

ALASKA LEGISLATURE COMMITTEE FILES, 1989-1990 8672  
6292 SENATE HEALTH, EDUCATION AND SOCIAL SERVICES

696



# ALASKA DADS and MOMS

5974 North Street  
Juneau, Alaska 99801

Phone: (907, 780-4684

" A Child's Right - 2 Parents After Divorce "

April 13, 1990

Ruth Lister, Executive Director  
Alaska Women's Commission  
3601 C Street - Suite 742  
Anchorage, Alaska 99503-5990

APR 1 1990

Sherrie Markin Goll, Lobbyist  
Alaska Women's Lobby  
c/o State Representative Peter Goll  
P.O. Box V (MS 3100)  
Juneau, Alaska 99811

Dear Ms. Lister and Mrs. Goll:

I write to you both today on behalf of three single parent custodial mothers, who are members of Alaska Dads and Moms: Kathy Davis, Debra Perrin and Tena Worrell. They are all owed a child support arrearage directly. They were all also on public assistance at one time, and a child support arrearage is owed to the state to repay their public assistance.

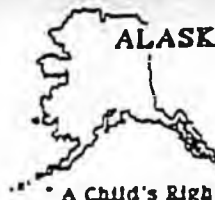
Kathy, Debra and Tena, and hundreds of custodial mothers like them throughout Alaska, are watching \$1.9 million in back, or arrearage, child support payments go in to Child Support Enforcement Division and be kept by the Division to repay the public assistance child support arrearage first, while they and their children wait in second place to have their own child support arrearage to be paid. These women and children are suffering, while our rich state runs government programs on back child support payments they could and should be receiving first.

I personally spoke directly with both of you in the opening days of this legislative session and asked your outspoken lobbying assistance in securing implementation of Family Support Task Force recommendations 35 and 36, the "Pay Family Arrearages First" issue. To date, I have no indication whatever that either of you have taken a single action to assist in securing needed legislative approval in Finance Committees to implement the "Pay Family Arrearages First" Task Force recommendations.

You have both used your considerable, historical political stature to effectively slow down (and probably kill, as a result) Family Support Task Force Recommendation 44, HB 472, creating a Child Support Commission, including both custodial and noncustodial parents; and Family Support Task Force Recommendation 32, HB 538, creating a child visitation demonstration project, where both custodial and noncustodial parents could bring court-ordered visitation complaints.

Alaska Chapter - National Council for Children's Rights

Page Two - Ruth Lister, Sherrie Goll



**ALASKA DADS and MOMS**

5974 North Street  
Juneau, Alaska 99801

Phone: (907) 780-4684

"A Child's Right - 2 Parents After Divorce"

I am firmly convinced that if the two of you were to apply the influence of your positions to asking both House and Senate Finance Committees for the funding necessary to release \$1.9 million in back child support payments to custodial mothers and their children in Alaska, it would happen. It's not too late. Third quarter revenue projections have left generous flexibility to make additions to both the HESS and Child Support Enforcement Division budgets, without cutting into existing programs.

I find it ironic that a volunteer, donation-funded organization, which began as a father's rights group, and that has grown statewide to encompass the post divorce problems of men, women and children, must ask the help of two organizations, whose publicly-avowed purpose is to advocate for the needs of women, in order to implement a women's and children's issue like the "Pay Family Arrearages First" recommendations of the Task Force. I believe the state-funded Alaska Women's Commission has a statutory duty to cooperate with and advance the recommendations of the also state-funded Alaska Family Support Task Force, wherever their recommendations coincide with women's needs.

As an appointed public member of the Child Support Subcommittee of the Family Support Task Force, who invested literally hundreds of hours in the 1989 interim on Task Force recommendations, I need to express my anger at your notable absence during the interim effort and at your torpedo tactics, after the fact, during this legislative session.

I enclose documents from Kathy, Debra and Tena, which show that out of \$4,135.15 received by the Child Support Enforcement Division at various points in these cases, only \$853.84 actually went to these custodial mothers and their children! Outrageous public policy, which you have endorsed by your apparent silence, to the deprivation and detriment of children and their mothers in post-AFDC families.

It is clear to me that material aggrandizement of divorcing women is a primary focus for you. But it is also clear that you have forgotten, not only happily married women, but also the ongoing poverty of custodial mothers, post-AFDC, who deserve and need your assistance, in securing their arrearage payments first! The formal leadership of the "women's movement" in Alaska has forgotten most of the women in this state!

Most sincerely,

Sandy Armstrong, Secretary  
Alaska Dads and Moms  
5974 North Street  
Juneau, Alaska 99801

Encl 3

cc: Governor Steve Cowper  
Sixteenth Alaska Legislature  
Steve Strube, Tracy Driskill, Sue Miller  
....and Kathy, Debra and Tena

# STATE OF ALASKA

## DEPARTMENT OF REVENUE

CHILD SUPPORT ENFORCEMENT DIVISION

STEVE COWPER, GOVERNOR

550 WEST 7th, 4th FLOOR  
ANCHORAGE, ALASKA 99501  
PHONE: (907) 276-3441  
TOLL FREE: 800-478-3300

December 31, 1987

DEBRA D PERRIN  
3026 MOUNTAINWOOD CIRCLE  
JUNEAU AK 99801

Dear Client:

This is an annual notice of support collected on your behalf from January 1, 1987 through December 31, 1987. The amount collected was \$ 1,736.91, of which \$ .00 was forwarded to you. The remainder was retained by the State of Alaska for reimbursement of public assistance.

If you have any information that would assist the Division in collection on your case 3AN-82-08128 (i.e., address, social security number and/or employer for obligor DONALD D STRADLEY ), please provide this information in writing to this office.

This notice is required by Federal regulations and requires no response from you.

Your assistance and cooperation is greatly appreciated.

Sincerely,

Child Support Enforcement Division

RTFF9995 PDSDATA  
(rev 12/28/87)  
Team 11

JUNEAU FIELD OFFICE  
PHONE (907) 465-2337

STATE OFFICE BUILDING, 11th FLOOR  
JUNEAU, ALASKA 99811

FAIRBANKS FIELD OFFICE  
PHONE (907) 451-2830

675 7th AVENUE, STATION G  
FAIRBANKS, ALASKA 99701

STEVE COWPER, GOVERNOR

**DEPARTMENT OF REVENUE**  
**CHILD SUPPORT ENFORCEMENT DIVISION**

550 WEST 7TH, 4TH FLOOR  
ANCHORAGE, AK 99501-3558  
PHONE: (907) 278-3441  
TOLL FREE ALASKA: 800-478-3300

December 31, 1989

KATHLEEN M STUBBLEFIELD  
BOX 851  
SEWARD AK 99664

Dear Client:

This is an annual notice of child support collected on your behalf from \_\_\_\_\_ through December 31, 1989.

The amount collected was \$ 1,997.44, of which \$ 753.84 was forwarded to you. The difference between what was collected and what was sent to you was kept by the State of Alaska to reimburse the State for the public assistance that has been paid to you.

If you have any information that would assist the Division in collection on your case 3AN-78-02910 (i.e., address, social security number and/or employer for obligor ROY H STUBBLEFIELD ), please provide this information in writing to this office.

This notice is required by Federal regulations. You are NOT required to respond. However, if you do have any information that would help increase the amount of our collections, please don't hesitate to notify us.

Your assistance and cooperation is greatly appreciated.

Sincerely,

Child Support Enforcement Division

RTFF9985 PSDATA  
(rev 12/30/88)  
Team 05

DETACH THIS PORTION BEFORE DEPOSITING.

DO NOT CHANGE OR ALTER.

WHEN PAID THE ABOVE CHECK BECOMES A RECEIPT IN FULL  
PAYMENT OF THE FOLLOWING ACCOUNT. NO OTHER RECEIPT NECESSARY.

STATE OF ALASKA  
CHILD SUPPORT ENFORCEMENT DIVISION

MONTH DAY YEAR

03 07 90

No.

620102

CASE NO.	COURT	R. S. CASE OR CAUSE DESCRIPTION	YEAR TO DATE	ARREARS	CODE	AMOUNT
1JU-78		PAYOR-BOBBY R. WORRELL				
00607		PAYEE-TENA WORRELL				
		PMT ON SCHEDULED OBLIGATION	100.00			100.00
		PMT ON ARREARAGE	300.80			.00
			400.80	7,622.38		100.00
FOR YOUR CONVENIENCE, KIDS LINE IS ALWAYS THERE! CALL 276-3441, 24 HOURS A DAY.						

**H C R**

**15**

SENATE COMMITTEE REPORT

FURTHER

FIN

4/20/89

DATE TURNED INTO OFFICE

5/5/89

Mr. President:

HESS

Committee considered

CSHCR 15 (FIN)

citizen review boards for the foster care system

and recommended

- 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 \_\_\_\_\_

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

*Hoyt*  
 \_\_\_\_\_  
*Be Adams*  
 \_\_\_\_\_  
*Tim Kelly*  
 \_\_\_\_\_  
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*Paul Frick (Do Pass)*  
 \_\_\_\_\_  
 Chairman signature and recommendation

Committee Backup attached

STATE OF ALASKA  
1989 LEGISLATIVE SESSION

BILL VERSION: HCR  
PUBLISH DATE: \_\_\_\_\_

FISCAL NOTE

REQUEST:

Revision Date: 3/31/89  
Title: Relating to citizen review boards for foster care system.  
Sponsor: HESS Committee  
Requestor: HESS Committee

Agency Affected: Administration  
BRU: Office of Public Advocacy  
Components: \_\_\_\_\_

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 89	FY 90	FY 91	FY 92	FY 93	FY 94
PERSONAL SERVICES	-0-	0	0	0	0	0
TRAVEL		0	0	0	0	0
CONTRACTUAL		77.5	80.6	83.8	87.1	90.5
SUPPLIES		0	0	0	0	0
EQUIPMENT		0	0	0	0	0
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	-0-	77.5	80.6	83.8	87.1	90.5

CAPITAL						
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REVENUE						
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FUNDING: (Thousands of Dollars)

GENERAL FUND	-0-	77.5	80.6	83.8	87.1	90.5
FEDERAL FUNDS						
OTHER						
TOTAL	-0-	77.5	80.6	83.8	87.1	90.5

POSITIONS:

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

ANALYSIS : (Attach a separate page if necessary)

See Attached

*Brant McGee*

Prepared by: Brant McGee, Public Advocate  
Division: Office of Public Advocacy

Phone: 274-1684  
Date: 3/31/89

Approved by Commissioner: John Andrews  
Agency: Department of Administration

Date: 3/31/89

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

## CONTINUATION of FISCAL NOTE ANALYSIS

For Bill/Resolution No. HCR 15

This resolution will allow the Office of Public Advocacy to continue the Foster Care Review Board demonstration project in Anchorage which was previously funded through a private grant. This fiscal note will allow half of the children in foster care in Anchorage to receive reviews by the citizen Review Board.

<u>Personal Services</u>	\$ 0
<u>Travel</u>	0
<u>Contractual</u>	
Non-attorney contract position. \$25.00/hr X 40-hrs per week X 52 weeks = \$52,000.	52.0
Contract clerical support. \$10.00/hr X 40 hrs per week X 52 week = \$20,800.	20.8
Xeroxing (reimbursable copy charges) \$350.00 per mo. X 12 mos. = \$4,200.	4.2
Postage (reimbursable) \$500.00 per yr.	<u>.5</u>
TOTAL-----	\$77.5



# Alaska Foster Parents Association

P. O. BOX 140651 • ANCHORAGE, ALASKA 99508



**POSITION PAPER  
HCR 15  
CITIZEN REVIEW BOARD  
DEMONSTRATION PROJECTS**

The Alaska Foster Parent Association supports this measure only in lieu of passage of HB 19, Foster Care Review Boards.

