

ALASKA LEGISLATURE COMMITTEE FILES, 1989-1990 8672

6260 SENATE HEALTH, EDUCATION AND SOCIAL SERVICES

664

PART 3

DISTRICT SURVEY REPORT

Background

Since the implementation of the new state foundation funding formula in FY 1988 small, single or two-community districts have been experiencing increased problems in school funding. In the spring of 1988 seventeen small school districts formed a consortium to take a look at the problem, to try to identify the magnitude and causes of the problems they were experiencing, and pose remedies for the problem. The consortium contracted with the South East Regional Resource Center to gather and analyze data and investigate alternative solutions. A part of the research conducted by SERRC involved conducting a survey of small school districts to obtain information about the impact of the current foundation formula. The results of that survey are summarized in this report.

The Questionnaire

Survey questionnaires were mailed to the superintendents of the 30 Alaska school districts with one or two funding communities and 2500 or less total enrollment. The questionnaires were mailed in the first week of September. The district offices were called by steering committee members and encouraged to complete and return the instrument in a timely manner. By October 15, 1988, twenty one questionnaires (70%) were returned and these questionnaires are included in the analysis.

The survey questionnaire included questions about the status and FY 86-FY89 changes in:

- instructional program;
- classroom support;
- instructional and pupil support;
- district administration;
- operation and maintenance of plant;
- school operating subsidies to other programs;
- and revenues.

The questionnaire asked for information about the following:

- accreditation;
- cost of meeting State and federal regulations;
- student post secondary employment success;

In addition provided space for respondents' comments as follows:

positive impacts of the 1987 foundation program;
negative impacts of the 1987 foundation program;
most significant revenue problems in the coming five years;
expenditures that will increase most in the next five years;
and the most significant educational problems faced in the next five years.

Results

FY 86 - FY 89 Status and Change Items

School districts were asked to provide status information for fiscal years FY 86 to FY 89 as follows:

- 1 Not offered
- 2 Planned, but postponed
- 3 Offered at a reduced level (e.g., every other year)
- 4 Offered at the present time
- 5 Exemplary program

The following summarizes the status and change responses provided by the 21 school districts returning the questionnaire.

Instructional Program

Elementary School

Decreases in the quality of program elements (average ratings) were reported in a number of areas of the elementary program. These included the following.

| <u>Area</u> | <u>FY 86 Status</u> | <u>FY 89 Status</u> |
|------------------|---------------------|---------------------|
| Art | 1.88 | 1.61 |
| Music | 3.18 | 2.83 |
| P.E. | 3.53 | 3.44 |
| Health | 2.63 | 2.53 |
| Foreign Language | 1.59 | 1.56 |
| Native Language | 2.63 | 2.59 |

An increase was shown in a single area, computer studies. The average status ratings for computer studies increased from 2.71 to 3.29 during this same period of time.

Junior High School

Decreases in the quality of program elements (average ratings) were reported in a number of areas of the junior high school program. These included the following.

| <u>Area</u> | <u>FY 86 Status</u> | <u>FY 89 Status</u> |
|---------------------|---------------------|---------------------|
| Art | 2.89 | 1.69 |
| Music | 3.61 | 3.25 |
| Foreign Language | 1.63 | 1.56 |
| Native Lang/Culture | 2.50 | 2.28 |
| Home Economics | 3.11 | 2.90 |
| Industrial Arts | 3.44 | 3.25 |

Increases in the quality of programs were reported in the following areas.

| <u>Area</u> | <u>FY 86 Status</u> | <u>FY 89 Status</u> |
|------------------|---------------------|---------------------|
| P. E. | 3.89 | 3.95 |
| Health | 3.06 | 3.47 |
| Computer Studies | 2.33 | 2.60 |
| Business Educ | 1.83 | 1.85 |

High School

Program quality at the high school level received the following average ratings.

| <u>Area</u> | <u>FY 86 Status</u> | <u>FY 89 Status</u> |
|-------------------|---------------------|---------------------|
| Business Ed | 3.41 | 3.49 |
| Home Economics | 3.17 | 3.00 |
| Foreign Languages | 2.38 | 2.70 |
| Language Arts | 3.07 | 3.18 |
| Mathematics | 2.99 | 3.10 |
| Industrial Arts | 2.75 | 2.87 |
| Music/Art | 2.13 | 2.02 |
| Science | 2.62 | 2.56 |
| Social Studies | 2.18 | 2.35 |

Classroom Program Support

Elementary

| | FY 86 | FY 89 |
|----------------------------------|-------|-------|
| Instructional Supplies/Materials | 3.90 | 3.40 |
| Textbooks | 4.00 | 3.65 |
| Pupil Supplies | 4.05 | 3.40 |
| Instructional Equipment | 3.95 | 3.30 |

Junior High

| | FY 86 | FY 89 |
|----------------------------------|-------|-------|
| Instructional Supplies/Materials | 3.85 | 3.40 |
| Textbooks | 3.90 | 3.55 |
| Pupil Supplies | 3.95 | 3.35 |
| Instructional Equipment | 3.95 | 3.20 |

High School

| | FY 86 | FY 89 |
|----------------------------------|-------|-------|
| Instructional Supplies/Materials | 4.05 | 3.37 |
| Textbooks | 4.05 | 3.60 |
| Pupil Supplies | 4.00 | 3.50 |
| Instructional Equipment | 4.00 | 3.25 |
| Lab Supplies | 3.60 | 3.30 |

Other

| | FY 86 | FY 89 |
|-----------------------------|-------|-------|
| <i>Bilingual/Bicultural</i> | | |
| Instructional Aides | 3.07 | 2.47 |
| Materials | 3.44 | 3.31 |
| Equipment | 3.38 | 3.31 |

High School Correspondence Study

| | | |
|--------------------------|------|------|
| Instructional Materials | 3.00 | 2.70 |
| Pupil Supplies/Materials | 2.90 | 2.70 |
| Equipment | 2.90 | 2.60 |
| Travel | 2.60 | 2.11 |

Special Education

| | | |
|---------------------------------|------|------|
| Instructional Aides | 3.80 | 3.25 |
| Professional/Technical Services | 4.05 | 3.65 |
| Materials | 4.15 | 3.75 |
| Equipment | 4.10 | 3.70 |

Vocational Education

| | | |
|---------------------|------|------|
| Instructional Aides | 2.60 | 2.65 |
| Materials | 3.70 | 3.45 |
| Supplies | 3.85 | 3.35 |
| Repair | 3.75 | 3.40 |
| Tools | 3.95 | 3.55 |
| Equipment | 3.55 | 3.45 |

Instructional and Pupil Support

| | FY 86 | | FY 89 | |
|----------------------|------------|-----------|------------|-----------|
| | Elementary | Secondary | Elementary | Secondary |
| Counseling Services | 3.00 | 3.50 | 2.85 | 3.40 |
| Health Services | 3.00 | 2.84 | 2.63 | 2.70 |
| Attendance Services | 3.05 | 3.15 | 2.95 | 3.05 |
| Assessment | 3.90 | 3.30 | 3.80 | 3.40 |
| Librarians | 3.95 | 3.80 | 3.30 | 3.25 |
| Library Aides | 3.10 | 3.20 | 3.20 | 3.30 |
| Library Materials | 3.85 | ---- | 3.30 | ---- |
| Videotape/Software | 3.80 | 3.63 | 3.50 | 3.21 |
| Remedial Reading | 3.30 | ---- | 3.10 | ---- |
| Remedial Lang Arts | 3.37 | ---- | 3.05 | ---- |
| Remedial Math | 3.32 | ---- | 2.89 | ---- |
| Curriculum Services | 3.47 | ---- | 3.13 | ---- |
| Development | 3.32 | 3.33 | 2.95 | 3.11 |
| Alignment | 2.95 | 3.25 | 2.89 | 2.93 |
| In-Service | 2.89 | 3.28 | 2.84 | 2.78 |
| Evaluation | 3.26 | 3.17 | 2.95 | 2.82 |
| Principals | ---- | 3.85 | ---- | 3.65 |
| Vice Principals | ---- | 2.00 | ---- | 2.06 |
| Activities Dir | ---- | 3.50 | ---- | 3.28 |
| Secretaries | ---- | 4.05 | ---- | 3.95 |
| Clerks | ---- | 3.00 | ---- | 3.17 |
| Office Aides | ---- | 3.06 | ---- | 2.81 |
| Dues and Memberships | ---- | 4.10 | ---- | 3.70 |

District Administration Services

| | FY 86 | FY 89 |
|------------------------------|-------|-------|
| Board Salaries | 2.69 | 2.53 |
| Board Travel | 3.95 | 3.40 |
| Board Per Diem | 3.90 | 3.75 |
| Board Dues/Memberships | 4.15 | 4.05 |
| Board Insurance | 3.84 | 3.58 |
| Management Assistance | 3.58 | 3.11 |
| Personnel | 3.50 | 3.35 |
| Planning/Research/Evaluation | 2.88 | 2.63 |
| Fiscal Services | 4.00 | 3.89 |
| Personnel Services | 3.33 | 3.17 |
| Legal Services | 4.11 | 4.11 |
| Auditing Services | 4.32 | 4.32 |
| Information Services | 3.35 | 3.06 |
| Staff Services | 3.44 | 3.13 |
| Data Processing | 3.65 | 3.71 |
| Statistical Services | 2.94 | 3.00 |

Operation and Maintenance of Plant

| | FY 86 | FY 89 |
|---------------------------------|-------|-------|
| Maintenance | 3.80 | 3.27 |
| O&M Personnel | 3.90 | 3.35 |
| Summer Projects | 3.70 | 3.10 |
| School Year Projects | 3.68 | 3.00 |
| Professional/Technical Services | 3.68 | 3.32 |
| Custodial Services | 4.12 | 3.47 |
| Custodial Personnel | 3.88 | 3.12 |
| Insurance: Property | 4.05 | 3.95 |

School Operating Subsidies to Other Programs

| | FY 86 | FY 89 |
|-------------------------|-------|-------|
| Pupil Activity Programs | | |
| Staffing | 3.80 | 3.35 |
| Travel | 3.75 | 3.00 |
| Equipment | 3.90 | 3.15 |
| Food Services | | |
| Type A Lunch | 3.15 | 3.61 |
| Breakfast Program | 1.79 | 1.93 |
| Milk Subsidy | 2.43 | 2.43 |
| Community Schools | 4.00 | 2.56 |

General Survey Items

In addition to the status and change items on the survey, there were a number of items of a more general nature. The responses to these items are summarized in the following.

Accreditation

Districts were asked about the accreditation status of their elementary, junior high, and high school programs. The results were as follows.

| | Yes | No | Probation | Accredited but out of compliance |
|-------------|-----|----|-----------|--|
| Elementary | 9 | 9 | 1 | 1 |
| Junior High | 12 | 4 | 1 | 2 |
| High School | 16 | 2 | 1 | 2 |

Administrative Costs for Compliance

Districts were asked about the costs of compliance with various State and federal program regulations. The following average annual dollar costs were determined.

1. State requirements for plans of service (voc. ed., bilingual, gifted and talented, etc.). \$10,268
2. Audit costs to meet State's single audit requirements - over and above normal audit costs. \$5,032
3. Preparation of applications for State financial assistance (CIP, budget, community schools, pupil transportation). \$7,118

- | | |
|--|----------|
| 4. Preparing, administering, and reporting for federal programs (Ch. I, Migrant Ed., etc., over and above indirect cost recovery). | \$12,969 |
| 5. Implementing State requirements for inservicing (sex equity, child abuse and neglect). | \$4,334 |

Status of Recent Graduates

School districts were asked about the post secondary/employment success of their recent graduates. The following summarizes their responses.

1. 29% do a formal follow-up survey, the others provided information based upon informal data or knowledge of what the graduates are doing.
2. On average 35% of the graduates enter a four-year college or university.
3. On average 28% of the recent graduates completed 1 year of college and are continuing.
4. On average 15% of the graduates have graduated from college or are expected to graduate.
5. On average 16% of the graduates entered a two-year terminal degree or technical program.
6. On average 20% of the graduates have completed a two-year or technical program.
7. On average 7% of the graduates are employed in a skilled occupation.
8. On average 34% of the graduates are employed in an unskilled occupation.
9. On average 8% are self-employed.
10. On average 25% are unemployed.

11. On average 45% are homemakers.

12. On average 1% are incarcerated.

Dropouts and Alternative Forms of Schooling

The following summarizes the school districts' reported dropout rates and the number of students receiving schooling through means other than public schools.

1. Average drop out rates

| | |
|------|------|
| 1986 | 3.7% |
| 1987 | 3.6% |
| 1988 | 3.9% |

2. Mt. Edgecumbe

| | |
|------|------|
| 1986 | 0.2% |
| 1987 | 1.0% |
| 1988 | 1.9% |

3. Centralized Correspondence Study

| | |
|------|------|
| 1986 | 0.9% |
| 1987 | 0.8% |
| 1988 | 0.6% |

4. Private or denominational schools.

| | |
|------|------|
| 1986 | 9.1% |
| 1987 | 7.4% |
| 1988 | 5.6% |

Local Revenues

City/Borough school districts were asked to rank the following five revenue items in terms of the difficulty they cause to the district. Rankings are from 5=low to 1=high. Average rankings are provided for each item.

