFERENCE LIBRARY

May, 1988

Copies of minutes listed below were originally included in this file. The minutes are available on the STAIRS database CMPR. In order to save space copies of minutes have not been left in the files.

Mary Van Nimwegen

H H E S S

3-25-87

8:30a.m.

**STATE OF ALASKA 1987 LEGISLATIVE SESSION
FISCAL NOTE**

REQUEST: _____

Bill Version: HB 77
Publish Date: _____

Revision Date: _____
Title: ...state aid for centralized
correspondence study...
Sponsor: Representative Larson, et.al.
Requestor: House HESS

Agency Affected: Education
BRU: K-12 Support

Components: Foundation

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS		208.7	208.7	208.7	208.7	208.7
MISCELLANEOUS						
TOTAL OPERATING		208.7	208.7	208.7	208.7	208.7

CAPITAL						
---------	--	--	--	--	--	--

REVENUE						
---------	--	--	--	--	--	--

FUNDING: (Thousands of Dollars)

GENERAL FUND		208.7	208.7	208.7	208.7	208.7
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

We estimate that the extended count period will result in an additional 91 ADM. Under HB-126 (Foundation Support), $91 \text{ ADM} \div 17 = 5.35$ instructional units $\times .65 \times \$60,000 = \$206,650$

Prepared by: Steve Hole
Division: Commissioner's Office

Phone: 465-2800
Date: March 25, 1987

Approved by Commissioner: Marshall L. Lind
Agency: Education

Date: March 25, 1987

Distribution (by preparer):

- Legislative Finance
- Legislative Sponsor
- Requestor
- Office of Management and Budget
- Impacted Agency(ies)
- Senate Secretary

H

B

8

0

HB 80 An Act relating to benefits in the Teachers'
Retirement System for part-time teachers.

FILE CONTENTS

- 1) Copy of HB 80
- 2) Position Paper, Department of Administration,
Division of Retirement & Benefits, 2/25/87 with
Zero Fiscal Note and analysis
- 3) Back-up material from Representative Taylor:

Teacher A statistics
Teacher B statistics
Teacher C statistics
- 4) Minutes, House HESS Committee, 4/8/87
- 5) Frances Harper statement
- 6) 3 notes to Rep. Taylor with figures
- 7) CS for HB 80, Cramer, 4/8/87
- 8) CS for HB 80 (identified as SS)
- 9) Analysis, DOA, 5/11/87
- 10) Zero Fiscal Note, Administration, 5/11/87
- 11) Position paper, Administration, Retirement &
Benefits, 5/11/87, with fiscal note
- 12) CS for HB 80, Cramer, 5/8/87
- 13) HESS Minutes, 5/8/87
- 14) HESS Minutes, 5/13/87

STATE OF ALASKA THE LEGISLATURE

POUCH Y - STATE CAPITOL
JUNEAU, ALASKA 99811
907.465-3800

LEGISLATIVE AFFAIRS AGENCY LEGISLATIVE REFERENCE LIBRARY

May, 1988

Copies of minutes listed below were originally included in this file. The minutes are available on the STAIRS database CMPR. In order to save space copies of minutes have not been left in the files.

Mary Van Nimwegen

HHESS	4-8-87	8:30 a.m.
" "	5-8-87	" "

STATE OF ALASKA

DEPARTMENT OF ADMINISTRATION DIVISION OF RETIREMENT & BENEFITS

PLEASE REPLY TO:

P.O. BOX CR
JUNEAU, ALASKA 99811-0203
PHONE: (907)465-4460

2600 DENALI ST. SUITE 401
ANCHORAGE, ALASKA 99503
PHONE (907) 277-7504

May 11, 1987

Public Employees' Retirement System
Teachers' Retirement System
Judicial Retirement System
Elected Public Officers Retirement System
National Guard Retirement System
Territorial Retirement System
Retirees' Voluntary Dental-Vision-Audio Plan
Supplemental Benefits System
Group Health/Life Insurance Benefits
Deferred Compensation Plan
Public Employers Social Security Contributions

STEVE COWPER, GOVERNOR

The Honorable Johnny Ellis
The Honorable Niilo Koponen
Co-Chairmen
House Health, Education and Social
Services Committee
P.O. Box V
Juneau, AK 99811

Dear Messrs. Chairmen:

Re: ~~Sponsor~~ ^{Committee} Substitute for House Bill 80 (Hess)

In accordance with AS 24.08.036, I am providing the analysis below on Sponsor Substitute for House Bill 80. The analysis includes the long-term and short-term costs to the state if the bill is adopted and the impact the bill will have on the actuarial soundness of the Teachers' Retirement System (TRS) funds.

This bill would enable members of the TRS to receive full credit for their part-time teaching for the purposes of establishing eligibility for benefits. They would continue to receive half credit for the purposes of calculating benefits. They would also be required to pay $\frac{1}{2}$ of the retiree health insurance premium if they vest for benefits under this bill. It is estimated to result in a .0195% increase in the TRS state contribution rate in FY 88. The state TRS payroll is estimated to be \$52,576,265 in FY 88 and to remain level each year thereafter. The TRS state match contribution rate would also increase by .0195% in FY 88. The TRS state match payroll for FY 88 is estimated to be \$374,226,795 and to remain level each year thereafter.

The costs of \$83.3 are calculated as follows:

The increase in the TRS contribution rate (.0195%) times the estimated FY 88 University of Alaska TRS payroll (\$46,677,450) equaling:	\$ 9.1
Plus the increase in the TRS contribution rate (.0195%) times the estimated FY 88 Department of Education TRS payroll \$5,898,815) equaling:	1.2
Plus the increase in the TRS state match contribution rate (.0195%) times the estimated FY 88 TRS state match payroll \$374,226,795) equaling:	<u>73.0</u>
Total state FY 88 costs	\$ 83.3

The Honorable Johnny Ellis
The Honorable Niilo Koponen

-2-

May 11, 1987

In addition to the state costs described above, there would be an increase in the school districts' contribution rate of .0195% which would result in costs of \$62.7 for FY 88 and each year thereafter.

Although there will not be an adverse impact on the actuarial soundness of the TRS fund if the bill becomes law, the unfunded liability will increase by \$.6 million and the funding ratio will decrease by .05%.