The demonstration project in Ketchikan was funded by legislative appropriation in 1985. It has yet to hear its first review. The reason appears to be that impediments were implaced by an agency of the administration. In the meantime, an extremely valuable system of oversight has been denied to the client population receiving services from Health and Social Services.

It is our position that the greatest lesson we will learn from the pilot projects in Anchorage and Ketchikan is that we should have created a system of citizen review far earlier and that, since we have not, now is the time to do it.

We urge the passage of HB 19. Failing that, we will support this measure to keep the pilot projects alive while we continue to work toward a state-wide system of citizen foster care review, which provides quality assurance in the activities of the state dealing with children in state custody.

Miriam Sumner  
President

Frank H. Wasmer  
Vice President



# Alaska State Legislature

## HOUSE OF REPRESENTATIVES

Official Business  
Member  
Labor & Commerce  
Legislative Council  
Finance Sub-Committee  
for Labor  
Special Committee on  
Foreign Trade

REPRESENTATIVE VIRGINIA COLLINS  
District 10-B

Session:  
P.O. Box V  
State Capitol  
Juneau, Alaska 99811  
(907) 465-2828  
Interim:  
3111 C Street, Suite 412  
Anchorage, Alaska 99503  
(907) 561-2040

APR 24 1989

April 18, 1989

Senator Paul Fischer, Chair  
Senate HESS Committee  
Capitol, Room 508  
P.O. Box V  
Juneau, Alaska 99811

Re: HCR 15, relating to citizen review boards for the  
foster care system

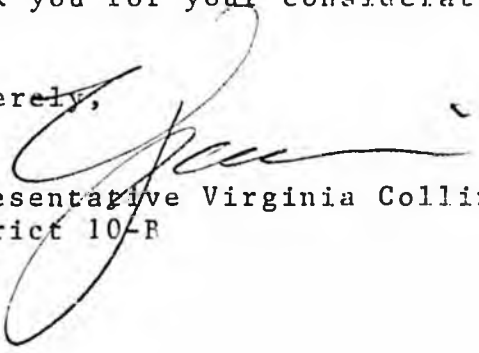
Dear Senator Fischer,

HCR 15 passed the House by a unanimous vote today. I feel this is an important piece of legislation since it continues funding for the one-year pilot projects in Anchorage and Ketchikan for another year. These citizen review panels provide the only mechanism for an objective review of children in the system. Because of these panels, children are less likely to be left to languish in the system, and problems are identified in a timely manner. Panels gather data which can help us to improve the way children in state custody are handled. This is a necessary piece of legislation this session.

I urge you to support this and to consider timely passage out of your committee. If you have any questions regarding this, I would be most happy to talk to you about it.

Thank you for your consideration of this request.

Sincerely,

  
Representative Virginia Collins  
District 10-B

# HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

ALASKA STATE LEGISLATURE  
HOUSE OF REPRESENTATIVES



P.O. BOX V, JUNEAU 99811  
(907) 465-3759

## MEMORANDUM

TO: Senator Paul Fischer, Chair, Senate HESS Committee  
FROM: Rep. Johnny Ellis, Chair, House HESS Committee *JE*  
RE: HCR 15  
DATE: April 24, 1989

\*\*\*\*\*

I would greatly appreciate if you could schedule House Concurrent Resolution 15 for a hearing in the Senate HESS Committee at your earliest possible convenience.

HCR 15 is a resolution sponsored by the House HESS Committee which explains the value of independent citizen panels to review the placement plans of abused and neglected children placed in state custody; describes the demonstration review panels now being conducted in Anchorage and Ketchikan; requests the legislature to continue the demonstration projects; and encourages the establishment of a permanent, statewide citizen review board.

This resolution is accompanied by a fiscal note which will enable the continuation of the demonstration project in Anchorage for another year.

HCR 15 was drafted in response to an interim HESS Committee project on foster care issues. It is one of several legislative measures being promoted by this committee to improve the lives of children in state custody. HCR 15 passed the House by a vote of 33 to 2.

Thank you very much.



# Alaska Foster Parents Association

P. O. BOX 140651 • ANCHORAGE, ALASKA 99508



**POSITION PAPER  
HCR 15  
CITIZEN REVIEW BOARD  
DEMONSTRATION PROJECTS**

The Alaska Foster Parent Association supports this measure only in lieu of passage of HB 19, Foster Care Review Boards.

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We urge the passage of HB 19. Failing that, we will support this measure to keep the pilot projects alive while we continue to work toward a state-wide system of citizen foster care review, which provides quality assurance in the activities of the state dealing with children in state custody.

Miriam Sumner  
President

Frank H. Wasmer  
Vice President

# HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

ALASKA STATE LEGISLATURE  
HOUSE OF REPRESENTATIVES



P.O. BOX V, JUNEAU 99811  
(907) 465-3759

HCR 15  
By the House HESS Committee

Distributed by Rep. Ellis

## WHAT DOES HCR 15 ACCOMPLISH?

HCR 15 is a legislative endorsement of the demonstration citizen foster care review boards currently operating in Ketchikan and Anchorage. It is accompanied with a fiscal note to continue the project in Anchorage.

## WHAT ARE CITIZEN FOSTER CARE REVIEW BOARDS?

Children placed in state custody, most often due to abuse and neglect, are temporarily placed in foster homes until they can be reunited with their families or placed in another permanent home. The state is required to have a plan for the permanent placement of these children. Citizen review boards provide oversight to insure that a plan is developed and followed, and that the system is operating in the best interests of the child.

## WHAT ARE THE DEMONSTRATION PROJECTS?

Alaska currently does not have a citizen review system as do several other states. The demonstration projects will provide meaningful data for the implementation of a review system in Alaska. The funding will continue the demonstration project in Anchorage for one additional year. The Ketchikan project will be funded from a previous year's legislative appropriation.

Summary

ANCHORAGE FOSTER CARE REVIEW BOARDOVERVIEW

March 4, 1989

In early 1988, the Office of Public Advocacy received a \$24,200.00 grant from the National Association of Foster Care Reviewers and the Edna McConnell Clark Foundation to implement an early Foster Care Review project. Along with three other sites in the country, the Anchorage Foster Care Review Board (FCRB) was funded to demonstrate the impact of very early review of children in foster care.

Traditionally, case reviews have occurred, at the earliest, at 6 months after the child's case has been opened. In Anchorage a random selection of new Child In Need of Aid (CINA) case are reviewed one month, and again at three months, after the children have entered foster care. The focus of these reviews is on the efforts of the social worker, guardian ad litem, and Court to both prevent the foster home placement and to promote family reunification and/or an alternate permanent home for the child.

The Anchorage FCRB is guided by a Task Force consisting of staff from the Court, the Office of Public Advocacy (OPA), the Division of Family and Youth Services (DFYS), the Attorney General's Office, the Municipality of Anchorage, and the private human services and legal community. This Task Force has developed policies and procedures, assisted in the training of Board volunteers which were drawn from the Court Appointed Special Advocate (CASA) program at the Office of Public Advocacy, and continues to revise and develop the project.

Presently, the Board meets monthly to review cases. Complete case histories, written by staff following a thorough analysis of the child's Court, OPA, and DFYS files, are distributed to the Board members prior to the meeting. The Board members review approximately ten cases per month. They discuss the case in depth and formulate a report of their concerns and recommendations. This report is subsequently distributed to the parties in the case.

Since August 1988, 65 children's cases have been reviewed by the Board in Anchorage. This represents approximately one-third of all new CINA cases opened in Anchorage during this time period. In addition to making case-specific reports, the Anchorage FCRB is collecting data to identify strengths and limitations of the Anchorage child welfare system.

The grant for this demonstration project ends June 10, 1989. Neither the Clark Foundation or the National Association of Foster Care Reviewers will be providing continuation funding. Other sources of revenue have not been found for the project. HCR 15 will allow for the continuation and partial expansion of the Anchorage FCRB so that in FY 91 the project will be able to review approximately half of the children in foster care in this community.

MODELS OF FOSTER CARE REVIEW

CITIZEN REVIEW

ADMINISTRATIVE  
INTERNAL AGENCY  
REVIEW

JUDICIAL REVIEW

CITIZEN REVIEW PANELS

3-5 Volunteers per panel;  
most states also have a  
state Advisory Committee  
that performs oversight and  
advocacy functions.

1. Administered by the  
State Supreme Court (AZ)

2. Administered on a  
County by County basis  
under direction of  
presiding Juvenile Court  
Judge. (Oklahoma, Ohio)

3. Administered by separate  
state agency in Executive  
Branch (Iowa, So. Carolina,  
Nebraska)

4. Administered by State Social  
Services Agency. (Maryland)

# HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

ALASKA STATE LEGISLATURE  
HOUSE OF REPRESENTATIVES



P.O. BOX V, JUNEAU 99811  
(907) 465-3759

HCR 15  
By the House HESS Committee

Distributed by Rep. Ellis

## WHAT DOES HCR 15 ACCOMPLISH?

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## WHAT ARE THE DEMONSTRATION PROJECTS?

Alaska currently does not have a citizen review system as do several other states. The demonstration projects will provide meaningful data for the implementation of a review system in Alaska. The funding will continue the demonstration project in Anchorage for one additional year. The Ketchikan project will be funded from a previous year's legislative appropriation.

## HOUSE CONCURRENT RESOLUTION NO. 15

Relating to citizen review boards for the foster care system.

The Division of Family and Youth Services (DFYS) within the Department of Health and Social Services has responsibility to develop, implement, and administer services for children who cannot remain in their own homes due to problems of abuse and neglect. One of the primary services needed by these children is foster care to provide a nurturing environment through a family setting. Providing quality services to children, their natural family, and their foster family is of the greatest concern not only to state agencies mandated to provide service, but is also of the greatest concern to the broader "community" of each city and village in Alaska. The quality of service provided to children is indicative of the quality of life in a community. Developing Citizen Review Boards is one way for community members to be directly and positively involved in providing and improving the quality of service available to children and their families.

DFYS is in support of HCR No. 15, and has signed an agreement with the Anchorage and Ketchikan Demonstration projects to coordinate efforts in exploring different methods for reviewing the needs of children in foster care. Each of these projects has goals to improve the care of individual children as well as goals for improving the systems which determine program and service availability to children and families.

In Anchorage the purpose of the project is to provide an early review of children in foster care by examining the efforts of the professionals regarding family preservation and reunification. The project will specifically consider the "reasonable efforts" requirements of P.L. 96-272 in its review of each child's case. The project will also provide a vehicle for substantive research regarding the strengths and limitations of the present child protection services system.

The review panel makes recommendations regarding what the Division can do to assure early reunification; what the Division could have done to prevent the initial removal of the child from the home; and what services need to be available to accomplish the recommendations. This project also reviews the work completed by the attorneys involved in the case; the guardian-ad-litem; the court; and other aspects of services which would be relevant to the child's welfare.

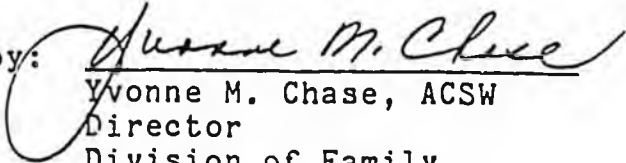
In addition to providing oversight and concrete recommendations for individual children, the project will also be collecting information which will be extremely useful for human service agencies in planning. By documenting what

services are available and what services need to be available for a child to remain safely in their home, the project will be able to provide the service community, the public, and the various governmental agencies with the data needed for planning and directing human service growth and improvements in Anchorage.

The purpose of the Ketchikan project is more closely related to the planning for the individual child. The project goal is to facilitate a permanent home for every child reviewed by the project panel. The panel will make specific recommendations with time frames for completion of each task necessary for implementing the permanent plan for an individual child. Reviews will be conducted once every six months for those children who have resided in foster care for more than six months. The purpose of the review will be to determine what efforts have been made by the Division and any other related agents or agencies to carry out a plan for the permanent placement of each child.