1. Municipal tax appropriations 2.1
2. Nature and value of in-kind services 2.4
3. Assigning interest income as part of local effort 2.6
4. Assigning state tuition as part of local effort 2.0
5. Assigning 10% of eligible PL 874 as part of local effort 2.6

Open Ended Questions

School districts were also provided several opportunities for narrative responses to the broader issues addressed by the study. The following summarizes their responses to these open-ended items.

What do you feel are the most positive and negative impact that the 1987 foundation program has had on your district.

Positive

There were few positive comments. The positive comments that were given were unique to single districts and do not reflect general consensus. The few positive comments that there were included the following (all are included).

Hold harmless.
No more cash flow problems.
Cuts made districts more frugal.
Funding categories better reflect costs.
Requires greater city contribution.
Focus on basic needs.
Our district is getting more money.
Consistency.
Early funding.

Community awareness/involvement.
Efficient use of resources.

Negative

There were many negative comments. There probably would have been more if respondents had not been limited to five each. Some representative comments included the following.

- Doesn't define basic education and pay for it.
Large reduction experienced by our district.
Local 4 mill mandate.
Disparity between districts.
Resulted in cutbacks.
- Uncertainty of budget dollars.
Districts can't control local support.
Formula discriminates against single-site districts.
Reduced revenues.
Reduced curriculum breadth.
- Problems with categorical funding.
No opportunity for growth, can only maintain.
Added paperwork for vocational education.
New requirements added (spec. ed., asbestos, vocational ed, etc.), but no funding provided.
Unfair geographic differential.
Less A.P. student choice.
Increased DOE involvement with decreased program administration knowledge.
- Shift of dollars to urban districts.
May bankrupt small cities.
Inability of city to meet financial obligations to schools.
Elimination of community schools program.
Cuts in operations and maintenance/ elimination of preventative maintenance.
Ignores basic administrative costs in small districts.
REAs favored in terms of escaping reductions.
Reductions in student activities.
Cuts in class offerings.
Not concerned with equality of educational opportunity.
Drop in morale resulting from reductions and staffing cuts.

List the significant revenue problems you feel your district will face in five years. Think in terms of source (local, state, etc.). Rank in terms of significance with 1=high.

Rank of 1

Lack of real State support.
PL 874 changes.
Increased demand of local government for funds.
Insufficient funding for single site districts.
Tax base too small.
Constant funding doesn't take inflation into account.
Cost of senior tenured teachers.
Significant new social problems if funding not increased.
Repair and maintenance funds from State.
State revenue not sufficient for basic programs.
Rising personnel costs.
Staying within disparity limits.

Rank of 2

Supplanting of State funds with federal.
Level of State revenues.
Local funding available from city.
Lack of local funding support, large percentage of local property not taxable.
Ability to maintain local effort.
Inflation.
Competition with local government for local tax dollars.

Rank of 3

Capital projects from the State.
Numerous comments about the difficulty in raising local revenues.
Erosion of federal program dollars.
Loss of PL 874 funding.
Cash flow and interest income.
Meeting payroll.

Rank of 4 or 5

Escalating costs.
Funds for equipment.
Funds for basic educational services.
Equality of programs across districts.

Funds required for escalating personnel costs.
Lack of district housing needed to attract teachers.

List the expenditures that you feel will increase the most in the next five years. Rank from 1=highest increase to 5=lowest increase.

Rank of 1

Labor costs.
Teacher salaries and benefits.
Operations and maintenance.

Rank of 2

Supplies.
Classified salaries and benefits.
Transportation.
Utilities costs.
Health insurance.
Insurance.
Teacher benefits.

Rank of 3

Preventive maintenance.
Student activity travel.
New buildings/Rent for facilities.
Increased demand for community special help programs.
Supplies and books.

Rank 4-5

Special education.
Equipment replacement.
Travel.
Increased responsibility for special programs (suicide, drug/alcohol, parenting, etc.).

List the most significant educational problems you feel your district will face in five years. Rank from 1=highest problem to 5 = lowest problem.

Rank of 1

Staff reductions.

Maintaining program quality with less revenue.

Elimination of pupil support services.

Elimination of curriculum offerings.

Lower expectations for education.

Increased pupil/teacher ratio.

Faculty recruitment/replacement.

Lower quality teachers.

Providing quality special education programs.

Cost of senior tenured teachers.

Competing demands of school/community for use of buildings.

Offering a basic education.

Rank of 2

Depletion of fund balance and additional program cuts.

Lower quality of teaching.

Need for more program cuts.

Need for curriculum improvements.

Limited curriculum.

Funding for facilities.

Asbestos.

Decreased auxiliary services.

Strength of educational programs.

Comprehensive high school (because of space and facilities problems)

Rank of 3

Additional demands from State for accountability, paperwork.

Teacher turnover.

Need for local innovation and initiative.

Instructional materials and equipment.

Up-to-date texts, instructional materials, equipment.

Insufficient administrative support.

Student activities.

Facilities upgrade/replacement.

Rank of 4 or 5

Inservice for teachers, staff.

Loss of community education program.

Attracting good teachers.

Student activities.

Operations and maintenance of plant.

Inability to meet State/federal requirements (e.g., asbestos, AIDs curriculum, etc.).

Insurance costs.

Utilities costs.

Parent/student dissatisfaction.

Summary

Small districts with one and two funding communities appear to have faced a number of funding problems with the introduction of the current State Foundation Funding Formula in FY 1988. This report summarizes the responses to a questionnaire sent to small districts to assess the reasons for and magnitude of the problems they are facing.

S B

182

SENATE COMMITTEE REPORT

(b)

FIRST COMMITTEE OF REFERRAL

6-0827E

Date of 5-DAY NOTICE 3/2/89
IN ACCORDANCE WITH UNIFORM RULE 23

FURTHER

C&RA ✓
FIN

**FISCAL NOTE(S) MUST BE ATTACHED
IN ACCORDANCE WITH AS 24.08.035

DATE TURNED INTO OFFICE 3/7/89

2/17/89

Mr. President:

HESS

Committee considered

SB 182

state Board of Education

and recommended:

replace with CS SB 182 (HESS) same title

attached amendment(s) and *+ majority do pass* new title

_____ letter of intent adopted

do pass

do not pass

no recommendation

DFN

individual recommendations

further referral to _____

FISCAL NOTE(S) attached zero
 appropriation no FN attached

fiscal impact
 Gov. FN introduced w/ bill

MEMBERS SIGNING DO PASS

OTHER RECOMMENDATIONS

1 Lloyd Jones

2 Al Adams - No Rec

1 Tim Kelly

1 James Owen

1 Paul Trife (No Pass)
Chairman signature and recommendation

Committee backup attached

SENATE (HESS) REPORT

SENATE COMMITTEE REPORT

FURTHER

FIN

DATE TURNED INTO OFFICE 4-07-89

3/8/89

Mr. President:

C&RA

Committee considered

SB 182

state Board of Education

and recommended

reports it back without recommendations

- replace with _____ CS _____) same title
- or adopt _____ CS _____) new title
- attached amendment(s) and technical title change (HB only)
- _____ letter of intent adopted

do pass

do not pass

no recommendation

individual recommendations

further referral to _____

*previous
FIN*

FISCAL NOTE(S) zero fiscal impact appropriation no FN
 new updated previous
 same as previous fiscal note(s) published _____

MEMBERS SIGNING DO PASS

OTHER RECOMMENDATIONS

cancel - no rec
1 [Signature] No Rec.
1 [Signature] no rec
1 [Signature] No Rec

1 [Signature] - No Rec
 Chairman signature and recommendation

Committee Backup attached

SENATE (C+RA) REPORT

STATE OF ALASKA

DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

STEVE COWPER, GOVERNOR

GOLDBELT PLACE
801 WEST 10TH STREET
P.O. BOX F
JUNEAU, ALASKA 99811-0500

April 25, 1990

The Honorable Paul Fischer
Alaska State Senate
P.O. Box V
Juneau, Alaska 99811

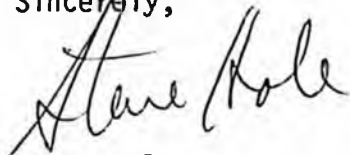
Dear Senator Fischer:

Information has recently come to the attention of the Department of Education regarding the effect of SB 182, relating to the composition of the State Board of Education. The military has informed the Department that enactment of SB 182 would disqualify any commissioned officer from serving as military representative on the State Board of Education, since the military considers this a civilian office and officers are not allowed to hold civilian offices.

The Board feels it critical that the military have the option of recommending officers of the highest ranking possible to serve on the Board. For this reason the State Board of Education now opposes SB 182 in its present form. We will continue to work with your staff to try to craft a bill which affords the student member of the Board voting status without jeopardizing the eligibility of the commissioned officer corps.

Please contact me if you have any questions regarding this change in policy.

Sincerely,



Steve Hole
Deputy Commissioner

cc: The Honorable Johnny Ellis
House HESS Committee Chairman

The Honorable Ron Larson
House Finance Committee Co-Chairman

The Honorable Ben Grussendorf
House Rules Committee Chairman

Members, State Board of Education

Alaska State Legislature

Senator Paul Fischer
Senate District D
Box 784
Soldotna, Alaska 99669
(907) 262-9420 W
262-9269



State Senate

While in Juneau
P.O. Box V
Juneau, Alaska 99811
(907) 465-3791

M E M O R A N D U M

4/6/89

TO: Senator Rick Uehling and Senator John Binkley,
Co-Chairmen, Senate Finance Committee.

From: Senator Paul Fischer

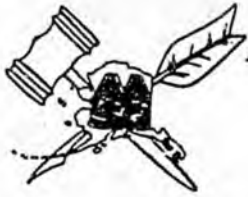
RE: SB 182 Increase the size of the Alaska State Board of
Education.

SB 182 if enacted into law, would increase the size of the Alaska State Board of Education. This bill would allow for the voting membership of both a student and military member on the board.

This bill has the support of the Alaska Association of School Governments, and the State Board of Education has twice voted unanimously to support legislation putting a voting Student and Military member on the board.

I urge your favorable consideration of this bill, and respectfully request that it be considered for a hearing.

Thank you.



Alaska Association of School Governments

**A RESOLUTION BY THE
ALASKA ASSOCIATION OF SCHOOL GOVERNMENTS
IN SUPPORT OF A VOTING STUDENT MEMBER ON THE
STATE BOARD OF EDUCATION**

WHEREAS, current Alaska statute stipulates that a student member of the Alaska Association of School Governments serve on the Alaska State Board of Education in an advisory capacity; and,

WHEREAS, past experience has shown that the student advisory members possess sufficient levels of maturity and competence to handle the responsibility of voting; and,

WHEREAS, policies effected by the Alaska State Board of Education have a large and direct impact on the student population; and,

WHEREAS, students are aware of problems and situations in the educational system that adults may not immediately be cognizant of; and,

WHEREAS, other states, including California, Massachusetts, and Maryland, have had favorable results with having a voting student member on their State Boards of Education; and,

WHEREAS, the State Board of Education has twice voted unanimously to support legislation putting a voting Student and Military member on the Board;

THEREFORE, BE IT RESOLVED, that the Alaska Association of School Governments supports and encourages legislation (i.e. Senate Bill 182) to increase the size of the Alaska State Board of Education by a member, establishing the Student Advisory Member as a full voting member.



STEVE COWPER, GOVERNOR

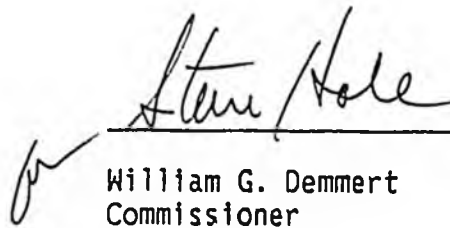
DEPARTMENT OF EDUCATION

GOLDBELT PLACE
801 WEST 10TH STREET
P.O. BOX F
JUNEAU, ALASKA 99811-0500

Position Paper on SB 182

First Session
16th Alaska Legislature

The State Board of Education and the Department of Education support SB 182 relating to membership of the State Board of Education.