Sincerely,



Robert F. Stalnaker
Deputy Director

RFS/meg/1

STATE OF ALASKA 1987 LEGISLATIVE SESSION
FISCAL NOTE

Bill Version: SSHB 80
Publish Date: _____

REQUEST _____

Revision Date: _____
Title: An Act relating to benefits in the TRS for part-time teachers
Sponsor: Taylor
Requestor: _____

Agency Affected: Administration
BRU: Retirement and Benefits
Components: Retirement and Benefits

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92
OPERATING						
PERSONAL SERVICES	0	0	0	0	0	0
TRAVEL	0	0	0	0	0	0
CONTRACTUAL	0	0	0	0	0	0
SUPPLIES	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
LAND & STRUCTURES	0	0	0	0	0	0
GRANTS, CLAIMS	0	0	0	0	0	0
MISCELLANEOUS	0	0	0	0	0	0
TOTAL OPERATING	0	0	0	0	0	0
CAPITAL	0	0	0	0	0	0
REVENUE	0	0	0	0	0	0

FUNDING: (Thousands of Dollars)

GENERAL FUND	0	0	0	0	0	0
FEDERAL FUNDS	0	0	0	0	0	0
OTHER I/A & PGM RCPTS	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0

POSITIONS:

FULL-TIME	0	0	0	0	0	0
PART-TIME	0	0	0	0	0	0
TEMPORARY	0	0	0	0	0	0

ANALYSIS: Attach a separate page if necessary

An analysis of the impact of this bill on the actuarial soundness of the Teachers' Retirement System (TRS) funds is provided in the attached letter to Representatives Ellis and Koponen.

Prepared By: Robert F. Stalnaker Phone: (907) 465-4470
Division: Retirement and Benefits Date: 5/11/87
Approved by Commissioner: Garrey Peska Date: 5/11/87
Agency: Department of Administration

Distribution (by preparer):
Legislative Finance
Legislative Sponsor
Requestor
Office of Management and Budget
Impacted Agency(ies)
Senate Secretary

Position Paper

SSHB 80

This bill would allow members of the Teachers' Retirement System (TRS) who work as part-time teachers for 8 years to receive full-time credit for the purposes of determining eligibility for benefits. However, they would still only receive half credit for their part-time teaching for the purpose of calculating the amount of benefits. In addition, if they vest under the 8 year part-time service provision, they would be required to pay $\frac{1}{2}$ the premium for retiree health insurance coverage.

This bill serves to address the concerns of career part-time teachers by allowing these teachers to vest for a benefit after 8 years of part-time service. Their benefit formula would not be changed and the requirement for them to pay $\frac{1}{2}$ of the retiree health insurance premium will help to offset the potential fiscal impact of this bill.

The Department is neutral on this bill.

Robert A. Stalnesen
Director, Division of Retirement & Benefits

5/11/87
Date

Garrey Peska
Commissioner Garrey Peska
Department of Administration

5/11/87
Date

Position Paper

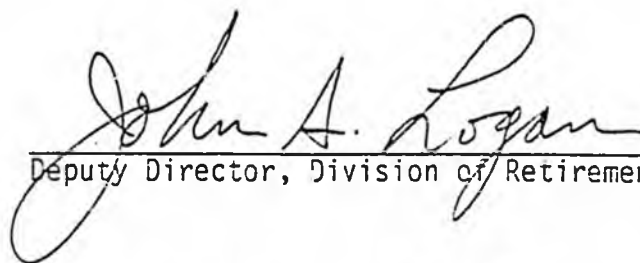
HB 80

This bill would allow members of the Teachers' Retirement System (TRS) to receive full-time credit for their part-time teaching for the purposes of determining eligibility for benefits. However, they would still only receive half credit for their part-time teaching for the purpose of calculating the amount of benefits. This means that members who teach part-time for eight years would be entitled to a benefit based on only four years service credit when they reached normal retirement age.

This creates an inequity by establishing two different classes of membership; those who dedicate their full time to the teaching profession and those who teach on a part-time basis and have the opportunity to pursue other endeavors. However, both categories would be able to vest in the TRS over the same period of time, eight years.

The vesting requirement in the TRS should be based on service credit earned and should be the same for all members.

The Department is opposed to this bill.


Deputy Director, Division of Retirement & Benefits

2-25-87
Date


Commissioner Garrey Peska
Department of Administration

2/27/87
Date

STATE OF ALASKA 1987 LEGISLATIVE SESSION
FISCAL NOTE

Bill Version: HB 80
Publish Date: _____

REQUEST _____

Revision Date: HB 80
Title: An Act relating to benefits in the TRS for part-time teachers
Sponsor: Fischer
Requestor: _____

Agency Affected: Administration
BRU: Retirement and Benefits
Components: Retirement and Benefits

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92
OPERATING						
PERSONAL SERVICES	0	0	0	0	0	0
TRAVEL	0	0	0	0	0	0
CONTRACTUAL	0	0	0	0	0	0
SUPPLIES	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
LAND & STRUCTURES	0	0	0	0	0	0
GRANTS, CLAIMS	0	0	0	0	0	0
MISCELLANEOUS	0	0	0	0	0	0
TOTAL OPERATING	0	0	0	0	0	0
CAPITAL	0	0	0	0	0	0
REVENUE	0	0	0	0	0	0

FUNDING: (Thousands of Dollars)

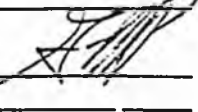
GENERAL FUND	0	0	0	0	0	0
FEDERAL FUNDS	0	0	0	0	0	0
OTHER I/A & PGM RCPTS	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0

POSITIONS:

FULL-TIME	0	0	0	0	0	0
PART-TIME	0	0	0	0	0	0
TEMPORARY	0	0	0	0	0	0

ANALYSIS: Attach a separate page if necessary

An analysis of the impact of this bill on the actuarial soundness of the Teachers' Retirement System (TRS) funds is provided in the attached letter to Representatives Ellis and Koponen.

Prepared By: John A. Logan  Phone: (907) 465-4470
Division: Retirement and Benefits Date: February 17, 1987
Approved by Commissioner: Garrey Peska  Date: 2/27/87
Agency: Department of Administration

Distribution (by preparer):
Legislative Finance
Legislative Sponsor
Requestor
Office of Management and Budget
Impacted Agency(ies)
Senate Secretary

Public Employees Retirement System
 Teachers Retirement System
 Judicial Retirement System
 Elected Public Officers Retirement System
 National Guard Retirement System
 Territorial Retirement System
 Retirees Voluntary Dental-Vision Audit Plan
 Supplemental Benefits System
 Group Health Life Insurance Benefits
 Deferred Compensation Plan
 Public Employers Social Security Contributions

DEPARTMENT OF ADMINISTRATION

DIVISION OF RETIREMENT & BENEFITS

PLEASE REPLY TO:

X P.O. BOX CR
 JUNEAU, ALASKA 99811-0203
 PHONE: (907) 665-4460

2600 DENALI ST. SUITE 401
 ANCHORAGE, ALASKA 99503
 PHONE (907) 277-7504

STEVE COWPER, GOVERNOR

February 24, 1987

The Honorable Johnny Ellis
 The Honorable Niilo Koponen
 Co-Chairmen
 House Health, Education and Social
 Services Committee
 P.O. Box V
 Juneau, AK 99811

Dear Messrs. Chairmen:

Re: House Bill 80

In accordance with AS 24.08.036, I am providing the analysis below on House Bill 80. The analysis includes the long-term and short-term costs to the state if the bill is adopted and the impact the bill will have on the actuarial soundness of the Teachers' Retirement System (TRS) funds.