The Division's current review system is comprised of panels in each field office location which meet the requirements of P.L. 96-272. These projects in Anchorage and Ketchikan will demonstrate the pros and cons of external review as compared to the current internal administrative review system. The projects will provide critical information for the continued development of the case review system. Most importantly, these two projects are providing invaluable information and planning for individual children and for the service communities.


Recommended by:

  
Yvonne M. Chase, ACSW  
Director  
Division of Family  
and Youth Services

Date:

3/7/89

Approved by:

  
Myra M. Munson  
Commissioner  
Department of Health  
and Social Services

Date:

March 7, 1989

**H C R**

**18**

SENATE COMMITTEE REPORT

FURTHER

FIN

5/3/89

DATE TURNED INTO OFFICE \_\_\_\_\_

Mr. President:

\_\_\_\_\_ HESS \_\_\_\_\_ Committee considered \_\_\_\_\_ CSHCR 18 (HESS)

Establishing the Joint Committee on School Performance

and recommended

- 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 \_\_\_\_\_

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

MEMBERS SIGNING DO PASS

*[Handwritten Signature]*  
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*[Handwritten Signature]*  
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*[Handwritten Signature]*  
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OTHER RECOMMENDATIONS

\_\_\_\_\_  
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 \_\_\_\_\_  
 \_\_\_\_\_

*[Handwritten Signature]* (Do Pass)  
 Chair: signature and recommendation

Committee Backup attached

# ALASKA STATE LEGISLATURE



Representative Eileen Panigeo MacLean  
P.O. Box 290  
Barrow, Alaska 99723

WHILE IN JUNEAU  
Box V  
Juneau, Alaska 99811  
465-4525  
465-4833

Chairman  
Community & Regional Affairs  
Committee

Vice-Chairman  
State Affairs Committee  
Bush Caucus

Member Finance Subcommittee  
Community & Regional Affairs  
Education  
Corrections

## HOUSE OF REPRESENTATIVES

District 22  
Ambler  
Anaktuvik Pass  
Atkasuk  
Barrow  
Buckland  
Deering  
Kaktovik  
Kiana  
Kivalina  
Kobuk  
Kotzebue  
Noatak  
Noorvik  
North Slope  
Borough  
Northwest Arctic  
Borough  
Nulqsut  
Point Hope  
Point Lay  
Selawic  
Shungnak  
Wainwright

TO: All Interested Parties

FROM: Representative Eileen P. MacLean *EPM*

DATE: March 4, 1989

SUBJECT: HCR 18 Establishing the Joint  
Committee on School Performance

Enclosed please find a copy of HCR 18 which would establish a Joint Committee on School Performance. This bill would continue work that the Senate Special Committee on School Performance began last year, chaired by Senator Hensley.

The establishment of a Joint House and Senate Committee will help to encourage broad public participation and continued exploration of school performance issues. Last year's Special Committee reported its findings and recommendations to the legislature last month.

HCP has been referred to the House Health, Education and Social Services (HESS) Committee. If you have any interest in this legislation or wish to comment please contact my office at 465-4833.

# ALASKA STATE LEGISLATURE

Representative Eileen Panigeo MacLean  
P.O. Box 290  
Barrow, Alaska 99723



Chairman  
Community & Regional Affairs  
Committee

Vice-Chairman  
State Affairs Committee  
Bush Caucus

Member Finance Subcommittee  
Community & Regional Affairs  
Education  
Corrections

WHILE IN JUNEAU

Box V  
Juneau, Alaska 99811  
465-4525  
465-4833

## HOUSE OF REPRESENTATIVES

### MEMORANDUM

District 22  
Ambler  
Anaktuvik Pass  
Atkasuk  
Barrow  
Buckland  
Deering  
Kaktovik  
Kiana  
Kivalina  
Kobuk  
Kolzebue  
Noatak  
Noorvik  
North Slope  
Borough  
Northwest Arctic  
Borough  
Nuiqsut  
Point Hope  
Point Lay  
Selawic  
Shungnak  
Wainwright

TO: All Legislators

FR: Representative Eileen P. MacLean

DATE: March 3, 1989

SUBJ: HCR 18 Establishing the Joint  
Committee on School Performance

*Eileen P. MacLean*

For your information, attached is a copy of the HCR 18 relating to the Establishment of a Joint Committee on School Performance. This committee would continue to explore the steps that could be taken to bring about higher levels of student achievement in basic skills and other areas. The committee would also help to encourage broad public participation in continued exploration of school performance issues.

Most legislatures undertaking school reform spend two to three years in the effort. The Senate Special Committee on School Performance was successful in identifying several issues and recommending solutions to improve the quality of school performance. However, many issues were left unresolved. Because of the complexity of the issues that underlie the recommendations, the need to continue the special committee on school performance as outlined in the committees' final report is evident.

Here are brief descriptions of some of the policy issues that need further examination:

Teacher certification. The State Board and Department of Education are presently reviewing and considering what changes ought to be made to teacher preparation and certification requirements contained in the regulations. The efforts to improve the schooling process by other states often deviate from traditional to competency based requirements for certificate renewal. The basic foundation requiring outstanding teaching and administrative talent. As it now exists, numerous Alaskan Superintendents have founded the teacher preparation for certification to be lacking.

Administrator certification. Research has indicated that the school principal is the key component for establishing the quality standards for a school. With this as a qualifier, one state is requiring competency by constituting effective parent/school relationship, initiating a high quality school climate and proving instructional leadership before the administrator's certificate can be renewed.

Tenure. The Association of Alaska School Boards has called for an amendment of the current 2-year teacher tenure law to be extended to 5 years. Comments made by superintendents range from support for that proposition to a more extreme view, i.e. 1). "Many average teachers....tend to become stagnant and weak quickly after becoming tenured." 2). "Abolish tenure." On the other spectrum, teacher representatives don't view the present tenure law as the problem but state that it is the failure of school districts by not establishing and carrying out effective teacher evaluations.

Evaluation. The testimony recommendation was that the issue of teacher/administrator evaluations be critically reviewed. Some administrators utilize teacher evaluations as tools for recommending to inept teachers to

choose other occupations. There are reports, though, that some local teacher organizations exert pressure upon school administrators to avoid unfavorable evaluations of members. For example, one witness called for external review by peers of superintendents' performance to assist boards in reaching decisions about renewal of contracts. Other states and districts require student participation in the evaluation process and researchers support both that approach and peer review. Both are permitted by regulation, but neither is required.

Categorical programs. Two kinds of problems were called to the committee's attention. The first was a concern of parents whose children are placed in "special education" on the basis of perceived deficits in linguistic or social skills, even though the parents disagreed with the decision. The second concern voiced by superintendents was over the disruption caused by "pull-out" programs for special categories of children. These are usually federally funded and regulated programs. A process of review is needed which might produce prospective remedies.

Collective bargaining. As a means of removing from the local arena what is often an adversarial contest, three recommendations were submitted for statewide negotiations with teacher organizations. One said it was the "number one thing the legislature could do to improve student performance." Rural spokesmen said the tensions arising through the whole process of negotiations stand in the way of bringing about the community-school unity which is needed. Some jurisdictions in other states have discovered means of conducting collective bargaining but avoided the kind of results occasionally reported. It is a complicated issue, with additional information with the essentiality of the committee being formed the proposal could be further evaluated.

Administrative consolidation. Districts with minimal enrollment of students have

reported the hardship imposed on them for regulatory written reports by the Department of Education. Most of the single or dual school district sites have limited monies to employ sufficient staff members. For example, one superintendent declined to answer our questionnaire because he did not have any staff members. Others described their need for technical assistance which large districts can provide for themselves. As noted earlier, increasing the importance of school advisory panels in rural communities might allow the consolidation of administrative functions without reducing local control.

Other. A few illustrations: Since many rural students are turned away from Mt. Edgecumbe as are admitted, is there a need for another boarding school? Does a large number of computers in schools represent unrealized promises? Can the energies of social service agencies and schools be linked in new ways which may help schools and students in their tasks? Should tuition vouchers be offered to allow greater choice in schools? What types of issues are to be considered if the state required all schools to be accredited? Can correspondence coursework become the basis of mastery learning in classrooms? Can the Teacher Scholarship Loan Program be modified to increase the number of Native teachers in rural areas?

c. The committee should also review the latest achievement test data and surveys, and monitor school improvements which have been inaugurated.

d. Even though some superintendents did not welcome legislative interest in this area in fact, one declined to reply to our questionnaire, one urged continuation of the committee and several applauded the committee for its broad concern with the quality of schooling. The School districts and the Alaska Federation of Natives has urged its continuation.

# ALASKA FEDERATION OF NATIVES, INC.

411 W. 4th Avenue, Suite 301 • Anchorage, Alaska 99501 • Phone (907) 274-3611



Recd  
3/17/89

March 15, 1989

Rep. Eileen MacLean  
P.O. Box V  
Juneau, AK 99811

Dear Representative MacLean:

I am writing on behalf of the Alaska Federation of Natives to support House Concurrent Resolution 18 that would establish the Joint Committee on School Performance.

The establishment of this committee to continue the important work of the Special Senate Committee on School Performance has received wide support in the Native community. Delegates attending the 1988 AFN Convention recommended that such a committee be established through passage of Resolution 88-38. I have enclosed a copy of this resolution which outlines the convention support.

If AFN can provide you with any further information, please let us know. Thank you.

Sincerely,

Janie Leask  
President

enclosure

ALASKA FEDERATION OF NATIVES. INC.

1988 ANNUAL CONVENTION

RESOLUTION NO. 88- 38

Recd 3/17/89

A resolution urging the 16th Alaska Legislature to help assure improvements in public schooling by continuing the work of the Senate Special Committee on School Performance.

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Whereas, test data and other estimates of school performance indicate that several thousands of Alaska's students will face difficulties in successfully moving on to their next level of education, or obtaining work at reasonable wages, or in other ways shaping worthwhile and satisfying lives for themselves; and

Whereas, these circumstances led the Senate, during the 15th Legislature, to establish a Senate Special Committee on School Performance to explore what steps should be taken by the State to help assure that all children and youth benefit from schooling; and

Whereas, that committee, chaired by Senator Willie Hensley of Kotzebue, has gathered information relating to issues of school performance and has disseminated it to key organizations, stimulating broad interest in improving education in Alaska; and

Whereas, that committee has conducted the first two of five planned hearings at which students, parents, and educators have identified issues and proposed actions that promise improvements in schooling; and

Whereas, at its first hearing alone, the committee heard nineteen hours of testimony from persons across the state on the needs for improvements in the education of Natives and other minorities; and

Whereas, the State Board of Education has a broad agenda of initiatives that it is pursuing toward the improvement of public education; and

Whereas, these undertakings by the Board, and other organizations that aspire to help make schools more effective, would be immeasurably enhanced by sustaining the efforts now underway by the Senate Special Committee on School Performance.

BE IT RESOLVED, the Alaska Federation of Natives strongly urges the 16th Alaska Legislature to continue the work of the Senate Special Committee on School Performance by establishing a Special Committee on School Performance.

COMMITTEE RECOMMENDATION: DO PASS

CONVENTION ACTION: PASSED

ALASKA FEDERATION OF NATIVES. INC.

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COMMITTEE RECOMMENDATION: DO PASS

CONVENTION ACTION: PASSED

# North Slope Borough School District

RECEIVED

MAR 28



March 20, 1989

Representative Eileen MacLean  
Alaska State Legislature  
P.O. Box V  
Juneau, Alaska 99811

Dear Representative MacLean:

The NSB School District is indeed supportive of House Concurrent Resolution 18, establishing a joint Committee on School Performance.