William G. Demmert
Commissioner

3-6-89
Date

FISCAL NOTE

REQUEST:

Revision Date: _____
 Title: Relating to the State Board of
Education
 Sponsor: Fischer
 Requestor: Senate HESS

Agency Affected: Education
 BRU: Executive Administration
 Components: Executive Administration

EXPENDITURES/REVENUES: (Thousands of Dollars)

| OPERATING | FY 89 | FY 90 | FY 91 | FY 92 | FY 93 | FY 94 |
|------------------------|------------|------------|------------|------------|------------|------------|
| PERSONAL SERVICES | | | | | | |
| TRAVEL | | | | | | |
| CONTRACTUAL | | | | | | |
| SUPPLIES | | | | | | |
| EQUIPMENT | | | | | | |
| LAND & STRUCTURES | | | | | | |
| GRANTS, CLAIMS | | | | | | |
| MISCELLANEOUS | | | | | | |
| TOTAL OPERATING | -0- | -0- | -0- | -0- | -0- | -0- |

| | | | | | | |
|----------------|--|--|--|--|--|--|
| CAPITAL | | | | | | |
|----------------|--|--|--|--|--|--|

| | | | | | | |
|----------------|--|--|--|--|--|--|
| REVENUE | | | | | | |
|----------------|--|--|--|--|--|--|

FUNDING: (Thousands of Dollars)

| | | | | | | |
|---------------|-----|-----|-----|-----|-----|-----|
| GENERAL FUND | -0- | -0- | -0- | -0- | -0- | -0- |
| FEDERAL FUNDS | | | | | | |
| OTHER | | | | | | |
| TOTAL | | | | | | |

POSITIONS:

| | | | | | | |
|-----------|--|--|--|--|--|--|
| FULL-TIME | | | | | | |
| PART-TIME | | | | | | |
| TEMPORARY | | | | | | |

ANALYSIS : (Attach a separate page if necessary)

Prepared by: Mary Hakala
 Division: Commissioner

Will Demmert
 Vice

Phone: 465-2800
 Date: 3/3/89

Approved by Commissioner Will
 Agency: Educa

Date: 3/3/89

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

DEPARTMENT OF EDUCATION

(Mail Stop 0500)

| | Phone | Office Address | Mailing Address |
|--|----------|---|----------------------------------|
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| MEMBERS | | | |
| John Chenoweth, Juneau | | Catherine Herrnsteen, Kodiak | |
| Sue Wilken, Fairbanks | | Don Gray, Fairbanks | |
| Raychelle Daniel, Tuntutuliak - (Student Rep.) | | Janie Leask, Anchorage | |
| Gerald Mitchell (Military Rep.) | | Cora Sakeagak, Barrow | |
| Rosemary Hagevig Executive Assistant | 465-2800 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| EXECUTIVE ADMINISTRATION | | | |
| Office of the Commissioner | | | |
| William G. Demmert Commissioner | 465-2800 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Steve Hole Deputy Commissioner | 465-2800 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Mary Hakala Special Assistant | 465-2800 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Edna MacLean Rural and Native Education | 465-2800 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Tammy Northrup Executive Secretary | 465-2800 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Vickie McMillan Administrative Assistant | 465-2800 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Harry Gamble Public Information | 465-2821 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Kay Schilz Personnel Officer | 465-2880 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Administrative Services | | | |
| Brenda O'Donnell Finance Officer | 465-2875 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Steve Messing Supply Officer | 465-2852 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Adult and Vocational Education | | | |
| Karen Ryals Administrator | 465-4685 | Goldbelt Bldg. 1st Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Education Finance and Support Services | | | |
| Jerald Mikesell Director | 465-2865 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Bob Davis Administrative Officer | 465-2875 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |



Alaska State Legislature
House of Representatives
COMMITTEE ON HEALTH, EDUCATION
AND SOCIAL SERVICES

OFFICIAL BUSINESS

POUCHV
JUNEAU, AK 99811
465-3759

DRAFT

DRAFT

DRAFT

LETTER OF INTENT
TO
HB 424
BY THE
HOUSE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

It is the intent of the House Health, Education and Social Services Committee that the governor consider the state Board of Education's traditional method of selecting student and military members when making appointments.

The student and military members are currently appointed through a two tiered selection process. The Alaska Association of Student Governments (AASG) and the Commanding General each submit a list of three candidates for appointment. The state Board of Education then interviews the finalists and selects the representative members.

Rep. Niilo Koponen, Co-Chair
House HESS Committee

Rep. Johnny Ellis, Co-Chair
House HESS Committee

STATE OF ALASKA

STEVE COWPER, GOVERNOR

DEPARTMENT OF LAW

OFFICE OF THE ATTORNEY GENERAL

REPLY TO:

1031 W 4th AVENUE
SUITE 200
ANCHORAGE, ALASKA 99501-1994
PHONE: (907) 276-3550

1st NATIONAL CENTER
100 CUSHMAN ST.
SUITE 400
FAIRBANKS, ALASKA 99701-4679

February 11, 1988

P.O. BOX K—STATE CAPITOL
JUNEAU, ALASKA 99811-0300
PHONE: (907) 465-3600

465-3603

Honorable Johnny Ellis
Honorable Niilo E. Koponen
Co-chairmen
House Health, Education, and
Social Services Committee
Alaska State House
P.O. Box V
Juneau, Alaska 99811

Re: Potential constitutional
problem with HB 424 (State
Board of Education members)

Dear Co-chairmen Ellis and Koponen:

House Bill 424 would amend the statutes governing the State Board of Education to provide that the member representing military reservation schools and the student member would be full voting members of the board, rather than mere advisory members, as they are under present board bylaws. While that may be a laudable goal, we believe the bill may have a constitutional problem.

Section 3 of the bill would amend AS 14.03.085(b) to provide that the representative of the military reservation schools and the student member "shall be appointed from a list of nominees proposed by the board and submitted to the governor." We believe that provision would be an infringement on the executive power of appointment under art. III, § 26, Alaska Constitution. That section provides:

When a board or commission is at the head of a principal department or a regulatory or quasi-judicial agency, its members shall be appointed by the governor, subject to confirmation by a majority of the members of the legislature in joint session, and may be removed as provided by law. They shall be citizens of the United States. The board or commission may appoint a principal executive officer when authorized by law, but the

Honorable Johnny Ellis and
Honorable Niilo E. Koponen
Re: HB 424 (State Board of Education)

February 11, 1988
Page 2

appointment shall be subject to the approval of the governor.

Section 25 c art. III is similar with respect to other department heads, providing for appointment by the governor subject to confirmation by a joint session of the legislature. At issue is whether the legislature may impose additional restrictions on the governor's appointment power, limiting the governor to appointment from a list of nominees submitted by some other entity, in this case the incumbent State Board of Education.

In Bradner v. Hammond, 553 P.2d 1 (Alaska 1976), in considering whether the legislature could by statute make other executive branch officers subject to legislative confirmation, or whether art. III, §§ 25 and 26, describe the outer limits of the legislature's confirmation authority, the Alaska Supreme Court held that legislative confirmation is not a distinct legislative power, but rather is a specific attribute of the appointment power of the executive. It held that sections 25 and 26 "mark the full reach of the delegated, or shared, appointive function to Alaska's legislative branch of government."

We believe the courts would reach a similar result in determining whether the legislature can impose by statute a requirement that the governor's appointments to a board that is "at the head of a principal department or a regulatory or quasi-judicial agency" be made from a list of nominees submitted by some other entity. Because the appointment power is an executive power and the only role constitutionally delegated to the legislature is that of confirmation, the doctrine of separation of powers leads us to conclude that the legislature does not have the constitutional authority to require that the governor make appointments to those bodies from a list of nominees submitted by some other entity. Any statute imposing such a requirement is likely to be struck down by the courts as an unconstitutional legislative infringement on the executive appointment power.

For the above reasons, we recommend that HB 424 be amended to remove the sentence beginning on page 1, line 28. AS 14.07.085(a) would still require that the governor consider recommendations made by recognized educational associations in the state, but would not require that the appointment be made from lists of nominees submitted by those organizations. Please

Honorable Johnny Ellis and
Honorable Niilo E. Koponen
Re: HB 424 (State Board of Education)

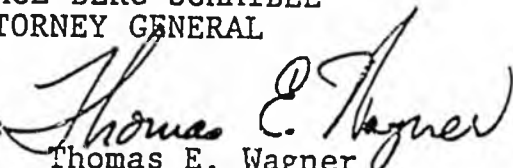
February 11, 1988
Page 3

contact me if you have questions regarding my comments on this matter.

Sincerely,

GRACE BERG SCHAIBLE
ATTORNEY GENERAL

By:


Thomas E. Wagner
Assistant Attorney General

TEW:jal

cc: Arthur H. Peterson
Bob Evans

1 IN THE SENATE

BY EDUCATION

2 SENATE BILL NO. 4

3
4 IN THE LEGISLATURE OF ALASKA GIRLS STATE

5 A Bill for an Act entitled: "An Act relating to the change in membership status
6 and voting rights of the student member on the
7 State Board of Education; and providing for an eff
8 ive date."

BE IT ENACTED BY THE LEGISLATURE OF BOYS' STATE.

9 *Section 1. AS 14.07.075 is amended to read:

10 Creation. There is created at the head of the Department of Education
11 a Board of Education consisting of nine [seven] members. (1 ch 96 SIA 1967)

12 * Section 2. AS 14.07.085 is amended to read:

13 Appointment of members. (a) The nine [seven] members of the board, no
14 more than five [four] of whom shall be members of the same political party
15 as the governor, shall be appointed by the legislature in joint session
16 In appointing board members, the governor shall consider recommendations
17 made by recognized educational associations in the state.

18 (b) One member shall be appointed from each of the four judicial districts
19 and three from the state at large with at least one member representing
20 regional educational attendance areas. One student member shall be
21 appointed from the state at large who, during his/her term of office
22 is currently enrolled in any Alaska high school. The governor shall
23 appoint the student member only upon the endorsement of the student
24 by the Alaska Association of School Governments (A.A.S.G.) and the
25 State Board of Education currently instated. One military member

*Section 2. This Act takes effect on _____

Signed by: HOUSE SPEAKER Jerry Cadenin

CHIEF CLERK Linda Dunkel

SENATE PRESIDENT Jennifer Brunner

SECRETARY Linda Cooper

GOVERNOR Kelly Curtis

Date: 11 JUNE 87

1 shall be appointed from the state at large who, during his term of office,
2 is currently stationed at any military base within the state of Alaska.
3 The governor shall appoint the military member only upon the endorsement
4 of the military joint command and the State Board of Education.

5 (c) The members are entitled to the expenses, travel, and per diem
6 allowances provided by law.

7 (d) A member may act and receive compensation from the date of ap-
8 pointment until confirmation or rejection by the legislature. (1 ch 96
9 SLA 1967)

10 *Section 3. AS 14.07.095. is amended to read:

11 Term of office. The members of the board, with the exception of the
12 student member, shall be appointed for overlapping five-year terms com-
13 mencing February 1 of the year of appointment. A member appointed to
14 fill a vacancy serves for the unexpired term of the member whose vacancy
15 is filled. A vacancy occurring during a term of office is filled in the
16 same manner as the original appointment. The student member shall be
17 appointed for one, one year term commencing on the first August meeting
18 of the board and terminating at the end of the first June meeting of the
19 board. (1 ch 96 SLA 1967)

20 *Section 4. AS 14.07.105. is amended to read:

21 Quorum and chairman. (a) Five [Four] members constitute a quorum.

22 (b) The board shall designate one member of the board as the chair-
23 man who serves as chairman of the board at the pleasure of the board.
24 (1 ch 96 SLA 1967)

25 *Section 5. AS 14.07.110. is amended to read:

26 Removal. Members of the board serve at the pleasure of the governor
27 with exception of the military and student member. The military and/or
28 student members may be removed upon request of the governor and ma-
29 jority vote of the board. (1 ch 96 SLA 1967)

30 *Section 6. AS 39.05.100. is amended to read:

31 Qualifications for appointment. (a) A person appointed to a board or
32 commission of the state government, with the exception of a student ap-
33 pointee, shall be and have been before the last general election, (1) a

1 registered voter in the state, if the appointment is made at large or (2)
2 a registered voter from the judicial district, if the appointment is made
3 from a specific judicial district.

4 (b) A member of a board or commission of the state government who ceases
5 to reside in the state during the member's term terminates membership on the
6 board or commission. For the purposes of this section, the acceptance of
7 employment outside the state for a six-month period or longer, or physical
8 absence from the state for one year or longer, or registration as a voter in
9 a voting precinct outside the state is considered as discontinuing residence
10 in the state. (ch 64 SLA 1955; am ch 167 SLA 1957)

11 *Section 7. AS 44.19.130. is amended to read:

12 Appointment to boards and commissions. (a) Notwithstanding AS 39.03.110
13 or a provision of law relating to age, the governor may appoint any resident
14 of Alaska to a board or commission if recommended by the commission.

15 (b) A young person recommended by the commission may be appointed to
16 boards or commissions with or without special qualifications for membership
17 if the proposed nominee, except for age, meets the required qualifications
18 as set by law.

19 (c) An individual appointed to a board or commission under this section
20 is entitled to the rights, privileges, and responsibilities of other mem-
21 bers, and the appointment is subject to confirmation by the legislature
22 when required by law. No additional seat on a board or commission is cre-
23 ated by virtue of AS 44.19.123--44.19.130. (ch 171 SLA 1971)

Deola
Read it
Tell me what it says
FEB 5 1988

MEMORANDUM

February 5, 1988

SUBJECT: House Bill 424, relating to the composition
of the State Board of Education

TO: Representative Johnny Ellis

FROM: Jack Chenoweth *JC*

May I submit the enclosed for addition to the record as the House considers the above-captioned bill.

The author of the letter served five years as the advisory military representative on the State Board of Education, concluding his service this past summer due to his reassignment to a Florida Air Force Base.

Enclosure



DEPARTMENT OF THE AIR FORCE
AIR FORCE SYSTEMS COMMAND REGIONAL HOSPITAL EGLIN (AFSC)
EGLIN AIR FORCE BASE, FLORIDA 32542-5300

22 Jan 88


Dear State Board Members,

Recently, I was asked to proffer an opinion regarding the military advisor position on the State Board of Education. Specifically, the question was raised whether the military advisor should be a voting member or remain in an advisory capacity. As in most things, I do have an opinion!

Evaluating my own role and overall effectiveness for the last five years as a non-voting advisory member is better left to your judgement. However, I certainly came to one conclusion, and that was in regard to the student member. I watched four young adults spend their time and energy, often to the detriment of their grades, and certainly for the most part not a lot of fun, dedicate themselves to the issues as tenaciously as any of the more senior members. The question is then, why shouldn't they vote, assuming the political climate is right for such a change? I respected their opinions but sometimes wondered if those opinions were brushed aside because they did not have the weight of a valid vote. I suspect that I am correct. Not when the issues were relatively innocuous but when they became more emotional and heated. And as they did, shorter attention was paid to either advisory members comments. This is certainly not to be condemnatory, but merely a philosophical observation, I believe, of human nature.