This bill would enable members of the TRS to receive full credit for their part-time teaching for the purposes of establishing eligibility for benefits. They would continue to receive half credit for the purposes of calculating benefits. It is estimated to result in a .07% increase in the TRS state contribution rate in FY 88. The state TRS payroll is estimated to be \$48,498,325 in FY 88 and to remain level each year thereafter. The TRS state match contribution rate would also increase by .07% in FY 88. The TRS state match payroll for FY 88 is estimated to be \$345,200,891 and to remain level each year thereafter.

The costs of \$275.5 are calculated as follows:

The increase in the TRS contribution rate (.07%) times the estimated FY 88 University of Alaska TRS payroll (\$43,057,037) equaling:	\$ 30.1
--	---------

Plus the increase in the TRS contribution rate (.07%) times the estimated FY 88 Department of Education TRS payroll (\$5,441,288) equaling:	3.8
---	-----

Plus the increase in the TRS state match contribution rate (.07%) times the estimated FY 88 TRS state match payroll (\$345,200,891) equaling:	<u>241.6</u>
---	--------------

Total state FY 88 costs	\$275.5
-------------------------	---------

The Honorable Johnny Ellis
The Honorable Niilo Koponen

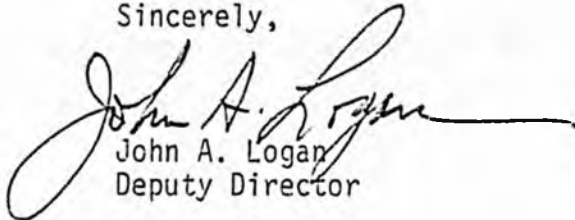
-2-

February 24, 1987

In addition to the state costs described above, there would be an increase in the school districts' contribution rate of .07% which would result in costs of \$207.7 for FY 88 and each year thereafter.

Although there will not be an adverse impact on the actuarial soundness of the TRS fund if the bill becomes law, the unfunded liability will increase by \$2.7 million and the funding ratio will decrease by .2%.

Sincerely,



John A. Logan
Deputy Director

JAL/cam/1

These figures are based on actual salary figures and the actual percentage of contribution which each member makes and the actual percentages which the state and local districts have contributed. They are rounded off to the nearest cent to simplify the figures just a little. Teacher A is a teacher who has taught in the Ketchikan system for twenty years, retires at age 55 and dies at age 76, which is an average lifespan. Teacher B is a teacher who taught outside the state for five years prior to coming to Alaska. This teacher finishes off her years as a part-time teacher, retiring after eight years of part-time service in the state of Alaska at age 55. She also lives to age 76. Teacher C is the full-time counterpart of teacher B who retires after teaching 8 fulltime years in the state of Alaska.

All the teachers make normal advancement on the salary scale and move horizontally as well as vertically at appropriate times. Economic factors are presumed to be constant, for if economic factors affect one salary, they will affect the other two salaries in the same manner. The average percentage of interest was figured as an average of 7%, even though that rate fluctuates daily. When Teacher A started teaching, the interest rate was probably 3-4%, while now with stock market gains they may be as high as 20-30%. Still, what affects one fund will affect the others in the same way. Cost of living also fluctuates, so 2% annually may be low for most recent years, affecting Teacher B and C the most directly.

Please notice the final figures on each teacher. Teacher A and Teacher B both run out of money in their accounts in 1994-95. Teacher C runs out of money in 1993.

As long as there is any money in the account, the 7% interest accrues. When the fund is depleted, that is no longer added.

Teacher A - page 1

<u>Year</u>	<u>Salary</u>	<u>Teacher Contribution</u>	<u>District and State Contributions</u>
1965-66	\$5500	\$275. (5%)	\$275. (5%) 2.5% each
1966-67	\$7040	\$352.	\$352.
1967-68	\$7580	\$379.	\$379.
1968-69	\$9440	\$472.	\$472.
1969-70	\$10,000	\$500.	\$500.
1970-71	\$12,500	\$875. (7%)	\$1135. (4.54% each)
1971-72	\$13,000	\$910.	\$1276.60 (4.91% each)
1972-73	\$13,500	\$945.	\$1325.70
1973-74	\$15,240	\$1066.80	\$1709.93 (5.61% each)
1974-75	\$16,360	\$1145.20	\$1835.59
1975-76	\$19,600	\$1372.	\$2673.44 (6.82% each)
1976-77	\$20,982	\$1468.74	\$2975.25 (7.09% each)
1977-78	\$21,983	\$1538.81	\$2945.72 (6.7% each)
1978-79	\$24,589	\$1721.23	\$3471.97 (7.06% each)
1979-80	\$26,805	\$1876.35	\$3993.945 (7.45% each)
1980-81	\$29,427	\$2059.84	\$4631.81 (7.87% each)
1981-82	\$34,225	\$2395.75	\$5763.49 (8.45% each)
1982-83	\$37,477	\$2623.39	\$6333.61 (8.71% each)
1983-84	\$38,103	\$2667.42	\$6638.07
1984-85	\$43,523	\$3046.61	\$7816.73 (8.98% each)
1985-86	\$45,116	\$3158.12	\$7940.42

At this point Teacher A retires under the retirement incentive plan.

<u>Year</u>	<u>Total Contributions</u>	<u>Interest (7%)</u>	<u>Total in Account</u>
1965-66	\$550.	\$38.50	\$588.50
1966-67	\$704.	\$90.48	\$1382.98
1967-68	\$758.	\$149.87	\$2290.85
1968-69	\$944.	\$226.44	\$3461.29
1969-70	\$1,000.	\$312.29	\$4773.58
1970-71	\$2010.	\$474.85	\$7258.43
1971-72	\$2186.60	\$661.15	\$10,106.18
1972-73	\$2270.70	\$886.38	\$13,243.26
1973-74	\$2776.73	\$1121.40	\$17,141.39
1974-75	\$2980.79	\$1408.55	\$21,530.73
1975-76	\$4045.44	\$1790.33	\$27,366.50
1976-77	\$4443.99	\$2226.73	\$34,037.22
1977-78	\$4484.53	\$2696.52	\$41,218.27
1978-79	\$5193.20	\$3248.80	\$49,660.27
1979-80	\$5870.30	\$3887.14	\$59,417.71
1980-81	\$6691.65	\$4627.66	\$70,737.01
1981-82	\$8159.24	\$5522.74	\$84,418.99
1982-83	\$8957.00	\$6536.31	\$99,912.31
1983-84	\$9305.49	\$7645.25	\$116,863.04
1984-85	\$10,863.34	\$8940.85	\$136,667.22
1985-86	\$11,098.54	\$10,343.60	\$158109.36

At this time, teacher A retires.

RETIREMENT YEARS

Salary is based on 21 years experience x .02 x average highest salary of \$42,248.33 and an annual cost of living increase of 2%. It is also assumed that costs of health and medical insurance will increase 1% annually.