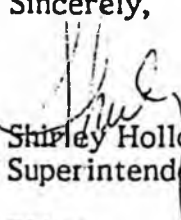
Enclosed is a copy of the District's educational philosophy and goals, which express the Board's belief that all children can learn and its commitment to establish high standards of academic excellence. School Policy IA establishing competencies for each grade level and secondary course is also enclosed.

For your additional information, I am enclosing graphs which show our students' academic growth during the 1987-88 school year, as a result of the ITBS scores.

If you need any assistance during the implementation process of the School Performance Committee's mission and goals, please be sure to request my help. As you know, the NSBSD is already implementing the effective school correlates in all of our classrooms. I am very interested in speaking to this aspect of School Performance in Alaska.

I look forward to hearing from you.

Sincerely,

  
Shirley Holloway, Ed.D.  
Superintendent

Bl/ma

Enclosures

cc: School Board members  
Patsy Aamodt, Assistant Superintendent for Instruction  
Brenda Itta, Special Assistant to the Superintendent  
Ashley Reed, Lobbyist, NSBSD

# The North Slope Borough School District

Is

## Striving for Excellence



North Slope Borough School District  
Shirley J. Holloway, Superintendent  
Pouch 169  
Barrow, AK 99723

(907)852-5311

## EDUCATIONAL PHILOSOPHY

Education, a lifelong process, is the sum of learning acquired through interaction with one's environment, family, community members, schools and other institutions and agencies. Within the Home Rule Municipality of the North Slope Borough, "schooling" is the specific, mandated responsibility of the North Slope Borough School District Board of Education.

The Board of Education is committed to providing academic excellence in the "schooling" environment. This commitment to academic excellence shall focus on the learner, recognizing that each student brings to the "schooling" environment his own interests, learning styles, cultural background and abilities.

Adopted: 10/13/76

Revised: 2/10/86

Revised: 8/11/87

## SCHOOL DISTRICT GOALS

The Board believes the "education" of the children on the North Slope is everyone's responsibility. The "schooling" of children is the responsibility of the North Slope Borough School District Board of Education. The Board is committed to working in cooperation and unity with parents to assist students in reaching their maximum potential.

The Board believes ALL children can learn and is committed to providing quality schooling. This quality schooling means establishing standards of excellence for students with the expectation that all children can achieve.

The Board is committed to the achievement of the following goals:

1. Upon completion of elementary school, students will have MASTERED the basic skills: reading, language arts, math and computer technology at a level necessary for entering high school classes. Because of the unique cultural environment of the North Slope Borough School District, students will be offered the opportunity to gain skills in subsistence hunting, fishing and other skills related to the maintenance of the Inupiat lifestyle and oral fluency of the Inupiaq language. These opportunities will promote participation of students in the Inupiat traditional lifestyle.
2. Upon completion of high school, students will have mastered the competencies necessary to succeed in college, vocational training or work. In addition, students will have had the opportunity to acquire skills in the Inupiat traditional lifestyle.
3. Upon completion of high school, students will have developed the self confidence and responsibility to enable them to be happy, productive citizens in their community, state and nation.

Adopted: 8/13/84  
Revised: 2/10/86  
Revised: 8/11/87

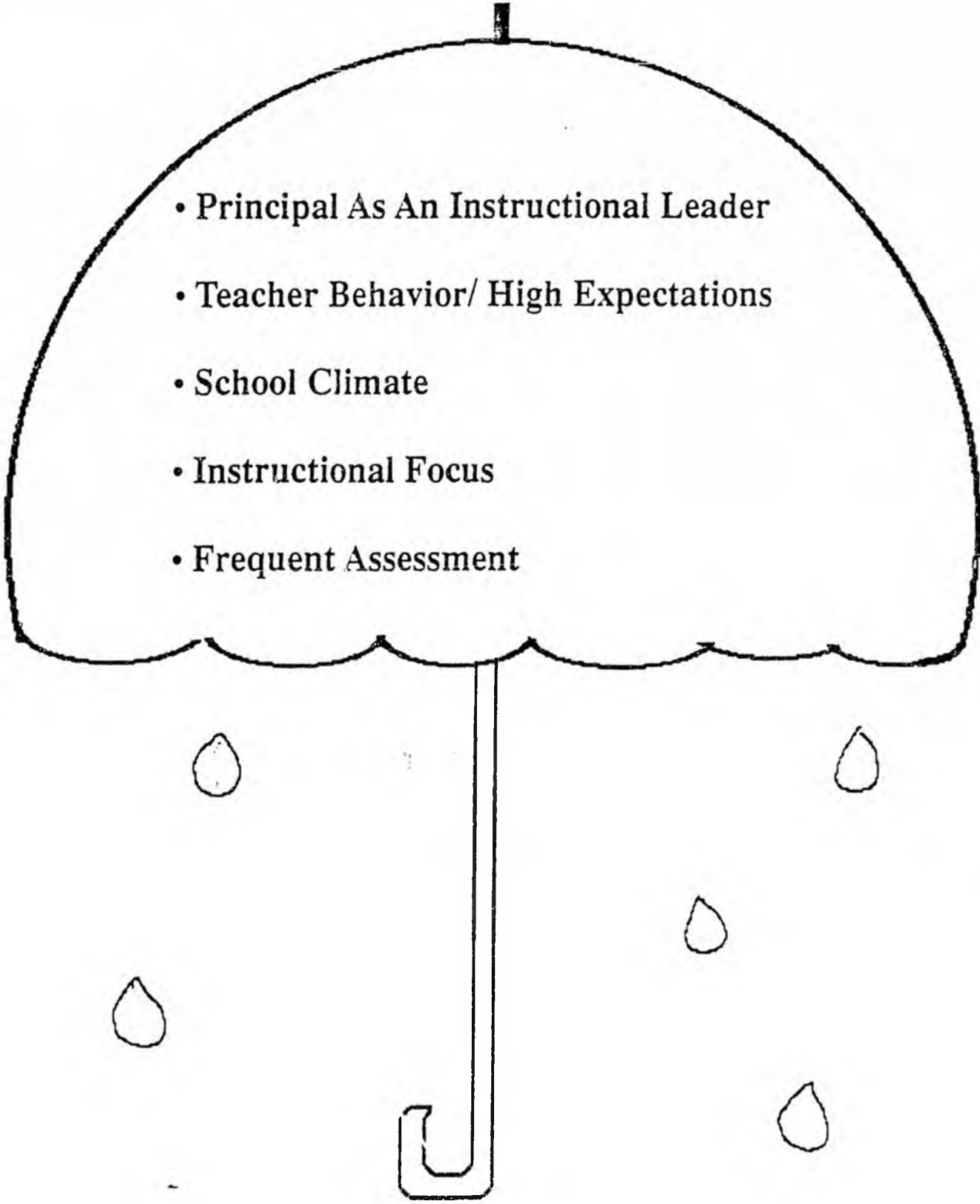
# **PHILOSOPHICAL PREMISES:**

**• All Students Can Learn  
and Succeed**

**• Success Causes Further Success**

**• Schools Control the  
The Conditions of Success**

# EFFECTIVE SCHOOLS

- 
- The diagram consists of a large umbrella shape with a scalloped edge. Inside the umbrella, there is a list of five bullet points. A vertical line extends from the center of the umbrella's edge down to a hook-like handle. Six teardrop-shaped raindrops are scattered around the handle and the lower part of the umbrella.
- Principal As An Instructional Leader
  - Teacher Behavior/ High Expectations
  - School Climate
  - Instructional Focus
  - Frequent Assessment

“Are We Really Involving Everyone In The Definition of School Effectiveness?”

EXHIBIT #1

EFFECTIVE SCHOOL CORRELATES

Definitions and Attributes

**CORRELATE: INSTRUCTIONAL LEADERSHIP**

**Definition:** The principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents, community and students and who understands and applies the characteristics of the instructional program of the school.

- Attributes:**
- The instructional leader defines the mission.
  - The instructional leader manages the curriculum and instruction.
  - The instructional leader communicates with school and community.

**CORRELATE: INSTRUCTIONAL FOCUS**

**Definition:** There is a clearly articulated mission for the school through which the staff shares an understanding of and a commitment to instructional goals, objectives, priorities, assessment procedures and accountability. There is also an

collaborative planning process in place which is designed to improve student performance

- Attributes:**
- Teachers and administrators have established a clearly defined school mission
  - A belief that all children can learn is maintained.
  - The school mission is collaboratively developed into goals and objectives
  - Educators are held accountable for student learning.
  - A sense of total commitment for school and community can be observed.
  - A basic standardized curriculum that reflects the school's goal is in place.

**CORRELATE: MEASUREMENT**

**Definition:** Feedback on student academic progress is frequently obtained. Multiple assessment methods such as teacher made tests, informal teacher observations and assessment, mastery skills checklists, criterion-referenced tests and norm-references tests are used. Other sources of data which are not test related such as attendance data and dropout rates are also appropriate. The results of testing and other available data are used to improve individual student performance and the instructional program.

- Attributes:**
- A commitment to use multiple sources of data to monitor students academic progress and instructional programs is evident
  - Collected data is disaggregated into useful categories.
  - Measurement decisions reflect school district's goals and priorities.
  - Modifications of the instructional program results as a consequence of analyzing the data collected

**CORRELATE: HIGH EXPECTATIONS**

**Definition:** The school displays a climate of expectations in which staff believes and demonstrates that all students can attain mastery of basic skills and that the staff has the capability to help students achieve such mastery.

- Attributes:**
- The belief all students can learn is shared by community, staff, students and administration.
  - Clearly defined schoolwide policies are written to address discipline, attendance and instruction.
  - Teachers and administrators demonstrate an

awareness of biases held towards low SES, race, gender, and individual capabilities.

- Teachers are held accountable to ensure there is engaged academic learning time for all students.

**CORRELATE: SCHOOL CLIMATE**

**Definition:** There is an atmosphere which is orderly without being rigid, quiet without being oppressive, and generally conducive to teaching and learning. The school has a pleasant, clean, and safe environment.

- Attributes:**
- The environment is businesslike and conducive to learning.
  - Facilities are clean and in good repair.
  - Students, faculty, and administration respect property and the rights of others to learn.
  - Clear rules, policies, and expectations are in place.

**SCHOOL/PARENTAL/COMMUNITY INVOLVEMENT**

Although not usually considered a separate correlate, higher achieving schools have a close cooperative relationship with parents and community. This is manifested through the following attributes:

- Correlate: Instructional Leadership**
- The instructional leader communicates with school and community.
  - The instructional leader involves the community and reports student achievement.
- Correlate: Instructional Focus**

- A sense of total commitment from school and community can be observed.
- The media is informed of the school's mission.

**Correlate: High Expectations**

- The belief all students can learn is shared by community, staff, students, and administration.
- Teachers and administrators provide quality feedback to students, parents, and community.
- Teachers and administrators communicate schoolwide policies consistently to students and community

**Correlate: School Climate**

Faculty, students and community work together to make school a pleasant place.

**Correlate: Measurement**

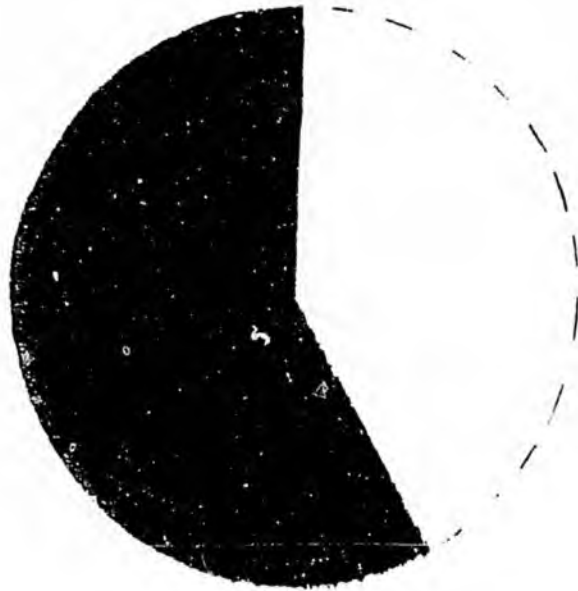
Parents and the community are kept aware of student academic progress.