Should the military member vote? As with all the board members, the time I spent on Board duties impacted on my private and professional life. Should my time spent be any less 'important' than theirs? The implication being that if the advisory member was not present, it certainly did not affect the legal status of the board. The question was raised by legal counsel in 1983, although ignored, whether advisory members could even sit in executive session. Somewhat demeaning wouldn't you think? The military in the State of Alaska I suspect, approaches fifteen percent of the total population or even better. Although I never really thought of myself as 'representing' only the military of Alaska, it is certainly viewed that way by many others and presumed that we could act on matters that impacted the military member or their families. I believe that is a sizeable responsibility and should be honored with a valid vote.

The real danger is for the advisory member to lose interest and is probably more critical for the military member than the student, due to the normal tenure of one year for the student. If your comments are not taken seriously, if it does not really matter if you are present or not, and if you come and go rather more frequently than the regular member it is easy to not take any issue too seriously. Whether this happens to others I cannot say, but it did on occasion happen to me. I would not have lasted with the first board because of the closed attitude they appeared to have toward the advisory members. The second board was about one-half of the present members, and was much, much more open and easier to work with. The present board? Only the current advisory members can say. I say they should vote, why not ask them?


ROGER K. STROSNIDER, Colonel, USAF, DC
Base Dental Surgeon

STATE OF ALASKA
THE LEGISLATURE

FOUCH Y - STATE CAPITOL
SUNEAU, ALASKA 99811
907 465 3800

LEGISLATIVE AFFAIRS AGENCY

MEMORANDUM

January 7, 1988

SUBJECT: Draft bill relating to the membership of
the Board of Education (W.O. 5-1565 A)

TO: Representative Johnny Ellis, Jr.

FROM: George Utermohle *GU*
Legislative Counsel

Enclosed is a bill enlarging the State Board of Education by adding two members - a military reservation school representative and a student member.

Under the bill as drafted, the military reservation school representative must be a registered Alaska voter. Military personnel frequently retain their residence in another state while they are stationed in Alaska. As a result, a large body of potentially interested, and otherwise qualified persons will be disqualified from serving on the board. The registered voter requirement for the military reservation school representative can be waived, if you want to exempt this person from the requirement.

For your information, the current military reservation school liaison to the board is not a registered voter in Alaska according to the Division of Elections.

Enclosure

GU:bb
WKB1/24

STATE OF ALASKA THE LEGISLATURE

LEGISLATIVE AFFAIRS AGENCY

JAN 25 1988
POUCH Y STATE CAPITOL
JUNEAU, ALASKA 99811
307 465 3800

MEMORANDUM

January 25, 1988

SUBJECT: Appointment of Members of the State
Board of Education (W.O. 5-1565)

TO: Representative Johnny Ellis

FROM: George Utermohle *GU*
Legislative Counsel

This memorandum is in response to the question of whether the State Board of Education could appoint the student and military members of the board, subject to the approval of the Governor.

The authority to appoint the members of a board that is at the head of a principal department lies exclusively with the Governor under Article III, Section 26 of the Alaska Constitution.

When a board or commission is at the head of a principal department or regulatory or quasi-judicial agency, its members shall be appointed by the governor, subject to confirmation by a majority of the members of the legislature in joint session, and may be removed as provided by law. . . Art. III, Sec. 26 (in part)

The State Board of Education is at the head of the Department of Education, a principal department of state government. The Governor has the exclusive authority to appoint the members of the board. The Governor's authority to appoint members of the board cannot be limited by a statute that forces the Governor to appoint a specific individual. The proposal to allow the State Board of Education to select the student and military members of the board subject to the approval of the Governor would result in an invasion of the Governor's authority to appoint. Even though the Governor could reject the person selected by the board, and thus retain the ultimate control over who is appointed to the board, the fact that the Governor could only accept or reject the person would defeat the intent of

Representative Johnny Ellis
Page 2
January 25, 1988

the constitution that the Governor have exclusive authority to appoint members of the board. A law delegating responsibility for appointments of certain members of the State Board of Education to the board would be subject to constitutional challenge.

The Alaska Supreme Court strictly construes the Alaska Constitution in regard to the power of the Governor to make executive appointments. In Bradner v. Hammond, 553 P.2d 1 (Alaska, 1976), the court found that the Legislature's only powers to "meddle" in appointments by the Governor were limited to those powers expressly mentioned in the constitution. The Legislature could not extend its powers by enacting a statute. Given the court's position that the Legislature cannot extend its power over the Governor's appointments by statute, it is unlikely that the court would allow the Legislature to dilute the Governor's authority to make appointments by requiring the Governor to accept or reject appointments made by the State Board of Education.

A process whereby the Governor would select the student and military members of the board from a list of nominees prepared by the board is less offensive to the Governor's authority than the proposal discussed above. However, this process could become suspect if the Governor must select appointees from the list, because the Governor's authority and discretion would be limited. If the Governor is allowed to appoint the student and military members from this list of nominees, rather than required to appoint from the list, there would not be an unconstitutional invasion of the Governor's authority. The Governor would retain full authority and discretion to appoint whomever the Governor desired.

If I can provide further discussion of this issue, please contact me.

GU:bb
WKB1/095

A M E N D M E N T

OFFERED IN THE SENATE

BY FISCHER

TC: CSSB 182(HESS)

Page 1, line 6:

Delete "relating to the state Board of Education"

Insert "increasing the membership of the state Board of Education to nine members, specifying qualifications, representation, and terms of office for board members, and establishing a quorum for board action"

FISCAL NOTE

REQUEST:

Revision Date: _____ Agency Affected: Education
 Title: Relating to the State Board of
Education BRU: Executive Administration
 Sponsor: Senate HESS Components: Executive Administration
 Requestor: Senate HESS

EXPENDITURES/REVENUES: (Thousands of Dollars)

| OPERATING | FY 89 | FY 90 | FY 91 | FY 92 | FY 93 | FY 94 |
|------------------------|------------|------------|------------|------------|------------|------------|
| PERSONAL SERVICES | | | | | | |
| TRAVEL | | | | | | |
| CONTRACTUAL | | | | | | |
| SUPPLIES | | | | | | |
| EQUIPMENT | | | | | | |
| LAND & STRUCTURES | | | | | | |
| GRANTS, CLAIMS | | | | | | |
| MISCELLANEOUS | | | | | | |
| TOTAL OPERATING | -0- | -0- | -0- | -0- | -0- | -0- |

| | | | | | | |
|---------|--|--|--|--|--|--|
| CAPITAL | | | | | | |
|---------|--|--|--|--|--|--|

| | | | | | | |
|---------|--|--|--|--|--|--|
| REVENUE | | | | | | |
|---------|--|--|--|--|--|--|

FUNDING: (Thousands of Dollars)

| | | | | | | |
|---------------|-----|-----|-----|-----|-----|-----|
| GENERAL FUND | -0- | -0- | -0- | -0- | -0- | -0- |
| FEDERAL FUNDS | | | | | | |
| OTHER | | | | | | |
| TOTAL | | | | | | |

POSITIONS:

| | | | | | | |
|-----------|--|--|--|--|--|--|
| FULL-TIME | | | | | | |
| PART-TIME | | | | | | |
| TEMPORARY | | | | | | |

ANALYSIS : (Attach a separate page if necessary)

Prepared by: Mary Hakala Phone: 465-2800
 Division: Commissioner's Office Date: 3/7/89
 Approved by Commissioner: William G. Demmert Date: 3/7/89
 Agency: Education

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

Alaska State Legislature



State Senate

Senator Paul Fischer
Senate District D
Box 784
Soldotna, Alaska 99669
(907) 262-9420 W
262-9269

While in Juneau
P.O. Box V
Juneau, Alaska 99811
(907) 465-3791

M E M O R A N D U M

April 24, 1989

TO: Representative Johnny Ellis Chairman, House Health,
Education and Social Services Committee.

From: Senator Paul Fischer

RE: SB 182 Enlarge the Voting Membership of the State Board
of Education.

Senate Bill 182 has passed the Senate and is now in your committee. This bill enlarges the voting membership of the State Board of Education. Currently, the student member and the military member are in an advisory capacity with the board. Both the military and student member attend all meetings, and attend executive sessions. Since they already attend the meetings, this bill does not add any additional fiscal impact on the department. To put it simply, this bill grants voting rights to the student and military members who currently attend all meetings.

The State Board of Education has twice voted in support of this bill. Also, the bill has the support of the Alaska Association of School Governments. This bill received bipartisan support on the floor of the Senate and was passed by a vote of 17 - 0.

I urge your favorable consideration of this bill, and respectfully request that it be considered for a hearing.

Thank you.

Alaska State Legislature



State Senate

While in Juneau
P.O. Box V
Juneau, Alaska 9
(907) 465-3791

M E M O R A N D U M

3/24/89

TO: Senator Al Adams, Chairman, Senate Community and
Regional Affairs Committee.

From: Senator Paul Fischer

RE: SB 182 Increase the size of the Alaska State Board of
Education.

SB 182 if enacted into law, would increase the size of the Alaska State Board of Education. This bill would allow for the voting membership of both a student and military member on the board.

This bill has the support of the Alaska Association of School Governments, and the State Board of Education has twice voted unanimously to support legislation putting a voting Student and Military member on the board.

I urge your favorable consideration of this bill, and respectfully request that it be considered for a hearing.

Thank you.

CORRECTION

**THIS DOCUMENT
HAS BEEN REPHOTOGRAPHED
TO ASSURE LEGIBILITY**

Alaska State Legislature



State Senate

Senator Paul Fischer
Senate District D
Box 784
Soldotna, Alaska 99669
(907) 262-9420 W
262-9269

While in Juneau
P.O. Box V
Juneau, Alaska 99811
(907) 465-3791

M E M O R A N D U M

3/24/89

TO: Senator Al Adams, Chairman, Senate Community and
Regional Affairs Committee.

From: Senator Paul Fischer

RE: SB 182 Increase the size of the Alaska State Board of
Education.

SB 182 if enacted into law, would increase the size of the
Alaska State Board of Education. This bill would allow for
the voting membership of both a student and military member on
the board.

This bill has the support of the Alaska Association of School
Governments, and the State Board of Education has twice voted
unanimously to support legislation putting a voting Student and
Military member on the board.

I urge your favorable consideration of this bill, and
respectfully request that it be considered for a hearing.

Thank you.

Alaska State Legislature

Senator Paul Fischer
Senate District D
Box 784
Soldotna, Alaska 99669
(907) 262-9420 W
262-9269



State Senate

While in Juneau
P.O. Box V
Juneau, Alaska 99811
(907) 465-3791

M E M O R A N D U M

4/6/89

TO: Senator Rick Uehling and Senator John Binkley,
Co-Chairmen, Senate Finance Committee.

From: Senator Paul Fischer

RE: SB 182 Increase the size of the Alaska State Board of
Education.

SB 182 if enacted into law, would increase the size of the Alaska State Board of Education. This bill would allow for the voting membership of both a student and military member on the board.

This bill has the support of the Alaska Association of School Governments, and the State Board of Education has twice voted unanimously to support legislation putting a voting Student and Military member on the board.

I urge your favorable consideration of this bill, and respectfully request that it be considered for a hearing.

Thank you.



Alaska Association of School Governments

**A RESOLUTION BY THE
ALASKA ASSOCIATION OF SCHOOL GOVERNMENTS
IN SUPPORT OF A VOTING STUDENT MEMBER ON THE
STATE BOARD OF EDUCATION**

WHEREAS, current Alaska statute stipulates that a student member of the Alaska Association of School Governments serve on the Alaska State Board of Education in an advisory capacity; and,

WHEREAS, past experience has shown that the student advisory members possess sufficient levels of maturity and competence to handle the responsibility of voting; and,

WHEREAS, policies effected by the Alaska State Board of Education have a large and direct impact on the student population; and,

WHEREAS, students are aware of problems and situations in the educational system that adults may not immediately be cognizant of; and,

WHEREAS, other states, including California, Massachusetts, and Maryland, have had favorable results with having a voting student member on their State Boards of Education; and,

WHEREAS, the State Board of Education has twice voted unanimously to support legislation putting a voting Student and Military member on the Board;

THEREFORE, BE IT RESOLVED, that the Alaska Association of School Governments supports and encourages legislation (i.e. Senate Bill 182) to increase the size of the Alaska State Board of Education by a member, establishing the Student Advisory Member as a full voting member.