<u>Year</u>	<u>Insurance</u>	<u>Salary</u>	<u>Total Benefits</u>	<u>Account before interest</u>	<u>Interest (7%)</u>
1986-87	\$2340	\$17,744.30	\$20,084.30	\$138,025.06	\$9661.75
1987-88	\$2448.54	\$18,099.19	\$20,547.73	\$127,139.08	\$8899.74
1988-89	\$2473.03	\$18,461.17	\$20,934.20	\$106,204.88	\$7434.34
1989-90	\$2497.76	\$18,830.39	\$21,328.15	\$92,311.07	\$6461.77
1990-91	\$2522.74	\$19,206.99	\$21,729.74	\$77,043.10	\$5393.02
1991-92	\$2547.97	\$19,591.13	\$22,139.10	\$60,297.02	\$4220.79
1992-93	\$2573.45	\$19982.95	\$22,556.40	\$41,961.41	\$2937.30
1993-94	\$2599.18	\$20,382.81	\$22,981.79	\$21,916.92	\$1534.18
1994-95	\$2625.17	\$20,790.89	\$23,415.84	\$ 35.26	\$2.46
1995-96	\$2651.42	\$21,206.71	\$23,858.73	-\$23,821.01	
1996-97	\$2677.93	\$21,630.89	\$24,308.77	-\$48129.08	
1997-98	\$2704.71	\$22,063.81	\$24,768.87	-\$72,897.90	
1998-99	\$2731.75	\$22,505.89	\$25,236.89	-\$98,134.89	
1999-00	\$2759.08	\$22,956.81	\$25715.09	-\$123,848.87	

At this time, teacher dies.

<u>Year</u>	<u>Amount in Account after interest is added</u>
1986-87	\$147,686.81
1987-88	\$136,038.82
1988-89	\$113,639.22
1989-90	\$98,772.84
1990-91	\$82,436.12
1991-92	\$64,517.81
1992-93	\$44,898.71
1993-94	\$23,451.10
1994-95	\$37.72

Teacher B (halftime)

Teacher B comes to the state of Alaska with five years of teaching experience from another state.

<u>Year</u>	<u>Salary</u>	<u>Teacher Contribution</u>	<u>District and State Contributions</u>
1978-79	\$10,387	\$727.09	\$1466.65 (7.06% each)
1979-80	\$11,738.50	\$821.70	\$1749.04 (7.45% each)
1980-81	\$13,800.	\$966.04	\$2172.12 (7.87% each)
1981-82	\$15,612.50	\$1092.88	\$2638.51 (8.45% each)
1982-83	\$17,643.50	\$1235.05	\$3073.50 (8.71% each)
1983-84	\$17940	\$1255.80	\$3125.15
1984-85	\$18,839	\$1318.73	\$3383.48 (8.98% each)
1985-86	\$18839	\$1318.73	\$3383.48

Teacher B

-2-

<u>Year</u>	<u>Total Contributions</u>	<u>Interest (7%)</u>	<u>Total in Account</u>
1978-79	\$2193.74	\$153.56	\$2347.30
1979-80	\$2570.74	\$344.26	\$5262.30
1980-81	\$3138.16	\$588.03	\$8988.49
1981-82	\$3731.39	\$890.39	\$13,610.27
1982-83	\$4308.55	\$1254.32	\$19,173.14
1983- 84	\$4380.95	\$1648.79	\$25,202.88
1984-85	\$4702.21	\$2093.36	\$31,998.45
1985-86	\$4702.21	\$2569.05	\$39,269.71

Teacher B retires as a halftime teacher

RETIREMENT YEARS

Salary is based on 9 years teaching experience (5 years transferred in and 8 half-years which count as 4 years x .02 x salary of \$18,539.33. Insurance costs will rise 1% annually, and cost of living will increase 2% annually.

<u>Year</u>	<u>Insurance</u>	<u>Salary</u>	<u>Total Benefits</u>	<u>Account before interest</u>	<u>Interest (7%)</u>
1986-87	\$2340	\$3337.08	\$5677.07	\$33,592.64	\$2351.48
1987-88	\$2448.54	\$3403.82	\$5852.36	\$30,091.76	\$2106.42
1988-89	\$2473.03	\$3471.90	\$5944.93	\$26,253.25	\$1837.73
1989-90	\$2497.76	\$3541.34	\$6039.10	\$22,051.88	\$1543.63
1990-91	\$2522.74	\$3612.16	\$6134.91	\$21,956.07	\$1536.92
1991-92	\$2547.97	\$3684.40	\$6232.37	\$17260.62	\$1208.24
1992-93	\$ 2573.45	\$3758.09	\$6331.54	\$12,137.32	\$849.61
1993-94	\$2599.18	\$3833.25	\$6432.43	\$6554.50	\$458.82
1994-95	\$2625.17	\$3909.92	\$6535.09	\$478.23	\$33.48
1995-96	\$2651.42	\$3988.12	\$6639.53	-\$6127.82	
1996-97	\$2677.93	\$4067.88	\$6745.81	-\$12,873.63	
1997-98	\$2704.71	\$4149.24	\$6853.94	-\$19,727.58	
1998-99	\$2731.75	\$4232.22	\$6963.97	-\$26,691.55	
1999-00	\$2759.08	\$4316.86	\$7075.94	-\$33,767.49	

At this time, teacher B. dies.

Teacher B

<u>Year</u>	<u>Total in Account</u>
1986-87	\$35,944.12
1987-88	\$32,198.18
1988-89	\$28,090.98
1989-90	\$23,595.51
1990-91	\$23,492.99
1991-92	\$18,468.86
1992-93	\$12,986.93
1993-94	\$7013.32
1994-95	\$511.71

Teacher C

Teacher C is the full-time counterpart of Teacher B.

<u>Year</u>	<u>Salary</u>	<u>Teacher Contribution</u>	<u>District and State Contributions</u>	
1978-79	\$20,774.	\$1454.18	\$2933.30	(7.06% each)
1979-80	\$23,477.	\$1643.40	\$3498.08	(7.45% each)
1980-81	\$27,600.	\$1932.08	\$4344.24	(7.87% each)
1981-82	\$31,225.	\$2185.76	\$5277.02	(8.45% each)
1982-83	\$35,287.	\$2470.10	\$6147.	(8.71% each)
1983-84	\$35,880.	\$2511.60	\$6250.30	.
1984-85	\$37,678.	\$2637.46	\$6766.96	(8.98% each)
1985-86	\$37,678.	\$2637.46	\$6766.96	

<u>Year</u>	<u>Total Contributions</u>	<u>Interest</u>	<u>Total in Account</u>
1978-79	\$4387.48	\$307.12	\$4694.60
1979-80	\$5141.48	\$688.53	\$10,524.61
1980-81	\$6276.32	\$1176.07	\$17,976.99
1981-82	\$7462.78	\$1780.78	\$27,220.55
1982-83	\$8617.10	\$2508.64	\$38,346.29
1983-84	\$8761.90	\$3297.57	\$50,405.76
1984-85	\$9404.42	\$4186.71	\$63,996.89
1985-86	\$9404.42	\$5138.09	\$78,539.40

At this point, teacher C retires.