## INSTRUCTIONAL GOALS

Competencies will be established for each grade level and secondary course. At key stages of a student's academic experience competency based examinations will be given to determine the student's acquisition of basic skills. If students do not meet the basic skills criterion, additional support/program will be provided.

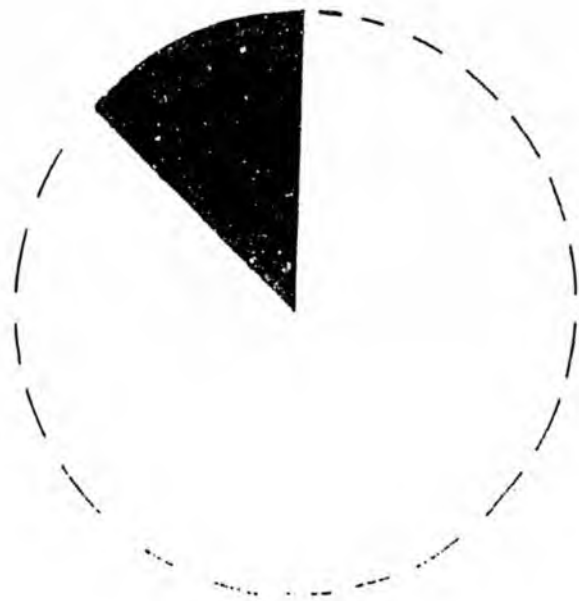
Adopted: 2/10/86

ACADEMIC GROWTH 1987 -88



60% OF ALL SCORES INCREASED MORE THAN ONE YEAR.

ACADEMIC GROWTH 1987 - 88



13% OF ALL SCORES INCREASED MORE THAN TWO YEARS.

ACADEMIC GROWTH 1987 - 88



82% OF ALL SCORES INCREASED.

# North Slope Borough School District

## Number of College Students Provided Support Via North Slope Borough School District Guidance and Counselling Program:

As of February 1989: 78 students

- 1 part-time
- 2 in Vocational Technical Programs
- 2 graduate students
- 73 full-time undergraduate students

Of 78 students, 58 are Native students

# ALASKA FEDERATION OF NATIVES, INC.

411 W. 4th Avenue, Suite 301 • Anchorage, Alaska 99501 • Phone (907) 274-3611



March 15, 1989

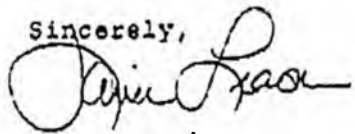
Rep. Sileen MacLean  
P.O. Box V  
Juneau, AK 99811

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If AFN can provide you with any further information, please let us know. Thank you.

Sincerely,  
  
Janie Leask  
President

enclosure

ALASKA FEDERATION OF NATIVES, INC.

1988 ANNUAL CONVENTION

RESOLUTION NO. 88-38

A resolution urging the 16th Alaska Legislature to help assure improvements in public schooling by continuing the work of the Senate Special Committee on School Performance.

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BE IT RESOLVED, the Alaska Federation of Natives strongly urges the 16th Alaska Legislature to continue the work of the Senate Special Committee on School Performance by establishing a Special Committee on School Performance.

COMMITTEE RECOMMENDATION: DO PASS

CONVENTION ACTION: PASSED

03. 15. 89 03:14PM \* AKFEDNATV 9072767989

P 04

# ALASKA FEDERATION OF NATIVES, INC.

411 W. 4th Avenue Suite 301 • Anchorage Alaska 99501 • Phone (907) 274-3611



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CONVENTION ACTION: PASSED

# North Slope Borough School District

RECEIVED

MAR 23 ..



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Alaska State Legislature  
P.O. Box V  
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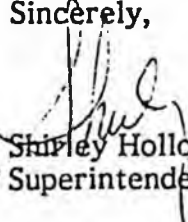
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Shirley Holloway, Ed.D.  
Superintendent

BI/ma

Enclosures

cc: School Board members  
Patsy Aamodt, Assistant Superintendent for Instruction  
Brenda Itta, Special Assistant to the Superintendent  
Ashley Reed, Lobbyist, NSBSD

# The North Slope Borough School District

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## Striving for Excellence



North Slope Borough School District  
Shirley J. Holloway, Superintendent  
Pouch 169  
Barrow, AK 99723

(907)852-5311

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Adopted: 10/13/76

Revised: 2/10/86

Revised: 8/11/87

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Revised: 2/10/86  
Revised: 8/11/87

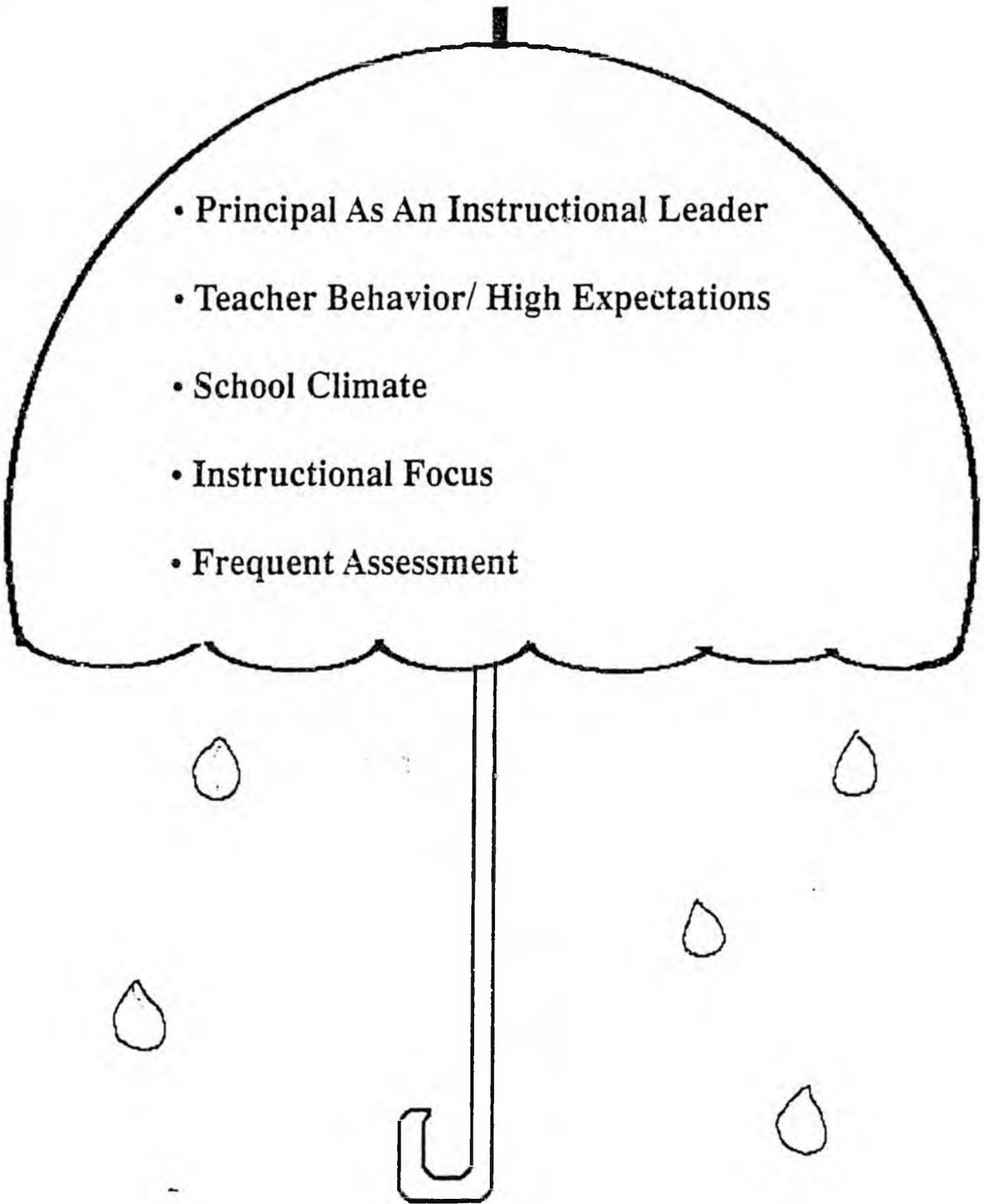
# **PHILOSOPHICAL PREMISES:**

**‡ All Students Can Learn  
and Succeed**

**‡ Success Causes Further Success**

**• Schools Control the  
The Conditions of Success**

# EFFECTIVE SCHOOLS



- Principal As An Instructional Leader
- Teacher Behavior/ High Expectations
- School Climate
- Instructional Focus
- Frequent Assessment

## “Are We Really Involving Everyone In The Definition of School Effectiveness?”

### EXHIBIT #1

#### EFFECTIVE SCHOOL CORRELATES

##### Definitions and Attributes

###### CORRELATE: INSTRUCTIONAL LEADERSHIP

**Definition:** The principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents, community and students and who understands and applies the characteristics of the instructional program of the school.

**Attributes:**

- The instructional leader defines the mission.
- The instructional leader manages the curriculum and instruction.
- The instructional leader communicates with school and community.

###### CORRELATE: INSTRUCTIONAL FOCUS

**Definition:** There is a clearly articulated mission for the school through which the staff shares an understanding of and a commitment to instructional goals, objectives, priorities, assessment procedures and accountability. There is also a

collaborative planning process in place which is designed to improve student performance

**Attributes:**

- Teachers and administrators have established a clearly defined school mission
- A belief that all children can learn is maintained.
- The school mission is collaboratively developed into goals and objectives
- Educators are held accountable for student learning.
- A sense of total commitment for school and community can be observed.
- A basic standardized curriculum that reflects the school's goal is in place.

###### CORRELATE: MEASUREMENT

**Definition:** Feedback on student academic progress is frequently obtained. Multiple assessment methods such as teacher made tests, informal teacher observations and assessment, mastery skills checklists, criterion-referenced tests and norm-references tests are used. Other sources of data which are not test related such as attendance data and dropout rates are also appropriate. The results of testing and other available data are used to improve individual student performance and the instructional program.

**Attributes:**

- A commitment to use multiple sources of data to monitor students academic progress and instructional programs is evident.
- Collected data is disaggregated into useful categories.
- Measurement decisions reflect school district's goals and priorities.
- Modifications of the instructional program results as a consequence of analyzing the data collected.

###### CORRELATE: HIGH EXPECTATIONS

**Definition:** The school displays a climate of expectations in which staff believes and demonstrates that all students can attain mastery of basic skills and that the staff has the capability to help students achieve such mastery.

**Attributes:**

- The belief all students can learn is shared by community, staff, students and administration.
- Clearly defined schoolwide policies are written to address discipline, attendance and instruction.
- Teachers and administrators demonstrate an

awareness of biases held towards low SES, race, gender, and individual capabilities.

•Teachers are held accountable to ensure there is engaged academic learning time for all students.

###### CORRELATE: SCHOOL CLIMATE

**Definition:** There is an atmosphere which is orderly without being rigid, quiet without being oppressive, and generally conducive to teaching and learning. The school has a pleasant, clean, and safe environment.

**Attributes:**

- The environment is businesslike and conducive to learning.
- Facilities are clean and in good repair.
- Students, faculty, and administration respect property and the rights of others to learn.
- Clear rules, policies, and expectations are in place.

###### SCHOOL/PARENTAL/COMMUNITY INVOLVEMENT

Although not usually considered a separate correlate, higher achieving schools have a close cooperative relationship with parents and community. This is manifested through the following attributes:

###### Correlate: Instructional Leadership

- The instructional leader communicates with school and community.
- The instructional leader involves the community and reports student achievement.