FISCAL NOTE

REQUEST:

Revision Date: _____
 Title: Relating to the State Board of
Education
 Sponsor: Fischer
 Requestor: Senate HESS

Agency Affected: Education
 BRU: Executive Administration
 Components: Executive Administration

EXPENDITURES/REVENUES: (Thousands of Dollars)

| OPERATING | FY 89 | FY 90 | FY 91 | FY 92 | FY 93 | FY 94 |
|------------------------|-------|-------|-------|-------|-------|-------|
| PERSONAL SERVICES | | | | | | |
| TRAVEL | | | | | | |
| CONTRACTUAL | | | | | | |
| SUPPLIES | | | | | | |
| EQUIPMENT | | | | | | |
| LAND & STRUCTURES | | | | | | |
| GRANTS, CLAIMS | | | | | | |
| MISCELLANEOUS | | | | | | |
| TOTAL OPERATING | -0- | -0- | -0- | -0- | -0- | -0- |
| CAPITAL | | | | | | |
| REVENUE | | | | | | |

FUNDING: (Thousands of Dollars)

| | | | | | | |
|---------------|-----|-----|-----|-----|-----|-----|
| GENERAL FUND | -0- | -0- | -0- | -0- | -0- | -0- |
| FEDERAL FUNDS | | | | | | |
| OTHER | | | | | | |
| TOTAL | | | | | | |

POSITIONS:

| | | | | | | |
|-----------|--|--|--|--|--|--|
| FULL-TIME | | | | | | |
| PART-TIME | | | | | | |
| TEMPORARY | | | | | | |

ANALYSIS : (Attach a separate page if necessary)

Prepared by: Mary Hakala
 Division: Commissioner's Office
 Approved by Commissioner: William G. Demmert
 Agency: Education

Phone: 465-2800
 Date: 3/3/89
 Date: 3/3/89

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

STATE OF ALASKA

DEPARTMENT OF EDUCATION

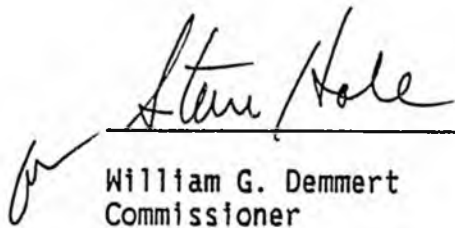
STEVE COWPER, GOVERNOR

GOLDBELT PLACE
801 WEST 10TH STREET
P.O. BOX F
JUNEAU, ALASKA 99811-0500

Position Paper on SB 182

First Session
16th Alaska Legislature

The State Board of Education and the Department of Education support SB 182 relating to membership of the State Board of Education.



William G. Demmert
Commissioner

3-6-89
Date

DEPARTMENT OF EDUCATION

(Mail Stop 0500)

| | Phone | Office Address | Mailing Address |
|--|----------|---|----------------------------------|
| STATE BOARD OF EDUCATION | | | |
| Barney Gottstein President | 561-1944 | | 6411 A Street Anchorage 99501 |
| MEMBERS | | | |
| John Chenoweth, Juneau | | Catherine Harrnsteen, Kodiak | |
| Sue Wilken, Fairbanks | | Don Gray, Fairbanks | |
| Raychelle Daniel, Tuntutuliak - (Student Rep.) | | Janie Leask, Anchorage | |
| Gerald Mitchell (Military Rep.) | | Cora Sakeagak, Barrow | |
| Rosemary Hagevig Executive Assistant | 465-2800 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| EXECUTIVE ADMINISTRATION | | | |
| Office of the Commissioner | | | |
| William G. Demmert Commissioner | 465-2800 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Steve Hole Deputy Commissioner | 465-2800 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Mary Hakala Special Assistant | 465-2800 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Edna MacLean Rural and Native Education | 465-2800 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Tammy Norrtrup Executive Secretary | 465-2800 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Vickie McMillan Administrative Assistant | 465-2800 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Harry Gamble Public Information | 465-2821 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Kay Schilz Personnel Officer | 465-2880 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Administrative Services | | | |
| Brenda O'Donnell Finance Officer | 465-2875 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Steve Messing Supply Officer | 465-2852 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Adult and Vocational Education | | | |
| Karen Ryals Administrator | 465-4685 | Goldbelt Bldg. 1st Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Education Finance and Support Services | | | |
| Jerald Mikesell Director | 465-2865 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |
| Bob Davis Administrative Officer | 465-2875 | Goldbelt Bldg. 2nd Fl. 801 W. 10th St. | P.O. Box F Juneau 99811-0500 |

Original sponsor: Fischer

1 IN THE SENATE

BY THE HEALTH, EDUCATION AND
SOCIAL SERVICES COMMITTEE

2 CS FOR SENATE BILL NO. 182 (HESS)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SIXTEENTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to the state Board of Education."

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

8 * Section 1. AS 14.07.075 is amended to read:

9 Sec. 14.07.075. CREATION. There is created at the head of the
10 Department of Education a Board of Education consisting of nine [SEV-
11 EN] members.

12 * Sec. 2. AS 14.07.085(a) is amended to read:

13 (a) The nine [SEVEN] members of the board [, NO MORE THAN FOUR
14 OF WHOM SHALL BE MEMBERS OF THE SAME POLITICAL PARTY AS THE GOVERNOR,]
15 shall be appointed by the governor, subject to confirmation by a
16 majority of the members of the legislature in joint session. Not more
17 than four of the seven members of the board appointed to a term of
18 five years or to fill a vacancy in a term of five years may be from
19 the same political party as the governor. In appointing board mem-
20 bers, the governor shall consider recommendations made by recognized
21 educational associations in the state.

22 * Sec. 3. AS 14.07.085(b) is amended to read:

23 (b) One member shall be appointed from each of the four judicial
24 districts and five [THREE] from the state at large. At [WITH AT]
25 least one member shall represent [REPRESENTING] regional educational
26 attendance areas and at least one member shall represent military
27 reservation schools. One member shall be a student in a public high
28 school in the state. The representative of the military reservation
29 schools and the student member may be reappointed for successive

1 terms, if they remain qualified for appointment to the board.

2 * Sec. 4. AS 14.07.095 is amended to read:

3 Sec. 14.07.095. TERM OF OFFICE. Except for the representative
4 of the military reservation schools and the student member, who shall
5 be appointed for one-year terms, the [THE] members of the board shall
6 be appointed for overlapping five-year terms. The terms of members
7 commence [COMMENCING] February 1 of the year of appointment. A member
8 appointed to fill a vacancy serves for the unexpired term of the
9 member whose vacancy is filled. A vacancy occurring during a term of
10 office is filled in the same manner as the original appointment.

11 * Sec. 5. AS 14.07.105(a) is amended to read:

12 (a) Five [FOUR] members constitute a quorum.

13 * Sec. 6. AS 39.05.100(a) is amended to read:

14 (a) A person appointed to a board or commission of the state
15 government shall be and have been before the last general election,
16 (1) a registered voter in the state, if the appointment is made at
17 large or (2) a registered voter from the judicial district, if the
18 appointment is made from a specific judicial district. The student
19 member of the Board of Education appointed under AS 14.07.085, the
20 student member of the Board of Regents of the University of Alaska
21 appointed under AS 14.40.150(b), and the student member of the Alaska
22 Commission on Postsecondary Education appointed under AS 14.42.015(e)
23 are exempt from the requirement of this subsection if the member was
24 not old enough to be a registered voter in the last general election.

25

26

27

28

29

FISCAL NOTE

REQUEST:

Revision Date: _____
 Title: Relating to the State Board of Education
 Sponsor: Senate HESS
 Requestor: Senate HESS

Agency Affected: Education
 BRU: Executive Administration
 Components: Executive Administration

EXPENDITURES/REVENUES: (Thousands of Dollars)

| OPERATING | FY 89 | FY 90 | FY 91 | FY 92 | FY 93 | FY 94 |
|------------------------|-------|-------|-------|-------|-------|-------|
| PERSONAL SERVICES | | | | | | |
| TRAVEL | | | | | | |
| CONTRACTUAL | | | | | | |
| SUPPLIES | | | | | | |
| EQUIPMENT | | | | | | |
| LAND & STRUCTURES | | | | | | |
| GRANTS, CLAIMS | | | | | | |
| MISCELLANEOUS | | | | | | |
| TOTAL OPERATING | -0- | -0- | -0- | -0- | -0- | -0- |
| CAPITAL | | | | | | |
| REVENUE | | | | | | |

FUNDING: (Thousands of Dollars)

| | | | | | | |
|---------------|-----|-----|-----|-----|-----|-----|
| GENERAL FUND | -0- | -0- | -0- | -0- | -0- | -0- |
| FEDERAL FUNDS | | | | | | |
| OTHER | | | | | | |
| TOTAL | | | | | | |

POSITIONS:

| | | | | | | |
|-----------|--|--|--|--|--|--|
| FULL-TIME | | | | | | |
| PART-TIME | | | | | | |
| TEMPORARY | | | | | | |

ANALYSIS : (Attach a separate page if necessary)

Prepared by: Mary Hakala Phone: 465-2800
 Division: Commissioner's Office Date: 3/7/89
 Approved by Commissioner: William G. Demmert Date: 3/7/89
 Agency: Education

Distribution (by preparer):

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

S B

183

SENATE COMMITTEE REPORT

FIRST COMMITTEE OF REFERRAL

Date of 5-DAY NOTICE 2/23/89
IN ACCORDANCE WITH UNIFORM RULE 23

FURTHER

FIN

**FISCAL NOTE(S) MUST BE ATTACHED
IN ACCORDANCE WITH AS 24.08.035

DATE TURNED INTO OFFICE _____

2/17/89

Mr. President:

HESS

Committee considered SB 183

special appropriation to the Department of Education for the school construction account; efd

and recommended:

replace with CS _____ same title

attached amendment(s) and new title

_____ letter of intent adopted

do pass

do not pass

no recommendation

individual recommendations

further referral to _____

FISCAL NOTE(S) attached zero

fiscal impact

appropriation no FN attached

Gov. FN introduced w/ bill

MEMBERS SIGNING DO PASS

OTHER RECOMMENDATIONS

Carl Adams
Lloyd Jones

Paul Frank - No Pass

Paul Frank Do Pass
Chairman signature and recommendation

Committee backup attached

SCHOOL CONSTRUCTION DEBT RETIREMENT - FY90 ESTIMATED STATE AID

UPDATED 3/23/89

| | 100s | 90s | 80s | 90s | 80s | 80s | | ESTIMATED |
|------------------------|---------------|-------------|--------------|--------------|--------------|-------------|-----------------|---------------|
| | BOND SALES | BOND SALES | ESTIMATED | BOND SALES | BOND SALES | NEW BONDS | LESS | TOTAL DEBT |
| | PRE 7/1/77 | 7/1/77 TO | CASH PAYMENT | 1/1/82 TO | 7/1/83 TO | ISSUES SOLD | CIG. TAX | RETIREMENT |
| | | 1/1/82 | | 7/1/83 | PRESENT | FY90 STATE | PAID IN | BY DISTRICT |
| 11 SCHOOL DISTRICTS | 2YR LAG | 2YR LAG | 2YR LAG | CURRENT PAY | CURRENT PAY | AID EST. | FY88 | FOR FY-90 |
| 13 ANCHORAGE | \$8,023,079 | \$1,418,967 | \$1,268,412 | \$9,453,347 | \$5,834,700 | \$560,000 | (\$1,473,072) ! | \$25,085,433 |
| 14 BRISTOL BAY | \$0 | \$375,894 | \$679,877 | \$0 | \$0 | \$0 | (\$14,599) ! | \$1,041,172 |
| 15 CORDOVA | \$0 | \$0 | \$33,651 | \$0 | \$0 | \$0 | (\$21,951) ! | \$11,700 |
| 16 FAIRBANKS | \$2,971,047 | \$0 | \$2,642 | \$8,445,380 | \$2,851,520 | \$0 | (\$490,082) ! | \$13,780,507 |
| 17 GALENA | \$0 | \$0 | \$92,881 | \$0 | \$0 | \$0 | (\$12,145) ! | \$80,736 |
| 18 HAINES | \$90,207 | \$0 | \$106,274 | \$0 | \$0 | \$0 | (\$18,980) ! | \$177,501 |
| 19 JUNEAU | \$324,058 | \$348,743 | \$100,829 | \$5,538,850 | \$63,210 | \$0 | (\$175,743) ! | \$6,199,947 |
| 20 KENAI | \$2,561,770 | \$0 | \$308,690 | \$13,211,701 | \$8,661,056 | \$0 | (\$306,544) ! | \$24,434,673 |
| 21 KETCHIKAN | \$428,260 | \$0 | \$0 | \$2,369,628 | \$0 | \$0 | (\$95,880) ! | \$2,702,008 |
| 22 KODIAK | \$402,623 | \$1,236,226 | \$26,781 | \$504,585 | \$1,224,000 | \$0 | (\$87,989) ! | \$3,306,226 |
| 23 MAT-SU | \$1,939,775 | \$2,606,306 | \$0 | \$7,406,291 | \$8,934,172 | \$2,340,972 | (\$326,373) ! | \$22,901,143 |
| 24 NOME | \$0 | \$0 | \$0 | \$131,424 | \$661,987 | \$0 | (\$34,853) ! | \$758,558 |
| 25 NORTH SLOPE | \$0 | \$1,064,986 | \$0 | \$6,110,422 | \$0 | \$0 | (\$48,489) ! | \$7,126,919 |
| 26 PETERSBURG | \$383,700 | \$0 | \$0 | \$313,353 | \$0 | \$0 | (\$28,180) ! | \$668,873 |
| 27 SITKA | \$367,609 | \$0 | \$0 | \$0 | \$1,944,225 | \$0 | (\$65,148) ! | \$2,246,686 |
| 28 UNALASKA | \$0 | \$264,290 | \$28,889 | \$0 | \$0 | \$0 | (\$11,868) ! | \$281,311 |
| 29 VALDEZ | \$1,145,731 | \$1,588,387 | \$1,206 | \$320,704 | \$0 | \$0 | (\$31,649) ! | \$3,024,379 |
| 30 WRANGELL | \$0 | \$144,345 | \$0 | \$856,779 | \$0 | \$0 | (\$24,231) ! | \$976,893 |
| 31 TOTALS | | | | | | | | |
| 32 | \$18,637,859 | \$9,048,144 | \$2,650,132 | \$54,662,464 | \$30,174,870 | \$2,900,972 | (\$3,267,776) | \$114,806,665 |
| 33 | | | | | | | | |
| 34 | | | | | | | | |
| 35 TOTAL BOND OUTLAYS | \$112,523,337 | | | | | | | |
| 36 | | | | | | | | |
| 37 PLUS: CASH PAYMENTS | \$2,650,132 | | | | | | | |
| 38 | | | | | | | | |
| 39 SUB TOTAL | \$115,173,469 | | | | | | | |
| 40 | | | | | | | | |
| 41 NEW BONDS FY90 EST. | \$2,900,972 | | | | | | | |
| 42 | | | | | | | | |
| 43 SUB TOTAL | \$118,074,441 | | | | | | | |
| 44 | | | | | | | | |
| 45 LESS: CIG. TAX | (\$3,267,776) | | | | | | | |
| 46 | | | | | | | | |
| 47 EST. STATE AID-FY90 | \$114,806,665 | | | | | | | |
| 48 | | | | | | | | |