Teacher C—Page 3

Salary is based on 14 years experience x .02 x salary of \$37,078.66. Insurance costs will rise 1% annually, and cost of living will increase 2% annually.

<u>Year</u>	<u>Insurance</u>	<u>Salary</u>	<u>Total Benefits</u>	<u>Account before Interest</u>	<u>Interest (7%)</u>
1986-87	\$2340.	\$10,382.02	\$12,722.02	\$65,817.38	\$4607.22
1987-88	\$2448.54	\$10,589.66	\$13,038.20	\$57,386.40	\$4017.05
1988-89	\$2473.03	\$10,801.45	\$13,274.48	\$48,128.97	\$3369.03
1989-90	\$2497.76	\$11,017.48	\$13,515.34	\$37,982.66	\$2658.79
1990-91	\$2522.74	\$11,237.83	\$13,760.57	\$26,880.88	\$1881.66
1991-92	\$2547.97	\$11,462.59	\$14,010.56	\$14,751.98	\$1032.64
1992-93	\$2573.45	\$11,691.84	\$14,265.29	\$1519.33	\$106.35
1993-94	\$2599.18	\$11,925.68	\$14,524.86	-\$12,899.18	
1994-95	\$2625.17	\$12,164.19	\$14,789.36	-\$27,688.54	
1995-96	\$2651.42	\$12,407.47	\$15,058.89	-\$42,747.43	
1996-97	\$2677.93	\$12,655.61	\$15,333.55	-\$58,080.98	
1997-98	\$2704.71	\$12,908.72	\$15,613.43	-\$73,694.41	
1998-99	\$2731.75	\$13,166.89	\$15,898.64	-\$89,593.05	
1999-00	\$2759.08	\$13,430.23	\$16,189.31	-\$105,782.35	

At this time teacher C dies.

Teacher C—Page 4

<u>Year</u>	<u>Total in Account</u>
1986-87	\$70,424.60
1987-88	\$61,403.45
1988-89	\$51,498.00
1989-90	\$40,641.45
1990-91	\$28,762.54
1991-92	\$15,784.62
1992-93	\$1,625.68

Robin,

Look these figures over before the Wednesday hearing if possible. It should be helpful in answering the T. R. S. allegations that it is going to be expensive to retire the half-time teacher. As you can see, it will cost the state \$34,000. to retire the 8-year half-time teacher as compared to \$105,782. for the 8-year full-time teacher who retires. \$34,000 is cheaper than welfare for the lifetime retirement of anyone. Pages 1 + 2 go together as do pages 3 + 4 in each case.

It would appear that what is needed is to raise the cost per individual teacher to 8% or 7½ percent, since there has been no increase since 1970, rather than discriminate against the half-time teacher.

Give it your best shot. I'll be with you on the audioconference.



Carolyn

By the way, the state has been paying more all along to the account of the 8-year full-time teacher than to the 8-year half-time teacher because it is based on a percentage of income.

Thanks for your help.

Issue: - Some districts are trying to hire teachers
on $\frac{1}{2}$ time basis - rather than full-time
- overall cost savings is the purpose

- Some of these teachers would prefer full-time

Problem: as $\frac{1}{2}$ time, these are not eligible for
retirement benefits until after 40 yrs
- see 14.25.110 (a)

Need: to make them eligible after 20 yrs of $\frac{1}{2}$ time^{at least}
(not part-time)

Question: How to do it

a) Change 14.25.110 (a)

or

b) Change 14.25.220 (20)

or

c.) other

or some combination

on 3/5 I called Stuhlman (Dir. of Ret) - he opposed, I
asked for help anyway - No response yet.

February 8, 1985

Dear Representative Taylor,

I urge you to support legislation equalizing the treatment of half-time teachers in the state retirement system. At present it takes a half-time teacher twice as many years to become vested (16 vs. 8 years) and twice as many years to retire (40 years vs. 20 years) as full time teachers. There should be no time difference. Rather the benefits simply should be half the benefits of a full time teacher, which they are.

Please give your support to rectify this unfair policy.

Thank you.

Sincerely,

Joan Hiatt

Joan Hiatt

Route 1 Box 194

Ketchikan, AK 99901

STATE OF ALASKA 1987 LEGISLATIVE SESSION
FISCAL NOTE

Bill Version: SSHB 80
Publish Date: _____

REQUEST _____

Revision Date: _____
Title: An Act relating to benefits in the TRS for part-time teachers
Sponsor: Taylor
Requestor: _____

Agency Affected: Administration
BRU: Retirement and Benefits
Components: Retirement and Benefits

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92
OPERATING						
PERSONAL SERVICES	0	0	0	0	0	0
TRAVEL	0	0	0	0	0	0
CONTRACTUAL	0	0	0	0	0	0
SUPPLIES	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
LAND & STRUCTURES	0	0	0	0	0	0
GRANTS, CLAIMS	0	0	0	0	0	0
MISCELLANEOUS	0	0	0	0	0	0
TOTAL OPERATING	0	0	0	0	0	0
CAPITAL	0	0	0	0	0	0
REVENUE	0	0	0	0	0	0

FUNDING: (Thousands of Dollars)

GENERAL FUND	0	0	0	0	0	0
FEDERAL FUNDS	0	0	0	0	0	0
OTHER I/A & PGM RCPTS	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0

POSITIONS:

FULL-TIME	0	0	0	0	0	0
PART-TIME	0	0	0	0	0	0
TEMPORARY	0	0	0	0	0	0

ANALYSIS: Attach a separate page if necessary

An analysis of the impact of this bill on the actuarial soundness of the Teachers' Retirement System (TRS) funds is provided in the attached letter to Representatives Ellis and Koponen.

Prepared By: Robert F. Stalnaker Phone: (907) 465-4470
 Division: Retirement and Benefits Date: 5/11/87
 Approved by Commissioner: Garrey Peska Date: 5/11/87
 Agency: Department of Administration

- Distribution (by preparer):
 Legislative Finance
 Legislative Sponsor
 Requestor
 Office of Management and Budget
 Impacted Agency(ies)
 Senate Secretary

5-0362B
Cramer
4/8/87

Original sponsors: Taylor, Sund
and Zawacki

1 IN THE HOUSE

2 CS FOR HOUSE BILL NO. 80 ()

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FIFTEENTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to benefits in the Teachers' Retirement
7 System for part-time teachers."