###### Correlate: Instructional Focus

- A sense of total commitment from school and community can be observed.
- The media is informed of the school's mission.

###### Correlate: High Expectations

- The belief all students can learn is shared by community, staff, students, and administration.
- Teachers and administrators provide quality feedback to students, parents, and community.
- Teachers and administrators communicate schoolwide policies consistently to students and community.

###### Correlate: School Climate

Faculty, students and community work together to make school a pleasant place.

###### Correlate: Measurement

Parents and the community are kept aware of student academic progress.

## INSTRUCTIONAL GOALS

Competencies will be established for each grade level and secondary course. At key stages of a student's academic experience competency based examinations will be given to determine the student's acquisition of basic skills. If students do not meet the basic skills criterion, additional support/program will be provided.

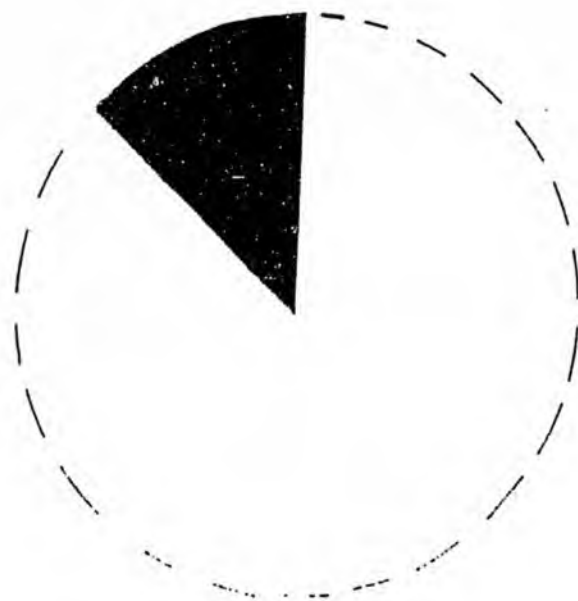
Adopted: 2/10/86

ACADEMIC GROWTH 1987 -88



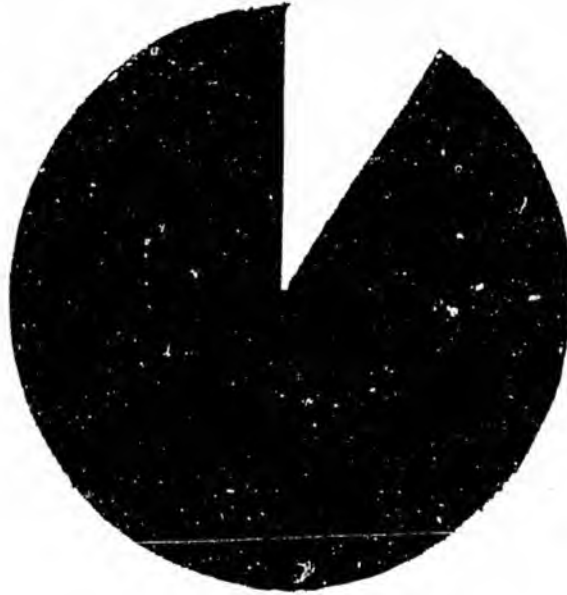
60% OF ALL SCORES INCREASED MORE THAN ONE YEAR.

ACADEMIC GROWTH 1987 - 88



13% OF ALL SCORES INCREASED MORE THAN TWO YEARS.

ACADEMIC GROWTH 1987 - 88



82% OF ALL SCORES INCREASED.

# North Slope Borough School District

## Number of College Students Provided Support Via North Slope Borough School District Guidance and Counselling Program:

As of February 1989: 78 students

- 1 part-time
- 2 in Vocational Technical Programs
- 2 graduate students
- 73 full-time undergraduate students

Of 78 students, 58 are Native students

Northwest Arctic Borough School District  
BOX 51  
KOTZEBUE, ALASKA 99752  
(907) 442-3472

RECEIVED

MAR 23 1989

NOATAK	RIANA
KVALPA	AMBLER
KOTZEBUE	KOBUK
DEERING	SHUNGNAK
BUCKLAND	SELAWK
	NOORVik

March 22, 1989

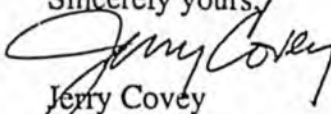
Representative Eileen MacLean  
Alaska State House  
P.O. Box V  
Juneau, AK 99811

Dear Eileen:

I have had an opportunity to review House Concurrent Resolution 18 establishing the Joint Committee on School Performance. We are in support of establishing a Joint Committee of School Performance to continue the work of the Senate Special Committee examining and responding to the concerns expressed by the public during the public testimony given to the Senate Special Committee.

If you wish further information from us concerning the establishment of this joint committee please contact me at your convenience.

Sincerely yours,

  
Jerry Covey  
Superintendent



# NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

## ANCHORAGE REGIONAL OFFICE

1411 W 33RD AVENUE  
ANCHORAGE, ALASKA 99503  
(907) 271 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 27, 1989

To: Representative Johnny Ellis, Chair  
Members, House HESS Committee

Re: House Concurrent Resolution No. 18:  
"Establishing the Joint Committee of School  
Performance."

NEA-Alaska supports and encourages a positive focus on public education and any opportunity to improve educational services in Alaska.

The March 3 Memorandum from the sponsor to all legislators is an energetic statement of policy issues which would be considered by this joint committee. If such is to be the scope and focus for such a committee then we strongly encourage that the committee be expanded to minimally include classroom teachers since they are directly responsible for delivery of programs and services to students.

Legislation of educational reform is difficult at best. Positive change in educational practices and programs at the school or building level is best achieved when the professionals meaningfully participate in the analysis of the problem(s) and in the decisions relative to their resolution.

Some of the premises and the conclusions in the March 3 Memorandum and in the Hensley Report will require in depth consideration by a variety of respondents before their validity can be conclusively established.

Successful implementation of any educational reform effort will require a unified consensus from all of the interests: administration, employees, school boards and the public.

NEA-Alaska is anxious and willing to work in cooperative ventures to this end.

Thank you for your consideration of our position.

# Governor's Council on Vocational Education

David Rees  
Chair

Jim Schlegel  
Vic. Chair



Rosie Peterson  
Executive Director

Mary Stone  
Administrative Assistant

211 Fourth Street, Suite 101 • Juneau, Alaska 99801  
(907) 586-1736

March 28, 1989

Representative Eileen P. MacLean  
Alaska State House of Representatives  
Post Office Box V  
Juneau, Alaska 99811

SUBJECT: House Concurrent Resolution 18


Dear Representative MacLean:

On behalf of the Governor's Council on Vocational Education, I would like to extend the Council's support of House Concurrent Resolution 18, which establishes a Joint Committee on School Performance. The Council has reviewed "*Helping Schools Succeed At Helping Children Learn*," the Report of the Senate Special Committee on School Performance, and believe it is a good start. But it is just that, a good start. While the Special Committee was successful in identifying issues and offering recommendations, there are other issues that have still not been addressed, and others that were addressed that need greater in-depth attention.

Educating Alaska's youth is one of the most important agendas before educators and policy makers. It is not a simple challenge. Establishing a Joint Committee on School Performance to continue the initial work of the Senate Special Committee would continue to focus a spotlight on school performance.

The Governor's Council would encourage passage of HCR 18.

Sincerely,



Ms. Rosie Peterson  
Executive Director

ASSOCIATION OF ALASKA SCHOOL BOARDS

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

4/10/89

POSITION PAPER

The Association of Alaska School Boards supports HCR 18 Establishing the Joint Committee on School Performance.

AASB believes that some of the current proposed legislation could have a tremendous impact on the quality of Alaska education for many years to come. It is paramount that these issues get adequate hearings and public input before being decided upon.

The whole issue of school reform is complex and deserves careful attention and far-sighted recommendations. The original Senate Special Committee on School Performance did an admirable job of identifying areas particularly critical for improvement of Alaska's schools, but they themselves recognized that they had barely made a beginning.

AASB believes a special committee, conducting in-depth research on the many intertwined issues that affect public education, is an excellent way to begin education reform in Alaska.

# NANA REGIONAL CORPORATION, INC.

POST OFFICE BOX 49 / KOTZEBUE, ALASKA 99752 / TELEPHONE (907) 442-3301



March 31, 1989

Representative Eileen McLean  
Pouch V  
Juneau, Alaska 99811

Dear Eileen:

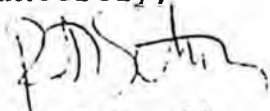
As the opportunity to comment on House Concurrent Resolution 18 is offered, here are my comments pertaining to this resolution.

First of all, in relation to teacher certification, there should be required cross cultural training or inservice for the teachers who intend to teach in rural areas of the state. It is a real disservice to two way communications if the prevalent attitude is one that does not consider local customs and lifeways.

The tenure requirements need to be overhauled, as well. Instead of a two year vesting requirement, a five year wait should be mandatory, as something as important as evaluation of teacher performances locally is of utmost concern, and five years would serve to extend the time needed to fully evaluate not only teaching skills, but other areas of equal concern such as social adjustment and soforth.

The collective bargaining issue is an unfortunate one. If teachers wind up having to use a union to promote their interests, such as compensation, then it seems that in some ways that this would be self defeating. As an example, if higher wages for teachers were sought, that the dollar amount appropriated to school districts would either have to reduce its teaching staff or reduce programs to rob the district of academic credential, so to speak. If the teachers union were to have collective bargaining powers, then they should give up tenure. If given both, the checks and balances that allow negotiation for education for the dollar will be clearly stacked in favor of harming the situation as it exists now. This concludes my comments.

Sincerely,

  
Pete Schaeffer  
Vice President



SEN. 465-47418



# Alaska State Legislature

REP. EILMER MACLEAN

These bills into the record by number of the

Legislative Record

HB 19, HB 203, & HB 231

Introduced March 21, 1969

Referred April 7, 1969

THREE BILLS WOULD CONTINUE THE NEEDED WORK THAT THE SENATE SPECIAL COMMITTEE ON "SCHOOL PERFORMANCE" THAT WAS CHAIRED BY SENATOR WILLIAM HENSLEY.

HB 19 is deeply needed by rural Alaska, so that academic performance could be enhanced in the RMA districts in preparing productive graduates for Alaska's economy. The special committee was just a "stare" for making improvements for Alaska education, and there is a strong need and desire for more "follow-up" in justifying public expenditure for education, so that Alaska could get the most for what we spend on education. There are many issues that we need to follow up as listed in this bill.

HB 231: This bill would grant more local control over program management and accountability "education", so that quality and efficiency ways they want their educational programs to be operated. Also the powers that would be granted under this bill in a long-time-called-for action that would enable the DCE to follow up on the grants and planning that are required of the school districts. To have a effective academic school systems for Alaska, Alaska DCE, local advisory school boards, state board of education, school districts and others would need a state education policy to enhance their respective duties and trust for a public education. "ACCOUNTABILITY" is needed, and this bill would help.

HB 203: Rural Alaska and educators are for this bill for it would help the general public and various institutions know what Alaska means by what "teacher" is. This would help with the districts to be responsible for the type of school they have and keep. The recognition of instructors of language and culture, vocational education and ROTC is really needed, for their programs that implement are academic in nature due to their planning, subject knowledge they had to have, and learning efforts are the same as regular teachers. They do enhance and encourage "academic performance", and build self-esteem in the students they serve.

school performance. (I had to find by a "teacher" is not enough)

*Handwritten signatures and notes at the bottom of the page.*

# Tanana Chiefs Conference, Inc.

201 First Avenue  
Fairbanks, Alaska 99701-4397  
(907) 452-8251

## Position Statement House Concurrent Resolution No. 18

The Tanana Chiefs Conference, Inc. Education Department strongly supports House Concurrent Resolution No. 18.