49 NOTE: MAT-SU NOTIFIED DOE OF A 1989 REFUNDING ISSUE ON 1/26/89



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

ANCHORAGE REGIONAL OFFICE

1411 W. 33RD AVENUE
ANCHORAGE, ALASKA 99503
(907) 274-0536

JUNEAU OFFICE

105 MUNICIPAL WAY, SUITE 302
JUNEAU, ALASKA 99801
(907) 586-3090

FAIRBANKS REGIONAL OFFICE

2118 CUSHMAN STREET
FAIRBANKS, ALASKA 99701
(907) 456-4435

March 1, 1989

To: Senator Paul Fischer, Chair
Members, Senate HESS Committee

Re: Senate Bill No. 183; "An Act making a special appropriation to the Department of Education for the school construction account; and providing for an effective date."

NEA-Alaska supports and encourages your expeditious attention to SB 183.

Full funding for public education in Alaska must include full funding of the school construction debt as well as the foundation program. When the debt service obligation is under-funded school districts must still find the financial resources somewhere and programs and services to student become the target for the necessary funding cuts to balance the school district budget.

It is vitally important to the stability and continuity of programs in our schools that an early decision be made by the legislature to fully fund its complete obligation to public education.

Thank you for your consideration of our position.

Respectfully submitted,

Bob Manners
Executive Secretary



ALASKA ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
ALASKA ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
ALASKA ASSOCIATION OF SCHOOL ADMINISTRATORS

• ALASKA COUNCIL OF SCHOOL ADMINISTRATORS •
326 Fourth St., Suite 402 Juneau, Alaska 99801 586-9702

POSITION STATEMENT

SB 183 "An Act making a special appropriation to the Department of Education for the school construction account; and providing for an effective date"

The Alaska Council of School Administrators strongly supports the passage of SB 183.

We are all keenly aware of the fiscal impact of debt retirement reimbursement to the over-all school district and municipal government budgets. We know that short funding the school construction account will carry an adverse effect on all existing programs.

Knowing that the school construction funds are absent from SB 38, "the school funding bill", the passage of SB 183 becomes even more of the utmost importance.

Therefore, we respectfully request speedy passage of SB 183.



KENAI PENINSULA BOROUGH

144 N. BINKLEY • SOLDOTNA, ALASKA 99669
PHONE (907) 252-4441

DON GILMAN
MAYOR

TESTIMONY ON SB 183 FULL FUNDING FOR SCHOOL CONSTRUCTION DEBT REIMBURSEMENT

The Kenai Peninsula Borough and School District support SB 183 which provides for full funding of entitlement for school construction debt reimbursement, and urge passage of this bill by the Sixteenth Legislature. Full funding of this program is critical to those school districts and municipalities that hold large amounts of school construction debt. This is the **number one legislative priority** for the Kenai Peninsula Borough.

The economic boom in the early 1980's had a major impact on the boroughs and school districts in Alaska, especially in Kenai, Mat-Su, Fairbanks and Anchorage. Each of these areas experienced severe overcrowding in their school systems and, as a result, many new schools were built through the sale of bonds eligible for reimbursement per AS 14.11.100. These bonds were sold with the expectation that they would be reimbursed at the level of entitlement prescribed in statute at the time of the sales. The current debt obligation in FY'90 for each of the above mentioned areas is as follows:

| | debt payment | entitlement |
|-----------|--------------|--------------|
| Anchorage | \$27,111,210 | \$24,758,093 |
| Kenai | \$26,975,800 | \$24,434,528 |
| Mat-Su | \$24,207,929 | \$20,886,539 |
| Fairbanks | \$14,784,105 | \$14,326,443 |

For Kenai, the school construction debt payment for FY'89, in the amount of \$26,982,785, represented **53 % of borough funds for education and 45 % of the total borough budget**. The figures for FY'90 will be very similar. For this reason, it is essential that full funding of entitlement for school construction debt occur. Every 10% in reduction of funding for entitlement equals approximately

\$2.4 million, which is equivalent to almost 1 local mill. It is obvious what impact even the smallest of cuts will have.

With school construction debt reimbursement being such a large portion of the budget, the level of funding from the state directly affects the amount of local effort for education. It is for this reason that we maintain that debt reimbursement is an integral part of the overall education funding package and should be included in any early funding bill that may pass the legislature.

Again, the Kenai Peninsula Borough and School District urge your support for full funding for school debt reimbursement and SB 183.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

RESOLUTION 88-89-6

SUPPORT FOR SCHOOL CONSTRUCTION DEBT RETIREMENT

WHEREAS, Article 7, Section 1 of the Alaska State Constitution states that the legislature shall establish and maintain a system of public schools open to all children; and

WHEREAS, under AS 14.11.100 the State of Alaska agrees to repay school districts at a set percentage rate for school construction bonded indebtedness; and

WHEREAS, over the past years of high growth many regions of the state have bonded for school construction in the good faith the state would honor its obligation; and

WHEREAS, the past two legislatures have not fully honored these good faith agreements placing a heavy burden on local taxpayers; and

WHEREAS, this aforementioned tax burden has created a hardship for taxpayers and resultant loss of local revenue for classroom education;

NOW THEREFORE BE IT RESOLVED, that the Kenai Peninsula Borough School District Board of Education calls upon the legislature to fully honor all past commitments for bonded indebtedness reimbursement;

AND BE IT FURTHER RESOLVED, the Kenai Peninsula Borough School District calls upon the legislature to pass legislation which will insure fairness and equity in school construction for all regions of Alaska.

ADOPTED BY THE BOARD OF EDUCATION OF THE KENAI PENINSULA ON THIS 6th day of February, 1989.

William M. Clark
President
Board of Education

ATTEST:

Barbara A. Jewell
Barbara A. Jewell
Notary Public

S B

187



SENATOR FRED F. ZHAROFF
ALASKA STATE LEGISLATURE

P.O. BOX 405, KODIAK, ALASKA 99615 (907) 486-5259

DURING SESSION:

P.O. BOX V, JUNEAU, ALASKA 99811 • (907) 465-3473 • 465-3474

DISTRICT N

ALASKA PENINSULA • ALEUTIAN CHAIN • BRISTOL BAY • KODIAK ISLAND • LAKE CLARK/LAKE ILIAMNA • PRIBILOF ISLANDS • SHUMAGIN ISLANDS

April 7, 1989

MEMORANDUM

APR 10 1989

TO: SENATOR PAUL FISCHER
COMMITTEE CHAIRPERSON
SENATE HEALTH, EDUCATION and SOCIAL SERVICES

FROM: SENATOR FRED F. ZHAROFF

A handwritten signature in cursive script, appearing to read "Fred F. Zharoff".

RE: SB 187

I respectfully request a committee hearing on Senate Bill 187, an act relating to withholding state education funds.

Discrimination still exists in some of our school districts despite the many statutes and regulations on the books prohibiting it. SB 187 puts some real teeth behind those statutes by exacting a financial penalty from the school district where discrimination is allowed to occur.

This bill gives explicit direction to the Commissioner of Education concerning the amount to be withheld and when funds shall be withheld and released.

The mechanism by which alleged discrimination can be fairly investigated already exists in statute under AS 18.80.130 which this measure refers to specifically.

I would appreciate a hearing on this important issue at your earliest convenience.

S B

189

SENATE COMMITTEE REPORT

FIRST COMMITTEE OF REFERRAL

Date of 5-DAY NOTICE 4/6/89
IN ACCORDANCE WITH UNIFORM RULE 23

FURTHER

**FISCAL NOTE(S) MUST BE ATTACHED
IN ACCORDANCE WITH AS 24.08.035
2/24/89

DATE TURNED INTO OFFICE 4/11/89

Mr. President:

HESS

Committee considered SB 189

examination of intoxicated or incapacitated persons in protective custody

and recommended:

- replace with CS _____ same title
- attached amendment(s) and new title
- _____ letter of intent adopted

do pass

do not pass

no recommendation

individual recommendations

further referral to _____

FISCAL NOTE(S) attached ³ zero
 appropriation no FN attached

fiscal impact
 Gov. FN introduced w/ bill

MEMBERS SIGNING DO PASS

OTHER RECOMMENDATIONS

Ray Jones
Lee Adams
Tom Bell
Tom Duncan

Carl Triebel (Do Pass)
Chairman signature and recommendation

Committee backup attached

STATE OF ALASKA

DEPT. OF HEALTH AND SOCIAL SERVICES

OFFICE OF THE COMMISSIONER

STEVE COWPER, GOVERNOR

P.O. BOX H
JUNEAU, ALASKA 99811-0601
PHONE: (907) 465-3030

MAR 07 1989

March 2, 1989

The Honorable Paul Fischer
Alaska State Senate
P.O. Box V
Juneau, Alaska 99811

Dear Senator Fischer:

The Governor has recently introduced SB 189 which proposes changes to the way in which medical services are provided to individuals who are taken into protective custody because they are incapacitated by alcohol. As the Governor's transmittal letter notes, this change will maintain quality services to incapacitated individuals while allowing alcohol programs the flexibility to provide cost effective services. I respectfully request that this bill be heard by the Senate HESS Committee at the earliest available date.

Thank you.

Sincerely,



Myra M. Munson
Commissioner

MM:JL:nb



STATE OF ALASKA
OFFICE OF THE GOVERNOR
JUNEAU

February 24, 1989

The Honorable Tim Kelly
President of the Senate
Alaska State Legislature
P.O. Box V
Juneau, AK 99811

Dear Mr. President:

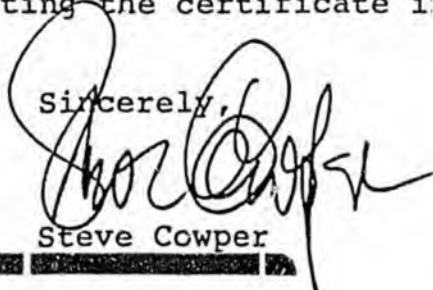
Under the authority of art. III, sec. 18, of the Alaska Constitution, I am transmitting a bill relating to the examination of intoxicated or incapacitated persons in protective custody.

Present law provides for the examination, by a physician, of intoxicated or incapacitated persons taken into protective custody. AS 47.37.170(c). Section 1 of the bill amends AS 47.37.170(c) to allow those examinations to be conducted by qualified health practitioners other than physicians. The Department of Health and Social Services may, by regulation, determine the extent of the examinations and necessary qualifications for the practitioners who conduct them.

This change merely reflects the reality of service provision in Alaska, particularly in rural areas. Most alcohol programs will not have a physician available to conduct examinations on individuals taken into protective custody.

AS 47.37.180(b) currently provides that an application for emergency commitment of an intoxicated or incapacitated person must be accompanied by a certificate from a physician supporting the need for emergency treatment. This bill does not change the requirement that a physician complete that certificate. However, to be consistent with the amendment proposed in sec. 1 of this bill, sec. 2 amends AS 47.37.180(b) to allow the certificate to state that the physician or another qualified health practitioner has examined the person sought to be committed. Additionally, the certifying physician must review the results of the examination before executing the certificate in support of emergency commitment.