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

9 * Section 1. AS 14.25.220(40) is amended to read:

10 (40) "year of service" means service, except for military
11 and territorial service, during the dates set for a school year;
12 partial-year service credit is given for membership and BIA service as
13 follows:

- 14 (A) before July 1, 1969, during any school year,
 - 15 (i) less than 20 days, no credit;
 - 16 (ii) 20 days or more but less than 35 days, 0.2
17 years;
 - 18 (iii) 35 days or more but less than 49 days, 0.3
19 years;
 - 20 (iv) 49 days or more but less than 63 days, 0.4
21 years;
 - 22 (v) 63 days or more but less than 77 days, 0.5
23 years;
 - 24 (vi) 77 days or more but less than 91 days, 0.6
25 years;
 - 26 (vii) 91 days or more but less than 105 days, 0.7
27 years;
 - 28 (viii) 105 days or more but less than 119 days, 0.8
29 years;

1 (ix) 119 days or more but less than 133 days, 0.9
2 years;

3 (x) 133 days or more, 1.0 years;

4 (B) on or after July 1, 1969, during any school year,

5 (i) less than nine days, no credit;

6 (ii) nine days or more but less than 27 days, 0.1
7 years;

8 (iii) 27 days or more but less than 45 days, 0.2

9 years;

10 (iv) 45 days or more but less than 63 days, 0.3

11 years;

12 (v) 63 days or more but less than 81 days, 0.4

13 years;

14 (vi) 81 days or more but less than 100 days, 0.5

15 years;

16 (vii) 100 days or more but less than 118 days, 0.6

17 years;

18 (viii) 118 days or more but less than 136 days, 0.7

19 years;

20 (ix) 136 days or more but less than 154 days, 0.8

21 years;

22 (x) 154 days or more but less than 172 days, 0.9

23 years;

24 (xi) 172 days or more, 1.0 years;

25 (C) for purposes of computing membership service for
26 eligibility for benefits a teacher who works at least one-half
27 the number of hours required of a full-time teacher during a
28 school year shall be credited with one year of service; for all
29 other purposes, service performed on a part-time basis shall

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29

[WILL] be credited with one-half credit for each day of service;
* Sec. 2. AS 14.25.110(a)(7) is repealed.

1 IN THE HOUSE

BY TAYLOR, SUND,
ZAWACKI AND KOPONEN

2 *Comm.*
SPONSOR SUBSTITUTE FOR HOUSE BILL NO. 80

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FIFTEENTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to benefits in the Teachers' Retirement
7 System for part-time teachers."

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

9 * Section 1. AS 14.25.110(a) is amended to read:

10 (a) Subject to AS 14.25.167, a member is eligible for a normal
11 retirement benefit if the member

12 (1) was first hired before July 1, 1975, has attained the
13 age of 55 years, and has at least 15 years of credited service, the
14 last five of which have been membership service;

15 (2) has attained the age of 55 years and has at least eight
16 years of membership service;

17 (3) has attained the age of 55 years, has at least five
18 years of membership service, and has at least three years of Alaska
19 BIA service;

20 (4) has at least 25 years of credited service, the last
21 five of which have been membership service;

22 (5) has at least 20 years of membership service;

23 (6) has at least 20 years of combined membership service
24 and Alaska BIA service, the last five of which have been membership
25 service; [OR]

26 (7) has at least one-half year of membership service as a
27 part-time teacher for each of 20 school years; or

28 (8) has attained the age of 55 years and has at least
29 one-half year of membership service as a part-time teacher for each of

1 eight school years.

2 * Sec. 2. AS 14.25.110(b) is amended to read:

3 (b) Subject to AS 14.25.167, a member is eligible for an early
4 retirement benefit upon completing any one of the service requirements
5 in (a)(1), (2), [OR] (3), or (8) of this section and attaining the age
6 of 50 years.

7 * Sec. 3. AS 14.25.168(a) is amended to read:

8 (a) Except as provided in (c) and (c) of this section, the
9 following persons are entitled to major medical insurance coverage:

10 (1) a person receiving a monthly benefit from the system;

11 (2) the spouse of a person receiving a monthly benefit from
12 the system;

13 (3) a natural or adopted child of a person receiving a
14 monthly benefit, if the child is a dependant child as defined in
15 AS 14.25.220(12).

16 * Sec. 4. AS 14.25.168(b) is amended to read:

17 (b) Except as provided in (c) and (d) of this section, major
18 medical insurance coverage takes effect on the same date as retirement
19 benefits begin and stops when the retired person or survivor is no
20 longer eligible to receive a monthly benefit. The coverage for per-
21 sons over age 65 is the same as that available for persons under age
22 65. The benefits payable to those persons age 65 or older supplement
23 any benefits provided under the federal old age, survivors and dis-
24 ability insurance program.

25 * Sec. 5. AS 14.25.168 is amended by adding a new subsection to read:

26 (d) Eligibility to receive a monthly benefit from the system for
27 a member who becomes vested under AS 14.25.220(39)(D) does not entitle
28 the member or the member's spouse, child, or other dependant to insur-
29 ance coverage under (a) of this section. However, a person who is

1 receiving a monthly benefit from the system based on vesting under
2 AS 14.25.220(39)(D) is entitled to receive major medical insurance
3 coverage if the person

4 (1) elects the coverage within 60 days after the system
5 mails by first class mail, or otherwise delivers, the first monthly
6 benefit to the person; and

7 (2) pays an amount equal to one-half of the full monthly
8 premium for retiree major medical insurance coverage.

9 * Sec. 6. AS 14.25.220(39) is amended to read:

10 (39) "vested member" or "vested teacher" means an active
11 member who has completed [EITHER]

12 (A) 15 years of service, the last five of which have
13 been membership service, for a member first hired before July 1,
14 1975; [OR]

15 (B) eight years of membership service; [OR]

16 (C) five years of membership and three years of BIA
17 service; or

18 (D) one-half year of membership service as a part-time
19 teacher for each of eight school years;

5-0362X
Cramer
5/8/87

Original sponsors: Taylor, Sund, Zawacki
and Koponen

1 IN THE HOUSE

BY THE HEALTH, EDUCATION AND
SOCIAL SERVICES COMMITTEE

2 CS FOR HOUSE BILL NO. 80 (HESS)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FIFTEENTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to benefits in the Teachers' Retirement
7 System for part-time teachers."

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

9 * Section 1. AS 14.25.110(a) is amended to read:

10 (a) Subject to AS 14.25.167, a member is eligible for a normal
11 retirement benefit if the member

2 (1) was first hired before July 1, 1975, has attained the
age of 55 years, and has at least 15 years of credited service, the
last five of which have been membership service;

(2) has attained the age of 55 years and has at least eight
years of membership service;

(3) has attained the age of 55 years, has at least five
years of membership service, and has at least three years of Alaska
BIA service;

(4) has at least 25 years of credited service, the last
five of which have been membership service;

(5) has at least 20 years of membership service;

(6) has at least 20 years of combined membership service
and Alaska BIA service, the last five of which have been membership
service; [OR]

(7) has at least one-half year of membership service as a
part-time teacher for each of 20 school years; or

(8) has attained the age of 55 years and has at least
half year of membership service as a part-time teacher for each of

1 eight school years.