TCC is supportive of the establishment of a Joint Committee on School Performance to address the legislative monitoring and implementation of the major recommendations contained in the Report of the Senate Special Committee on School Performance. However, we would like to expand and extend the scope and purpose of the committee.

Because of the multi-year effort of effective school reform, TCC would like to respectfully suggest that the Joint Committee on School Performance be instituted into the legislative process on a permanent basis, and that this committee spend time, starting with the 17th legislative session, to obtain additional testimony from the public sector on any educational issues that needs to be monitored and/or implemented by the 18th legislative session. A pattern can be established by the committee whereby one legislative session would be spent in listening to testimonies of interested educators on a state-wide basis, and the next session, in working with other legislative people, to implement new programs and monitor on-going programs.

Although, Alaska has initiated effective school reform within the past year, specifically, in the areas of elementary and secondary education, the TCC recognizes that there are a myriad of crucial educational concerns yet to be addressed on a statewide basis.

We must still resolve how we are going to deal with the tough issue of students dropping out of high school, and the resultant issues of the types of short and long term planning and programs that should be implemented to build up the self-esteem of all students. Perhaps, we need, simultaneously, to review and examine the curriculum on a village-by-village basis to ensure the immediate incorporation of cultural values and traditions into every course by every teacher in every school. These two concerns, although pressing, are no more and no less crucial than the other acute educational issues facing us in the years to come.

Northwest Arctic Borough School District  
BOX 51  
KOTZEBUE, ALASKA 99752  
(907) 442-3472

RECEIVED

MAR 28 1989



March 22, 1989

Representative Eileen MacLean  
Alaska State House  
P.O. Box V  
Juneau, AK 99811

Dear Eileen:

I have had an opportunity to review House Concurrent Resolution 18 establishing the Joint Committee on School Performance. We are in support of establishing a Joint Committee of School Performance to continue the work of the Senate Special Committee examining and responding to the concerns expressed by the public during the public testimony given to the Senate Special Committee.

If you wish further information from us concerning the establishment of this joint committee please contact me at your convenience.

Sincerely yours,

Jerry Covey  
Superintendent

**HJR**

**13**

**FILE 1**

# STATE OF ALASKA THE LEGISLATURE

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

## LEGISLATIVE AFFAIRS AGENCY LEGISLATIVE REFERENCE LIBRARY

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

Mary Van Nimwegen

### HJR 13

H-HESS	2/1/89
H-HESS	3/1/89
H-Jud	4/17/89
H-Jud	4/28/89
H-Fin	5/3/89
H-Fin	5/6/89



TELECOPY COVER SHEET

Ketchikan Legislative Information Office  
Office - (907) 225-9675 Fax - (907) 225-8546

TO: Senator Fischer

ATTN: \_\_\_\_\_ FAX: 413-5661 PHONE: \_\_\_\_\_

FROM: Ketchikan LIO PHONE: \_\_\_\_\_

INSTRUCTIONS: News article, Ketchikan Daily News,  
Education Endowment

SENT: Date 2/24/90 Time 7:30 pm

DISPOSAL OF ORIGINAL: Discard \_\_\_\_\_ Hold for Pickup \_\_\_\_\_

NUMBER OF PAGES: 3 (NOT counting cover sheet)

TRANSMITTED BY: [Signature]

# culture's fete

# School funding debated



By LEW WILLIAMS JR.  
For the Daily News

The Senate Health Education and Social Services Committee heard 23 Ketchikan area residents testify Saturday on Gov. Steve Cowper's proposal to create an educational endowment fund with a portion of the earnings of the Permanent Fund. Borough Mayor Ralph Gregory and those associated with education were in the majority and supported the plan. Seven residents not involved in education opposed it, including former State Rep. Oral Freeman.

Freeman was one of the drafters of legislation creating the Permanent Fund in 1976. He also served later as a trustee of the fund.

The state constitution bans dedicated funds. It took a constitutional amendment to create the Permanent Fund, into which a portion of the state's oil revenues are dedicated. The principal of the fund cannot be appropriated but the earnings provide dividends to the people, money for inflation-proofing the fund and to build up in unappropriated reserves, now about \$700 million, which the Legislature can use at its discretion.

### Earnings exceeded \$800 million

Freeman said the earnings of the fund in the last fiscal year were more than \$800 million. Fifty-three percent of the earnings went into dividends, 41 percent into inflation-proofing and the 6 percent balance into the unappropriated reserve fund. He told the lawmakers that if Cowper's endowment passes, it would take 40 percent of the earnings, which means a cut in dividends or most likely a cut in the inflation-proofing. This would mean over the 15 years it takes to build the endowment fund, the purchase value of fund dollars would go down 60 percent, under the current rate of inflation.

Mary Halloran, who represented the governor's Office of Management and Budget at the hearing but did not speak, told reporters later that Freeman is wrong in claiming the fund value would drop because the money set aside for education would remain in the fund to create more earnings. It's those earnings that would go into education.

annual culture  
Generation  
them during a  
time onto the

floor when the "Fireweed Clan" was called. The two-day celebration officially entitled the "Gathering of Clans" ended Saturday. The Fourth Generation Dancers leader, Theo McIntyre, is pictured at the center of the photo.

Staff photo by Tim Parker

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and more singing and dancing. According to Gunyah, about 300 people enjoyed the Friday dinner featuring Southeast Alaskan red snapper.

Following dinner, Town Hall was once again filled by family and friends who were treated to the Fort Tongass Dancers of Ketchikan, Git Lax Likshataa Dancers and the Metlakatla Senior Citizens Choir.

Well-known Tlingit speaker Jim

Thomas, formerly of Yakutat, also spoke Friday evening. He is now a resident of Washington state.

Saturday's events were highlighted by the same four dancing groups and the senior citizens choir. An Indian food sale featuring seaweed and rice and other Native specialties also was offered.

The grand finale on Saturday evening brought all four dance groups. See 'Metlakatla celebrates,' page 2

vents contin-  
dinner" open  
and visitors

# State studies local measles outbreak

A rash of 10-day measles has broken at least a three-year lull in Alaska and sent state public health officials from Anchorage to Ketchikan to assist and study the outbreak.

Eleven suspected cases of rubeola, a partially more virulent than rubeola or German measles, have been reported to Ketchikan's Public Health Center since last Wednesday, said Joan Nugent, the center's public health nurse manager, on Monday. Two of those cases have been confirmed through blood samples.

While most cases clear up after a few days of coughs, runny noses, fever and a rash, rubeola can develop into pneumonia, brain damage and even cause death. Children under 1-year-old are particularly at risk for the more serious complications, but adults, pregnant women and people with immune suppressions are also at risk.

There were just two cases of rubeola in the entire state between January 1987 and July 1, 1989, according to statistics from the Division of Public Health, Epidemiology Section.

Four officials with the Epidemiology Section are in Ketchikan taking data, identifying populations which are at risk of infection and making treatment recommendations to local physicians. They continue their work here this week.

The quartet - epidemiologists Dr. Mike Jones and Dr. Carl Lee, immunization specialist John Scott and Public Health Division representative Eve Veuthey - have traced all

the cases thus far to attendance at day care centers, Nugent said. All 11 sufferers have been day-care children, workers, relatives or close friends, she said. A few rashes have been reported within the school system, but none have been narrowed down to rubeola.

Several patients have been hospitalized, but Nugent could not specify.

Highly infectious, rubeola's symptoms begin with four days of a cough, runny nose and fever, followed by a week of a rash. Eyes often become red and highly sensitive to light. The only treatment for these symptoms is isolation and rest.

The infectious period begins one week before and ends four days after the rash has begun.

People with these symptoms should be isolated immediately. A doctor should be called rather than visited unannounced, because he or she may want the patient brought in through a back door to avoid exposure to others.

The health center, located at 628 Park St., is offering free immunization - a three-in-one vaccine covering rubeola, rubella and mumps - to people of all ages. They will also field questions and information from anyone who thinks they may have had rubeola or is unsure whether they have been immunized or not.

While rubeola is very rare in Alaska, officials have been "somewhat alerted" because of increased cases in Washington state and British Columbia within the past year, said Nugent.

**Dividends may increase**  
The likely result of creating the educational endowment would be that dividend checks wouldn't increase in value each year as fast as without the educational endowment. However, there would be no decrease in dividends, Ms. Halloran said.

Mary and Chuck McGee, testifying last at the hearing, were two of the four non-educators speaking for the endowment plan. Mrs. McGee said that she doesn't mind giving up her dividend check to pay for education. Committee Chairman Paul Fischer, a Republican from Soldotna with a master's degree in education, said that comment has been made at hearings throughout the state and he reminds people that it's within their power to sign their dividend checks over to the school district.

Creating the education endowment requires another constitutional amendment which requires voter approval. Taking the issue to the voters requires a two-thirds vote of both houses of the Legislature. The House last year approved putting the measure to a vote of the people 31-8. It will require 14 votes of the 20-member Senate to move the proposal to the governor for his anticipated signature and to the November ballot.

### Those in favor

Leading off testimony, Mayor Gregory said the Ketchikan Gateway Borough Assembly and School District Board of Education have passed resolutions supporting the endowment to take the uncertainty out of school funding.

In response to a questions by Rep. Robin Taylor, R-Wrangell, on whether creating a dedicated fund for education might lead to other dedicated funds, Gregory said no. He saw nothing else of the magnitude of education.

Taylor is not a member of the committee but he and Rep. Cheri Davis, R-Ketchikan, represent the Ketchikan district in the House and attended the hearings.

Dr. Tom Conley, former president of Ketchikan school board, favors the  
*See 'School endowment,' page 2*

2



Malone could not reveal the exact status of the court because of the classified nature of the mission, the Department in 34 shuttle flights. The court will be made public just nine minutes before the planned riot on Thursday. Officials have said only that the launch will take place between 4 a.m. and 4 p.m., but not where.

## SCHOOL ENDOWMENT

Continued from page 1

endowment. He pointed out that 75 percent of the district's funding comes from the state and 35 percent from local taxpayers. If state oil revenues fall drastically, it could create a serious problem for local government in funding education.

Bob Weinstein, superintendent of the Southeast Island School District, favors the endowment to assure education funds for rural areas, where problems can be solved only by better educated students.

Ketchikan School Superintendent Richard Clevegar supports the endowment and urged that the Senate at least send the issue to a vote of the people.

### To avoid radical swings

School board member John Harrington favors the endowment to avoid radical swings in education funding during state financial crises.

Dave Thompson, local school board member and one of the non-educators testifying, supports the endowment but suggested the proposal be amended to take out reference to dedicating money to the endowment received from oil lawsuits.

Assistant Ketchikan Superintendent Anthony Kennedy supports the endowment to assure a high quality of education.

Bill Thomas, a school district employee, supports the endowment and told the senators that if George Washington and Abraham Lincoln came back today they would be amazed by electricity and modes of transportation. But they would enter a classroom and find it just like they left it.

Ernie Hansen, who works for the Southeast Island School District, supports the plan, pointing out that legislators may be well-intentioned but it will be hard to fund education in the future if money is not available.

### Supporters present petition

Ketchikan High School Principal John Holst presented a petition with 28 names of educators supporting the endowment.

School Board President Pam Hjortset sees the proposal as a way to cut state spending if the endowment eventually replaces 25 percent of the general fund, which now goes to education.

### Educators favor plan

Ketchikan Education Association President Bruce Stanton said his association and NEA-Alaska support the endowment. He also said the Ketchikan Coalition of Public Employees, which he represents, suggests cutting 25 programs which other states don't have as a way to cut state expense, even if it means cutting state employees.

Sen. Jim Duncan, D-Juneau, a member of the committee, said he had seen the list of 25 programs and they are mostly popular entitlements such as the dividend program, longevity bonus and municipal revenue sharing. Except for the Pioneers' Homes, they do not involve many state employees.