Sincerely,


Steve Cowper

FISCAL NOTE

REQUEST:

Revision Date: _____
 Title: "An Act relating to examination of intoxicated or incapacitated."
 Sponsor: Rules
 Requestor: Governor

Agency Affected: Department of Corrections
 BRU: _____
 Components: _____

EXPENDITURES/REVENUES: (Thousands of Dollars)

| OPERATING | FY 89 | FY 90 | FY 91 | FY 92 | FY 93 | FY 94 |
|------------------------|-------|-------|-------|-------|-------|-------|
| PERSONAL SERVICES | | | | | | |
| TRAVEL | | | | | | |
| CONTRACTUAL | | | | | | |
| SUPPLIES | | | | | | |
| EQUIPMENT | | | | | | |
| LAND & STRUCTURES | | | | | | |
| GRANTS, CLAIMS | | | | | | |
| MISCELLANEOUS | | | | | | |
| 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 | | | | | | |
| FEDERAL FUNDS | | | | | | |
| OTHER | | | | | | |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 |

POSITIONS:

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

ANALYSIS : (Attach a separate page if necessary)

Prepared by: Susan E. Knight, Director
 Division: Administrative Services

Phone: 2-10-89
 Date: 2-10-89

Approved by: Dorothy Humphrey-Barnett
 Agency: Department of Corrections

Date: 2-10-89

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

FISCAL NOTE

REQUEST:

Revision Date: _____
Title: Examination of intoxicated/incapacitated persons in protective custody
Sponsor: Rules Committee
Requestor: Governor

Agency Affected: Public Safety
BRU: _____
Component: _____

EXPENDITURES/REVENUES: (Thousands of Dollars) (Inflation not included)

| OPERATING | FY 89 | FY 90 | FY 91 | FY 92 | FY 93 | FY 94 |
|-------------------|-------|-------|-------|-------|-------|-------|
| PERSONAL SERVICES | | | | | | |
| TRAVEL | | | | | | |
| CONTRACTUAL | | | | | | |
| SUPPLIES | | | | | | |
| EQUIPMENT | | | | | | |
| LAND & STRUCTURES | | | | | | |
| GRANTS, CLAIMS | | | | | | |
| MISCELLANEOUS | | | | | | |
| 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 | | | | | | |
| FEDERAL FUNDS | | | | | | |
| OTHER | | | | | | |
| 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)

This bill will not have a fiscal impact on the Department of Public Safety; under AS 33.30.071(a) the Department of Public Safety is not responsible for the expenses of caring for intoxicated persons taken to local jails under AS 47.37.170.

Prepared by: Gayle A. Horetski, Deputy Commissioner
Division: Office of the Commissioner

Phone: 465-4322
Date: 2/9/89

Approved by Commissioner: Arthur English
Agency: Department of Public Safety

Date: 2/9/89

FISCAL NOTE

Revision Date: _____ Agency Affected: Health & Social Services
 Title: "An Act relating to examination of
Public Inebriates in Protective Custody;
 Sponsor: Rules Committee date: _____
 Requestor: Governor Components: Administration

EXPENDITURES/REVENUES: (Thousands of Dollars)

| OPERATING | FY 89 | FY 90 | FY 91 | FY 92 | FY 93 | FY 94 |
|------------------------|-------|-------|-------|-------|-------|-------|
| PERSONAL SERVICES | | | | | 11 | |
| TRAVEL | | | | | | |
| CONTRACTUAL | | | | | | |
| SUPPLIES | | | | | | |
| EQUIPMENT | | | | | | |
| LAND & STRUCTURES | | | | | | |
| GRANTS, CLAIMS | | | | | | |
| MISCELLANEOUS | | | | | | |
| 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 | | | | | | |
| OTHER | | | | | | |
| 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)

Prepared by: Matthew C. Felix *Matthew Felix* Phone: 586-6201
 Division: Office of Alcoholism and Drug Abuse Date: 2/8/89
 Approved by Commissioner: Myra H. Munson *Myra H. Munson* Date: 2/12/89
 Agency: Health & Social Services

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



Summary of SB 189

PURPOSE

* CHANGES CURRENT LAW SO THAT THE EXAMINATION OF AN INTOXICATED PERSON WHO IS TAKEN INTO PROTECTIVE CUSTODY CAN BE DONE BY A HEALTH PRACTITIONER OTHER THAN A PYSICIAN.

* IN MANY AREAS OF THE STATE, PHYSICIANS ARE NOT AVAILABLE 24 HOURS A DAY TO CONDUCT THESE EXAMINATIONS. THIS LEGISLATION PROVIDES A PRACTICAL, LESS EXPENSIVE BUT SAFE ALTERNATIVE TO THE CURRENT STATUTORY REQUIREMENT.

* THE DEPARTMENT WILL, BY REGULATION, IDENTIFY THE TYPES OF PROVIDERS WHO WILL CONDUCT THE EXAMINATIONS. THE REGULATION DRAFTING PROCESS WILL CONSIDER THE SCOPE OF PRACTICE OF DIFFERENT TYPES OF PROVIDERS SO THAT NO PROVIDER WILL BE IN THE POSITION OF PRACTICING BEYOND THEIR APPROPRIATE LEVEL.

CHANGES FROM THE BILL THAT PASSED THE SENATE

* SECTION 1 OF SB 189 PROVIDED THAT THE DEPARTMENT OF HEALTH AND SOCIAL SERVICES WOULD BY REGULATION (1) ESTABLISH THE SCOPE OF THE EXAMINATION TO BE PERFORMED AND (2) DETERMINE THE MINIMUM QUALIFICATIONS FOR HEALTH PRACTITIONERS TO BE AUTHORIZED TO PERFORM THE EXAMINATIONS. SECTION 2 OF SB 189 PROVIDED THAT EXAMINATIONS RELATED TO INVOLUNTARY COMMITMENTS OF ALCOHOLICS COULD BE CONDUCTED BY A PROVIDER OTHER THAN A PHYSICIAN, ALTHOUGH A CERTIFYING PHYSICIAN WOULD STILL HAVE TO SIGN THE CERTIFICATE IN SUPPORT OF THE COMMITMENT.

IN CSSB 189, REFERENCE TO THE SCOPE OF EXAMINATION WAS REMOVED AS THIS WAS TO DIRECTIVE REGARDING THE PRACTICE OF MEDECINE AND TO RESTRICTIVE REGARDING THE INDEPENDENT JUDGEMENT OF HEALTH PROVIDERS.

ADDITIONALLY, SECTION 1 WAS CHANGED SO THAT THE DEPARTMENT, RATHER THAN DETERMINING THE MINIMUM QUALIFICATIONS OF PROVIDERS TO PERFORM THE EXAMINATION, WOULD DETERMINE THE PROVIDERS WHO ARE QUALIFIED TO DO THE EXAMINATION. THIS IS NOT A SIGNIFICANT CHANGE IN PRACTICE BUT SEEMED MORE PRACTICAL IN TERMS OF WRITING REGULATIONS AND IMPLEMENTATION IN LIGHT OF THE STATES OCCUPATIONAL LICENSING LAWS.

SECTION 2 OF THE BILL WAS REMOVED COMPLETELY BECAUSE DECISIONS REGARDING EMERGENCY COMMITMENTS SHOULD ONLY BE MADE AFTER AN EXAMINATION BY A PHYSICIAN.

S B

193

Alaska State Legislature

Al Adams
District L

WHILE IN SESSION
P.O. Box V
State Capitol
Juneau, Alaska 99811
(907) 465-3707

OUT OF SESSION
P.O. Box 333
Kotzebue, Alaska 99752
(907) 442-3245

3111 C Street
Anchorage, Alaska 99503
(907) 561-7622

Official Business

TO: Senator Paul Fischer, Chair
Health, Education and Social Services Committee

FROM: Senator Al Adams *APA*

RE: Senate Bill 193

DATE: March 30, 1990

In light of concerns raised concerning the aforementioned legislation I would prefer that the bill not be heard on Monday, April 2 and be held until further notice.

I appreciate your willingness to bring the bill forward.



Official Business

Alaska State Legislature

Al Adams
District L

SB 115

WHILE IN SESSION
P.O. Box V
State Capitol
Juneau, Alaska 99811
(907) 465-3707

OUT OF SESSION
P.O. Box 333
Kotzebue, Alaska 99752
(907) 442-3245

3111 C Street
Anchorage, Alaska 99503
(907) 561-7622

TO: Senator Paul Fischer, Chair
Senate Health, Education and Social Services Committee

FROM: Senator Al Adams ^{AAA}

DATE: January 19, 1990

RE: Sponsor Substitute for Senate Bill 193, "An Act Relating to requirements for issuance of a teacher certificate."

Thank you for scheduling a hearing on the aforementioned legislation.

Senate Bill 193 adds to the duties of the Department of Education under A.S. 14.20.020 a provision for competency testing of teachers in Alaska. This legislation is being introduced to provide a standard for certification to insure that Alaska's teachers meet basic knowledge and skills prior to classroom entry.

The legislature, in its constitutionally mandated role to establish and maintain a system of public schools in the state, has delegated much of that role to sub-units such as the Board of Education, local school districts and school boards. Nevertheless, the legislature still needs to insure that quality education occurs even if that oversight is from a relatively distant perspective.

Given the unacceptable level of school performance in many of our students, we have a duty to take more vigorous steps towards insuring that the tools are in place to gain the most potential from our students. Although I do not see it as an entire solution, Senate Bill 193 provides one more way of accomplishing this.

The sponsor substitute merely changes the cutoff date for applicability to a year later.

Cover Letter

ASSOCIATION OF ALASKA SCHOOL BOARDS

316 W. 11th St. • Juneau, Alaska 99801-1510 • (907) 586-1083

Position Paper
SB 193

"An Act relating to requirements for issuance of a teacher certificate."

The Association of Alaska School Boards supports SB 193 dealing with requirements for issuance of a teacher certificate.

AASB believes it is necessary to assure the public that people in Alaska's classrooms are well qualified and competent. With increasing interest in providing alternative routes to certification—and extending that to include vocational education, ROTC, and Alaska Native language and culture—it is important that Alaska provide a standard for certification.

That standard should provide assurance that people certificated to teach in Alaska's classrooms are qualified in the areas in which they teach. Any approval for certification should be able to withstand the scrutiny of a written exam for certification.

We believe an appropriate test should be devised to ensure the qualification of all Alaska teachers, particularly if we are going to entertain alternative routes to education.

Letters of Support

W

Chronicle of Higher Education
8/2/89

STATE

Chronicle of Higher Education 7/19
**Most Texas Students Pass
New Basic-Skills Test**

Eighty-one per cent of the Texas high-school and college students who took a new required basic-skills test last month passed it, state education officials have reported.

However, the officials, who had predicted failure rates of close to 50 per cent, cautioned that the students who took the first test were probably not typical of those who will take the exam in the future. They said the failure rate was likely to grow as more are tested.

Seventy-nine per cent of those taking the Texas Academic Skills Program last month were college students seeking admission to teacher-education programs. The rest were

high-school students planning to attend college next fall.

Even though nearly 72 per cent of the state's freshmen are enrolled in community colleges, where the need for remedial education is expected to be greatest, only 6 per cent of those taking last month's test were bound for such institutions.

Beginning in September, all students who enroll at the state's public colleges will be required to pass the basic-skills test before they can enroll in upper-level courses. Those who fail will have to take remedial courses until they pass.

The results of last month's test, given to 7,763 high-school and college students, show that 58 per cent of the blacks, 69 per cent of the Hispanics, and 87 per cent of the whites passed the three-part exam, which measures skills in reading, writing, and mathematics.

—KATHERINE S. MANGAN

**N.Y. Board Toughens Rules
for Prospective Teachers**

After many years of debate, the New York State Board of Regents last month adopted tough new requirements for prospective elementary- and secondary-school teachers.

Under the new regulations, prospective teachers will have to pass a general-knowledge exam, serve a one-year internship, take at least one year of a foreign language, and focus their college educations on liberal arts before they can be certified.

The general-knowledge exam will test candidates in history, math, science, and social studies, and will be taken in addition to a general test on teaching methods and a test in the teacher's specialty area.

The new regulations are designed to produce teachers who have both "breadth and depth" of preparation, said Donald Nolan, the state's deputy education commissioner. The new regulations will not go into effect until 1993 so colleges will have time to revamp their programs, he added.

—CHRISTOPHER MYERS

Chron. of Higher Education 6/7/89

**New Oregon Law Bars Plan
to End Majors in Education**

Oregon Gov. Neil Goldschmidt signed a bill last month requiring the state's Board of Higher Education to maintain both four-year and five-year programs in teacher education, sinking a much-debated plan by the board to phase out the undergraduate education major by the fall of 1990.

The law has the state's higher-education officials scrambling to figure out how many four-year programs will be offered and which of six public four-year institutions will offer them.

The state system had intended to eliminate the undergraduate education major and establish a mandatory five-year program for prospective teachers that would have included an undergraduate liberal-arts major.

That plan was resisted by several groups, including education students, teachers' unions, and some faculty members at the state's colleges and universities. The bill to reverse the plan was promoted by its supporters as a way of offering a diversity of education programs to prospective teachers.

Rep. Bruce Hugo, chairman of the House Education Committee, said the state board had stirred opposition because it had not "thought out all the ramifications" when it proposed the five-year programs.

He said, however, that at some point the state probably would try to offer only five-year teacher-education programs.

—CHRISTOPHER MYERS

SECTION E

EXAMINATIONS

Basic Skills, Pedagogy, Subject Matter and General Knowledge

Basic skill, pedagogical, subject matter and general knowledge examinations and assessments of various types are required by most jurisdictions as a prerequisite to admission to a teacher education curriculum and/or as a requirement for certification or promotion on a career ladder. The objective of Section E on examinations is to describe the following:

- The extent to which jurisdictions utilize examinations for purposes of certification;
- The knowledge, skills or competencies being examined;
- The type of examinations being administered;
- the point-in-time said examinations are required, and
- The presence of common practices and/or trends related to the use of planned use of examinations.

This objective is realized through a review of the following areas:

- Knowledge of the subject(s) to be taught;
- Basic skills proficiency (ability to read, write, compute, etc.);
- Knowledge of pedagogy in general or in specific methodology;
- General knowledge, and
- Ability to perform in an assessment center or respond to stimuli from films or other stimulation.

Twenty-seven questions related to examinations were included in Section E of the questionnaire. The sparsity of responses to questions 19 through 27 relating to a systematic assessment of on-site/on-the-job teaching performance precluded a meaningful tabulation of same.