2 * Sec. 2. AS 14.25.110(b) is amended to read:

3 (b) Subject to AS 14.25.167, a member is eligible for an early
4 retirement benefit upon completing any one of the service requirements
5 in (a)(1), (2), [OR] (3), or (8) of this section and attaining the age
6 of 50 years.

7 * Sec. 3. AS 14.25.168(a) is amended to read:

8 (a) Except as provided in (c) and (d) of this section, the
9 following persons are entitled to major medical insurance coverage:

10 (1) a person receiving a monthly benefit from the system;

11 (2) the spouse of a person receiving a monthly benefit from
12 the system;

1 (3) a natural or adopted child of a person receiving a
monthly benefit, if the child is a dependent child as defined in
AS 14.25.220(12).

* Sec. 4. AS 14.25.168(b) is amended to read:

(b) Except as provided in (c) and (d) of this section, major
medical insurance coverage takes effect on the same date as retirement
benefits begin and stops when the retired person or survivor is no
longer eligible to receive a monthly benefit. The coverage for per-
sons over age 65 is the same as that available for persons under age
65. The benefits payable to those persons age 65 or older supplement
any benefits provided under the federal old age, survivors and dis-
ability insurance program.

Sec. 5. AS 14.25.168 is amended by adding a new subsection to read:

(d) Eligibility to receive a monthly benefit from the system for
member who becomes vested under AS 14.25.220(39)(D) does not entitle
member or the member's spouse, child, or other dependent to insur-
coverage under (a) of this section. However, a person who is

1 receiving a monthly benefit from the system based on vesting under
 2 AS 14.25.220(39)(D) is entitled to receive major medical insurance
 3 coverage if the person

4 (1) elects the coverage within 60 days after the system
 5 mails by first class mail, or otherwise delivers, the first monthly
 6 benefit to the person; and

7 (2) pays an amount equal to one-half of the full monthly
 8 premium for retiree major medical insurance coverage.

9 * Sec. 6. AS 14.25.220(39) is amended to read:

10 (39) "vested member" or "vested teacher" means an active
 11 member who has completed [EITHER]

12 (A) 15 years of service, the last five of which have
 3 been membership service, for a member first hired before July 1,
 1975; [OR]

(B) eight years of membership service; [OR]

(C) five years of membership and three years of BIA
 service; or

(D) one-half year of membership service as a part-time
 teacher for each of eight school years;

HB

91

HB 91 An Act relating to the chronically mentally ill.

File Contents

- 1) Copy of HB 91
- 2) CS for HB 91 (HESS), Hein 4/11/87 draft
- 3) Fiscal Note for CSHB 91 (HESS) (10 pages)
- 4) Table 7 of Comprehensive Mental Health Plan
- 5) Table 8 of Comprehensive Mental Health Plan
- 6) Minutes of HESS Committee, 4/1/87
- 7) Minutes of HESS Committee, 4/14/87

STATE OF ALASKA

DEPARTMENT OF NATURAL RESOURCES

OFFICE OF THE COMMISSIONER

STEVE COWPER, GOVERNOR

400 WILLOUGHBY AVE.
JUNEAU, ALASKA 99801-1796
PHONE: (907) 465-2400

APR 27 1987

April 24, 1987

*Bill
file*

The Honorable Jan Faiks
President of the Senate

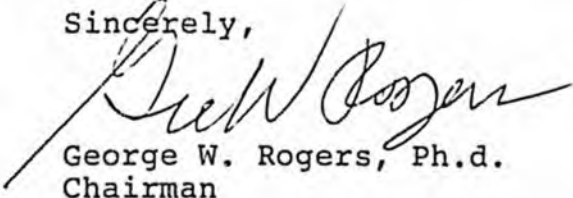
The Honorable Ben Grussendorf
Speaker of the House

Alaska State Legislature
P.O. Box V
Juneau, AK 99801

Dear Senator Faiks and Representative Grussendorf:

At its meeting of April 22, 1987, the Interim Mental Health Trust Commission unanimously went on record supporting CS for HB 91 and SB 97, "An Act relating to the mentally ill." The Commission urges passage of this legislation as critically important to the development and implementation of programs and planning for the mentally ill and providing standards for community mental health services.

Sincerely,


George W. Rogers, Ph.d.
Chairman
Interim Mental Health Trust Commission

cc: Senate Members
House Members

TABLE 7

OPERATING ESTIMATES FOR COMMUNITY SERVICES
FOR ADULTS*

Service	Individuals In Need	Individuals Served	Units of Service Per Individual	Occupancy	No. of Beds	Unit Cost	Annual Cost
Case Management	5,500	2,750	52 hrs.	na ^{**}	na	\$ 18.00	\$ 2,574,000
Outreach	1,000	500	7 hrs.	na	na	15.00	52,500
Medication Management	3,960	1,980	12 hrs.	na	na	60.00	1,425,600
Structure and Support	5,500	2,750	204 hrs.	na	na	11.25	6,311,250
Vocational Training	3,960	990	960 hrs.	na	na	7.50	7,128,000
Board and Care	352	176	255 days	80%	154	22.00	1,236,620
Halfway House	436	218	365 days	80%	273	70.00	6,975,150
Foster Care	104	52	182.5 days	80%	33	22.00	264,990
Supervised Apartments	997	499	224 days	80%	383	30.00	4,193,850
Outpatient Services	65,327	13,065	8 hrs.	na	na	50.00	5,226,000
Prevention and Education (5% of Total)							<u>11,769,400</u>
TOTAL FOR ADULTS							337,157,360

OPERATING ESTIMATES FOR COMMUNITY SERVICES
FOR CHILDREN AND ADOLESCENTS

Service	Individuals In Need	Individuals Served	Units Of Service Per Individual	Occupancy	No. Of Beds	Unit Cost	Annual Cost
Group Homes	234	70	365 days	100%	70	\$150.00	\$ 3,832,500
Specialized Foster Homes	625	188	365 days	100%	188	65.00	4,460,300
Home Based Services	4,330	1299	80 days	100%	na	40.00	4,156,800
Day Treatment	1,290	387	250 days	na	na	50.00	4,837,500
Respite Care	1,310	393	52 days	100%	56	65.00	1,328,340
Outpatient Services	10,960	3,288	10 hrs.	na	na	50.00	1,644,000
Case Management	2,660	798	26 hrs.	na	na	18.00	373,464
Supervised Apartments	55	17	365 days	100%	17	18.00	496,400
Prevention and Education (5% of Total)							<u>1,056,465</u>
TOTAL FOR CHILDREN AND ADOLESCENTS							322,185,769

OPERATING ESTIMATES FOR INPATIENT
AND CRISIS SERVICES

Service	Individuals In Need	Individuals Served	Units Of Service Per Individual	Occupancy	No. Of Beds	Unit Cost	Annual Cost
Inpatient Care	634	634	30 days	80%	65	\$350.00	\$8,303,750
Crisis Beds	374	374	10 days	100%	20	120.00	876,000
Crisis Lines	10,000	10,000	1 call	na	na	30.00	300,000
Forensic	40	40	365 days	100%	40	400.00	<u>5,840,000</u>
TOTAL							\$15,319,750
Administration	na	na	na	na	na	na	\$ 2,677,200

TOTAL OPERATING COSTS FOR MENTAL HEALTH SYSTEM	\$77,340,079
CURRENT FUNDING (FY 1987 Revised)	(23,573,900)
TOTAL OPERATING NEW MONIES NEEDED	\$53,766,179

* Costs are best estimates only based on assumptions in text.
** Not applicable.