The responses to questions 1-5 are identified in Table E-1; the responses to question 6 are delineated in Table E-2; the responses to questions 7, 8, 9 and 10 are shown in Table E-3; the responses to question 11 are identified in Table E-4; the responses to question 12 are delineated in Table E-5; the responses to question 13 are shown in Table E-6; the responses to question 14 are identified in Table E-7, and the responses to question 15 are identified in Table E-8. The responses to question 16, 17 and 18 appear in the Table E-9. A summary of the responses for each question is included following the restatement of the question.

Questions 1 and 2: (1) Does your jurisdiction (as distinguished from institutional requirement) currently require passage of one or more examinations as a prerequisite to admission to a teacher training program? (2) If you responded in the affirmative to question #1, which of the following types of examinations does your state currently require as a prerequisite to admission to a teacher training program: Basic Skills and/or Communication Skills, Subject Matter, Pedagogical Skills, General Knowledge? for all applicants? For some applicants?

The responses to these two questions are shown in columns 1 through 5 of Table E-1 on page E-13. A summary of

only? Not being considered?

The responses to this question are identified in columns 11 through 16 of Table E-1 on page E-13. A summary of the responses included in columns 11 through 16 indicates the following:

- Thirty-two (32) jurisdictions are not giving consideration to or planning new or revised examinations for certification, while three (3) states are at least giving consideration to new or revised examinations. (Columns 15 and 16)
- Nine (9) states are giving consideration to or are planning new, additional, or revised basic skills and/or communication skills examinations. (Column 11)
- Nine (9) states are giving consideration to or are planning, new, additional or revised subject matter examinations for certification. (Column 12)
- Eight (8) states are considering or are planning new, additional or revised pedagogical skills examinations. (Column 13)
- Three (3) states are giving consideration to or are planning, new additional or revised general knowledge examinations for certification. (Column 14)
- Four (4) states that currently do not require one or more examinations of applicants for admission to a teacher education program or for certification are giving consideration to or are planning to require of applicants one or more examinations. (Columns 11-14)

Question #6: Which kinds of credentials require passage of one or more of the cited examinations: Nursery/Elementary School, Secondary Academic, Special Subject, Special Education, Occupational, Vocational,

Middle/Intermediate Junior High, Pupil Personnel Services, Administration and Supervision? For all applicants (AA)? For some applicants (SA)?

The responses to this question are delineated in columns 1 through 32 of Table E-2 on pages E-14 and E-15. A summary of the responses included in columns 1 through 32 indicates the following:

- For a nursery and/or elementary school teacher's certificate, twenty-eight (28) states require a basic skills and/or communication skills test of all applicants (AA) and eight (8) states require the same test of some applicants (SA); nineteen (19) states require a subject matter test of applicants (AA) and four (4) of some (SA); nineteen (19) states require a pedagogical skills test of all applicants (AA) and seven (7) of some (SA), and fourteen (14) states require a general knowledge test of all applicants (AA) and six (6) of some applicants (SA). (Columns 1-4)
- For a secondary school academic teacher's certificate, twenty-eight (28) states require a basic skills and/or communications of all applicants (AA) and eight (8) states require the same test of some applicants (SA); nineteen (19) states require a subject-matter test of all applicants (AA) and six (6) states require the same test of some applicants (SA); nineteen (19) states require a pedagogical skills test of all applicants (AA) and seven (7) states require the pedagogical test of some applicants (SA); and thirteen (13) jurisdictions require a general knowledge examination of all applicants (AA) and six (6) require the same examination of some (SA). (Columns 5-8)

eleven (11) jurisdictions require a pedagogical skills test of all applicants (AA) while three (3) states require it of some applicants (SA), and seven (7) jurisdictions require a general knowledge test of all applicants (AA) and three (3) states require it of some applicants (SA). (Columns 25-28)

- For an administrative-supervisory certificate, eighteen (18) jurisdictions require a basic skills and/or communication skills test of all applicants (AA) while six (6) states require the same examination of only some applicants; thirteen (13) jurisdictions require a subject-matter test of all applicants (AA) and one (1) state requires the same examination of some applicants (SA); twelve (12) jurisdictions require a pedagogical skills test of all applicants (AA) while three (3) states require it of some applicants (SA), and six (6) jurisdictions require a general knowledge test of all applicants (AA) and four (4) states require this test of some applicants (SA).

Questions 7, 8, 9, 10: (7) At what specific point in time is passage of each of the examination(s) (basic skills and/or communication skills, subject-matter, pedagogical skills, general knowledge) required? Before admission to a teacher preparation program (BA)? Before issuance of an initial regular certificate (BC)? (8) How many times may an individual take the required examination(s)? No retake (NR); once (1); no limit (NL); other (specify). Must a fixed period of time elapse between admissions if an individual is permitted to retake the tests? No limit (NL); if yes, specify time period. (9) What agent/agency developed or is developing the examination(s)? State Education Agency (SEA); Institution of Higher Education (IHE); Educational Testing Service

(ETS); National Evaluation Systems (NES)? (10) What agent/agency administers or will administer the examination(s)? State Education Agency (SEA); Institution of Higher Education (IHE); Educational Testing Service (ETS); National Evaluation Systems (NES).

The responses to these four questions are shown in columns 1 through 5 of Table E-3 on page E-16. A summary of the responses included in Table E-3 indicates the following:

- Twelve (12) states require a basic skills and/or communications skills test before admission (BA) to a teacher education program; seventeen (17) states require this test before issuance of an initial regular certificate (BC), and nine (9) states require completion of this test before certification if it has not been completed before admission to a teacher education program (BA/BC) (Column 1).
- Twenty-eight (28) states require completion of a subject-matter examination before certification (BC) but none require such an examination for admission to a teacher education program (Column 2).
- Twenty-seven (27) states require completion of a pedagogical skills examination before certification (BC) and no states require this examination before admission (BA) to a teacher education program (Column 3).
- Four (4) states require completion of a general knowledge examination before admission (BA) to a teacher education program; sixteen (16) states require completion of this test before certification (BC) and three (3) jurisdictions require completion of this test before certification if it has

administering agent is yet to be determined; in two (2) of the states the institutions of higher education (IHE) and in one (1) state the education agency (SEA) administer the tests.

Question #11: How frequently are the examination(s) (Basic and/or Communication Skills, Subject-Matter, Pedagogical Skills, General Knowledge) administered in your jurisdiction? Once a year (1)? Twice a year (2)? Three times a year (3)? Four times a year (4)? Other (specify)?

The responses to question 11 are shown in columns 1 through 8 of Table E-4. A summary of the responses indicates the following:

- The basic skills and/or communication skills examination is administered twice (2) a year in one state; three (3) times a year in fifteen (15) jurisdictions; four (4) times a year in seven jurisdictions; five (5) times a year in one jurisdiction; six (6) times a year in two states; ten (10) times a year in one state; more than ten (10+) times a year in one state; and in seven states the frequency is variable (Column 1).
- The subject-matter examination is administered twice (2) a year in one state; three (3) times a year in twenty (20) states; four (4) times a year in two states; five (5) times a year in one state; and the frequency is variable in three jurisdictions (Column 3).
- The pedagogical skills test is administered two (2) times a year in two states; three (3) times a year in eighteen (18) states; four (4) times a year in one state; five (5) times a year in one state; ten (10) times a year in one state; and in three states, the frequency is variable (Column 5).
- The general knowledge test is administered two (2) times a year in one jurisdiction; three (3) times a year in sixteen (16) states; five (5) times a year in one state; and the test frequency is variable in two jurisdictions (Column 7).
- The basic skills test is administered by ETS in twenty (20) states; by the IHE's in seven (7) states; by NES in three (3) states; by the SEA in one (1) state; by a combination of the SEA and ETS in one (1) state; by a combination of the SEA and an IHE in one (1) state; and in three states (Massachusetts, Nevada and Wisconsin), it is still to be determined (Column 2).
- The subject matter exam is administered by ETS in fourteen states (14); by the IHE's in five (5) states; by NES in five (5) states; by a combination of SEA/NES is one state; and in two states, it is still to be determined (Column 4).
- The pedagogical skills test is administered by ETS in seventeen (17) states; by the IHE in three (3) states; by the SEA in two (2) states; by NES in two (2) states; by an LEA in one (1) state; and by a combination of ETS/SEA in one state (Column 6).
- The general knowledge test is administered by ETS in sixteen (16) states; by an IHE in three (3) states; and by a combination ETS/SEA in one (1) state (Column 8).

Question #12: What skills (reading, speaking, listening, writing, other) are covered by your basic skills proficiency examination? (Complete only if you utilize an examination other than the NTE Preprofessional Skills Test).

the pupil personnel service areas (e.g., school counselor, school social worker, school psychologist).

- Nine (9) jurisdictions require a subject matter test in health for teachers of health education and in educational administration and supervision of persons seeking certificates in a related field (e.g., principal, director, supervisor).

Question #14: Which of the following are covered by your pedagogical knowledge, methodology or professional preparation examination? concepts and principles of the psychology of teaching; knowledge of teaching methods of strategies; knowledge of the structure and purposes of American public education; knowledge of alternative philosophies of education; concepts and principles of classroom management and student behavior control; knowledge of techniques of instructional planning, including the preparation of objectives; knowledge of elements of teaching methodology, such as techniques of clear explanations, use of examples and use of materials; knowledge of instructional media and their uses; knowledge of student evaluation techniques, such as test question writing and progress reporting; knowledge of principles of professional ethics and codes of conduct for teachers; knowledge of ways to integrate the handicapped child in a regular classroom; knowledge of language acquisition; knowledge of the teaching of reading, and knowledge of the teaching of English to speakers of other languages.

The responses to this question are shown in columns 1 through 17 of Table E-7 on page E-20. A summary of the responses included in Table E-7 indicates the following:

- Twenty-four (24) jurisdictions indicated the professional skills exam covers the following areas: classroom management,

instructional planning, elements of teaching methodology, and evaluation techniques.

- Twenty-three (23) states include the following areas in the professional skills test: psychology of teaching, teaching methods and strategies, instructional media and use, cultural pluralism, and professional ethics.
- Twenty-two (22) states include knowledge of the following areas in their respective pedagogical skills test: structure of American education, and integrating the handicapped child in a regular classroom.
- Twenty-one (21) jurisdictions include test items that focus on curriculum organization and philosophies of education in the professional skills test.
- Twenty (20) jurisdictions indicated the professional skills test includes items that address the following: language acquisition, teaching of reading, and teaching English to speakers of other languages.
- Nineteen (19) of the jurisdictions address all of the pedagogical skill areas in their respective tests; with the remaining five (5) states focusing on fourteen, twelve, eleven, nine and eight of the skills identified. In five (5) jurisdictions (Alabama, Arizona, Florida, Georgia and Texas), there exists a customized professional skills examination with a performance component being utilized or in the planning stages.

Question #15: Under what authority and as of what date are/were examinations (general knowledge, basic skills and/or communication skills, subject matter, and pedagogical

the state education agency (SEA) in the case of twenty (20) jurisdictions, a professional standards board in two (2) states, the Educational Testing Service (ETS) in one (1) state (New Jersey), an independent agency (Assessment Associates of California) in one (1) state (Kentucky), and not specified (NS) in two (2) states. Validation occurred between 1969 and 1987 in twenty-two (22) jurisdictions, with four (4) states reporting no date.

- Validation of the pedagogical skills test is the responsibility of the state education agency (SEA) in twenty-four (24) states, an institution of higher education (IHE) in one (1) state (Kansas), an independent agency (Assessment Associates of California) in one (1) state (Kentucky), and in the developmental stage in one (1) state (Missouri). Validation occurred between 1981 and 1987 in twenty-two (22) jurisdictions with four (4) states reporting no date.
- The review of general knowledge scores is the responsibility of the State Education Agency (SEA) in eight (8) jurisdictions, and not specified in ten (10) others. In those states reporting, the review occurs between every year and every five years with the mode being every two years.
- The review of the basic skills and/or communication skills test scores is the responsibility of the State Education Agency (SEA) in twelve (12) states, the State Board of Education (SBE) in one (1) state, the professional standards board in two (2) states, no response in one (1) state, and in twenty (20) states the agency responsible for the review was not specified. In those states reporting, the

review occurs between every year and every eight years with the mode being every three years.

- The review of the subject matter test scores is the responsibility of the State Education Agency (SEA) in eight (8) states, the State Board of Education (SBE) in one (1) state, a professional standards board in two (2) states, the chief school officer (CSO) in one (1) state, and in fourteen (14) states, the agency responsible for the review is not stated. In those states reporting, the review occurs between every year and every five to eight years with the mode being every three (3) years.
- The review of the pedagogical skills' test scores is the responsibility of the state education agency (SEA) in eleven (11) states, the chief school officer (CSO) in one (1), the State board of education in one (1) state, no response from one (1) state, and in twelve (12) jurisdictions no agency was identified as being responsible for the review. In those states responding, the review occurs between every year and every five to eight years with the mode being every two years.

Question #16: Have you or would you consider joining with one or more jurisdictions to develop an examination?

The responses to question #15 are shown in columns 1 through 3 of Table E-9 on page E-22. A summary of the responses indicate the following:

- Twenty-six (26) states would consider joining with one or more jurisdictions to develop an examination while fifteen (15) indicated they would not be so interested. Nine (9) states