TABLE 8

POTENTIAL CAPITAL COSTS FOR
 MENTAL HEALTH SERVICES*
 (Children, Adolescents, Adults Combined)

<u>Service</u>	<u>Number Of Beds/Placements</u>	<u>Number of Sq/Ft Per Bed/Placement</u>	<u>Cost Per Square Foot</u>	<u>Total Cost</u>
Inpatient Care	65	445	\$285	\$ 8,243,625
Forensic Hospital	40	589	300	8,400,000
Crisis/Respite Service Center	20	445	285	2,536,500
Supervised Group Home/Halfway House	343	666	190	43,403,220
Board and Care	154	275	125	5,293,750
Supervised Apartments	400	450	125	22,500,000
Structure and Support/Day Treatment	205**	188	150	5,081,000
Transportation (Vans)	6,138	na	na	540,000
Vocational Training	114**	100	150	1,710,000
Outpatient Services	106**	188	150	2,989,200
Administration	14	150	\$150	315,000
TOTAL CAPITAL COST				\$101,712,295
RECURRING CAPITAL COST (For Ongoing Maintenance)				\$ 3,559,930
TOTAL CAPITAL NEW MONIES				\$105,272,225

* costs are approximate; it may be more effective to lease certain space

** numbers for client placement determined using the following calculations:

$$\frac{\text{number of individuals served} \times \text{units of service per individual}}{\text{total time per year per placement}}$$



Official Business

COMMITTEE:

House HESS Committee

DATE: April 1, 1987

SIGN-IN

Subject of meeting:

Presentation by N.W. Territories legis.

- HB 91 - Community Mental Health Services
- HB 92 - Implement Mental Health Lands Settlement

NAME	ADDRESS	PHONE	REPRESENTING	DO YOU WANT TO TESTIFY? & Which Bill
SEA Burgess	Juneau	6-1325	AML	Yes - may have to leave first (91-92)
Paul ...	Juneau	7-2317	m &	92-91
Jerry Seeger	Juneau	9 9403	Juneau's mental health	Yes 91
John Duncker	609 Main St.	6-4409	self	no
MEL HENRY	DHSS, DMHDD	465-3370	DHSS, DMHDD	NO
John Pugh	Juneau	465-2156	House Finance	NO
Kevin O'Keefe	Yellowknife	—	GNWT (CAN-181)	NO
George Rogers	1790 Evergreen Ave, Juneau	586-1202	Mental Health Trust Comm	91-92 Yes



Official Business

COMMITTEE:

House HESS Committee

DATE: April 1, 1987

SIGN-IN

Subject of meeting:

Presentation by N.W. Territories legis.

HB 91 - Community Mental Health Services
HB 92 - Implement Mental Health Lands Settlement

NAME	ADDRESS	PHONE	REPRESENTING	DO YOU WANT TO TESTIFY? & Which Bill
Anna Katzek	421 W. 10 Juneau	586-9412	JAMI	HB 91
Ingrid Julson	Box 615 Douglas, Ak.	789-3495	(JAMI) Juneau Alliance for Mentally Ill	HB 91
Marya Munson	Box H-01 Juneau	465-3030	DHSS	HB 91/92
Sharon Lohand	3340 Frity Cove	4656 9-9216	Alaska Alliance	
Mike Miller	Box 21494, Juneau	6-3067	" "	HB 91
Don Leland	99824 P.O. Box 937, Douglas, AK	9-5250	JAMI	HB 91

4/11/87

Original sponsor: Pourchot/Joint Special Committee
on Mental Health Trust Land

1 IN THE HOUSE

BY THE HEALTH, EDUCATION AND
SOCIAL SERVICES COMMITTEE

2 CS FOR HOUSE BILL NO. 91 (HESS)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FIFTEENTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to the mentally ill; and providing
7 for an effective date."

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

9 * Section 1. AS 47.30.520 is amended to read:

10 Sec. 47.30.520. LEGISLATIVE PURPOSE. It is the purpose of the
11 legislature in enacting the Community Mental Health Services Act to
12 provide a range of services for persons with mental or emotional
13 disturbances and to assist local communities in planning, organizing,
14 and financing community mental health services through locally devel-
15 oped, administered, and controlled community mental health programs.
16 It is further intended to better utilize existing resources at both
17 state and local levels in order to

18 (1) develop and implement plans for initiating maximum
19 mental health services based on demonstrated need for services in each
20 geographical planning area, as well as regionalized comprehensive
21 mental health services;

22 (2) improve the effectiveness of existing mental health
23 services;

24 (3) integrate state-operated and community mental health
25 programs into a unified mental health system;

26 (4) provide a means for participation by local communities
27 in the determination of the need for and the allocation of mental
28 health resources;

29 (5) establish a uniform ratio of local and state government

1 responsibility for financing mental health services;

2 (6) provide a means of allocating state mental health funds
3 according to community needs;

4 (7) encourage the full use of all existing public or pri-
5 vate agencies, facilities, personnel, and funds to accomplish these
6 objectives; and

7 (8) prevent unnecessary duplication and fragmentation of
8 services and expenditures.

9 * Sec. 2. AS 47.30 is amended by adding new sections to read:

10 Sec. 47.30.545. POPULATIONS TO BE SERVED. Within the limits of
11 available funds, a community mental health program shall provide
12 services set out in AS 47.30.546 to the following persons in the
13 following order:

14 (1) a person in one or more of the following categories:

15 (A) a person who is at immediate risk of hospitaliza-
16 tion for the treatment of a mental or emotional disturbance;

17 (B) a person who is in need of continuing services due
18 to a disturbance of a severe or persistent nature;

19 (C) a person who poses a hazard to the health and
20 safety of the person or others;

21 (D) a person who is under 18 years of age and

22 (i) is at immediate risk of removal from home for
23 treatment of a mental or emotional disturbance; or

24 (ii) exhibits behavior indicating a high risk of
25 developing a disturbance of a severe or persistent nature;

26 (2) a person who, because of the nature of the person's
27 illness, geographic location, or family income, is not capable of
28 obtaining assistance from the private sector;

29 (3) a person who is suffering from a mental or emotional