Teacher Mary Schulz made a plea for the endowment but ventured further to point out that there is a crisis in education in Alaska. So many young parents, children themselves, need education.

Sen. Lloyd Jones, R-Ketchikan, said that he and other senators on the HESS committee will be back in Ketchikan again to hold a hearing on education in areas on which Mrs. Schulz testified.

Fish and game biologist Wayne Johnson supported the endowment, saying education should be considered a sacred cow.

Chuck McGee said the endowment would help smaller communities support education and fend off higher taxes.

### Those opposed

Freeman spoke against the endowment as a dedicated fund, saying that dedicating funds takes the spending options away from lawmakers. That is why the constitution was drafted to ban such funds. He said Alaskans learned during territorial days, when there were dedicated funds, that it limited the ability of the legislature to respond to priorities in a financial crisis.

Tom Streeper, a retired military and state worker, said education is a top priority with him but he sees the endowment as setting a bad precedent on tapping the Permanent Fund. He opposes it. He said 75 percent of the Alaskans oppose it, according to a survey he saw.

Contractor Bill Smart opposes the endowment, calling it a raid on the

Permanent Fund, and was critical of school construction programs, referring to them as "squandering our children's money." He said three Plaza shopping centers could be constructed for the \$33 million that will be spent on a new high school.

Rep. Davis asked if that wasn't because of the requirement to pay federally mandated higher Davis-Bacon wages.

Smart said no. He worked on the Plaza project and received high wages. The project was designed and constructed more efficiently.

### Construction standards asked

He added that the state, if it is going to fund school construction, should set some construction guidelines and standardize school design.

Retired mechanic and former council and assembly member Mike Kouni opposed the endowment and any use of the Permanent Fund except in dire emergency. That gives future generations a chance to cope with a depression such as hit the country in the 1930s.

Ketchikan City Councilman Jim Carlton, a retired Air Force comptroller, supports education but opposes the endowment. He would prefer fund earnings to help level out the ups and downs of revenue for financing all government programs. He supports a lid on dividends but opposes any dedicated funds.

Frances Young, mother of three students, agreed with Freeman. She said each child receives a Permanent Fund dividend. She asked: Will the endowment fund be set up to assure that students in private school get some of that money?

Chairman Fischer said no.

Ketchikan banker Roger Stone, with two in school, supports education but said the endowment would cripple the state's leadership by limiting the ability to make funding decisions in the future.

Other lawmakers at the hearing were Sen. Rick Halford, R-Eagle River, and Sen. Al Adams, D-Kotzebue.

Fischer said the committee goes to Kodiak, Kenai, Kodiak and Anchorage to continue the hearings. It came to Ketchikan on Saturday from a Friday hearing in Sitka.

## Metlakatla celebrates

Continued from page 1

3

back onto the floor, Gonyah said. The drummers from the different groups joined together in the center of the Town Hall gym while dancers and visitors circled to the beat.

"I didn't want it to end," Fawcett said of the grand finale. Fawcett told the crowd good night and everyone came back on to the gym floor to dance

events at the first cultural celebration, Fawcett described Friday and Saturday as more exciting. The first celebration was held back and everyone was more reserved, she said. Fawcett added that the Fourth Generation Dancers were born out of the first celebration.

Everyone is looking forward to next year, said Fawcett.

events on Saturday, Fawcett said. A craft display from high school children was highlighted by Native carvings by students ages 15-18.

Reflecting on the success of the event, Fawcett said that all the performing groups were different. The Git Lax Likshita Dancers, a group of school-age children, performed a total of 12 separate dances and finished the

## Senate OKs payment of arbitration awards

By LARRY PERSILY  
Associated Press Writer  
JUNEAU (AP) — Legislation that would appropriate almost \$5.8 million to pay binding arbitration awards in three state employee union cases is on its way to Gov. Steve Cowper.

The Senate approved the measure Thursday, following House approval last month. Cowper is expected to sign House Bill 453.

"They won the arbitration fair and square, and I think it's fair that we pay it," said Sen. Jan Faiks, R-Anchorage.

Sen. Rick Halford, R-Chugiak, cast the only vote against the legislation in the Senate, but then changed his mind when senators reconsidered the bill later in the day.

Checks should be in the mail by mid-April to the 1,700 members of Public Employees Local 71 who are covered by two of the arbitration awards, said Bruce Scandling, an Administration Department spokesman.

Almost 400 members of Local 71 would receive a \$675

retroactive payment for 1989 and a 4.6 percent pay increase this year. The group includes pioneers' home and state prison blue-collar workers prohibited from striking.

An arbitrator in January ruled in favor of the union's pay-hike request. Cowper then introduced legislation seeking money to cover the award at a cost of \$611,100.

The entire union membership is covered by the other arbitrator's award, covering holiday pay for Columbus Day 1988.

The dispute involved a contract provision that said Local 71 members would receive all federal holidays. The provision was changed last year, but the arbitrator ruled the state owed the union members \$370,900 for 1988.

The third arbitration award covered by the bill involves about 130 members of the Public Safety Employees Association who have been waiting for their money since 1988.

An arbitrator had ruled that the airport safety officers and court officers should be paid the same wage as state trooper re-



cruits. The retroactive wage hike and other benefits total \$4.8 million since 1988.

Payments to the airport and court employees will not come as quickly as the back-pay checks to Local 71 members, Scandling said. The state is challenging the Public Safety Employees Association award in court and a stay delaying payment of the money is in force until the case is decided.

Cowper spokesman David Ramseur had no comment Thursday on how the legislative appropriation might affect the state's lawsuit.

Scandling said the state's position is that arbitrators do not have the authority to reclassify employees into higher-paying jobs.

The case also is in court because the union last year sued the Legislature for failing to appropriate money to cover the arbitration's award.

Several House members voted against the bill last month because they said the state should wait for a court decision before paying the back wages.

## Aging conference financed

JUNEAU (AP) — The Senate has approved almost \$200,000 for the Older Alaskans Commission to sponsor a conference on aging next year, in preparation for Alaska's participation in a national conference later in the year.

Delegates would be selected from retiree and elderly groups statewide, with the meeting set for May 1991 at the University of Alaska Fairbanks.

The White House Conference on Aging is set for late fall, said Connie Sipe, director of the Older Alaskans Commission.

Senators approved the funding without opposition Friday. Senate Concurrent Resolution 36 also requires House approval.

Delegates at the state conference would choose representa-

tives for the national meeting, where federal policies on the elderly will be reviewed and recommendations offered for congressional action.

## HESS hearing on March 9

The Senate Health, Education and Social Services Committee will hold a hearing on HJR 13, relating to the Education Endowment, at the Kodiak Island Borough Building, in the Assembly Chamber, from 6 - 9 p.m. Friday, March 9.

For more information regarding this hearing, please contact the legislative information office at 486-8116, or the Senate HESS Committee.

*The Coast Guard Officers' Wives' Club wishes to thank the following for their generous contributions to our charity fundraiser, GOLD RUSH DAYS, held February 24, 1990:*

The Elks Club  
MarkAir  
Hair Designers  
Mack's Sport Shop  
Denni Stott  
Pat Denny  
Standing Room Only  
Newkon Office Supply  
Wodlinger's  
Avis  
Level II

Westmark  
Shire Bookstore  
Radio Shack  
Fauteaux Fast Photo  
The Stitchery  
Spenard Builders Supply  
Hair Masters  
Out To Lunch  
Kodiak Historical Society  
Ardingers'  
Janna Chandler

# Who are they working for?

# STATE OF ALASKA THE LEGISLATURE



LEGISLATIVE AFFAIRS AGENCY  
DIVISION OF PUBLIC SERVICES

\*\*\*\*\*

## PUBLIC SERVICE ANNOUNCEMENT

\*\*\*\*\*

FOR USE THRU FRIDAY, MARCH 9TH

## Alaska State Legislature

SENATOR PAUL FISCHER, Chairman  
SENATOR JIM DUNCAN, Vice Chairman  
SENATOR AL ADAMS  
SENATOR LLOYD JONES  
SENATOR TIM KELLY



PO BOX V  
ROOM 508  
STATE CAPITOL  
(907) 465-3782

### Senate Committee on Health, Education and Social Services

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FOR FURTHER INFORMATION, PLEASE CALL US AT 486-8116



# Legislative Teleconference Network

## TELECONFERENCE SCHEDULE MARCH 5 THRU MARCH 17

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DATE: WEDNESDAY, MARCH 7  
 TIME: 1:30 PM  
 SPONSOR: SENATE STATE AFFAIRS COMMITTEE  
 SUBJECT: SB 348 - PERS BENEFITS FOR PROBATION OFFICERS  
 SB 263 - VIDEO GAMBLING ON LICENSED PREMISES

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DATE: WEDNESDAY, MARCH 14  
 TIME: 6:00 PM  
 SPONSOR: SENATOR FRED ZHAROFF & REPRESENTATIVE CLIFF DAVIDSON  
 SUBJECT: "CONSTITUENT MEETING"- JOIN US AND VOICE YOUR CONCERNS,  
 SITES TO BE ON LINE INCLUDE AHKIOK, OUZINKIE, PORT LIONS & LARSEN BAY

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### FOR YOUR INFORMATION

THE KODIAK LEGISLATIVE INFORMATION OFFICE NOW HAS THE NEW  
 LAND FOR ALASKANS  
 STATE LAND OFFERING BROCHURE - 1990  
 THIS PUBLICATION CONTAINS INFORMATION CONCERNING  
 THE STATE LAND PROGRAMS FOR 1990

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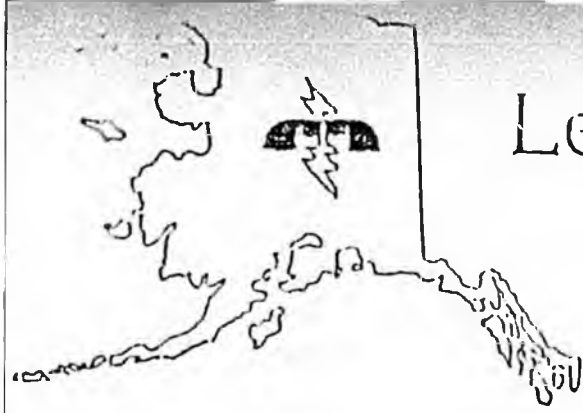
THE SENATE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE  
 WILL HOLD A PUBLIC HEARING IN KODIAK  
 FRIDAY, MARCH 9  
 6:00 - 8:00 PM  
 AT THE KODIAK ISLAND BOROUGH ASSEMBLY CHAMBERS  
 SENATOR PAUL FISCHER  
 SENATOR JIM DUNCAN                      SENATOR ALBERT ADAMS  
 SENATOR LLOYD JOHNS                    SENATOR TIM KELLY

THE SUBJECT OF THIS PUBLIC HEARING WILL BE "THE EDUCATION FUND"

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THE KODIAK LEGISLATIVE INFORMATION OFFICE  
 IS LOCATED AT  
 112 MILL BAY ROAD  
 486-8116



# Legislative Teleconference Network

TELECONFERENCE SCHEDULE  
MARCH 10 THRU MARCH 24

---

DATE: Saturday, March 10  
TIME: 1:00 PM  
SPONSOR: House Resources Committee  
SUBJECT: HJR 74 - CONSTITUTIONAL AMENDMENT: SUBSISTENCE PREFERENCE  
HJR 88 - SUBSISTENCE USES OF FISH & WILDLIFE

---

DATE: Wednesday, March 14  
TIME: 6:00 PM  
SPONSOR: Senate Oil and Gas Committee  
SUBJECT: OIL SPILL COMMISSIONS RECOMMENDATIONS COMPARED TO THE GOVERNORS OIL SPILL BILLS, SB 503 & SB 504

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THE "CONSTITUENT MEETING" SCHEDULED FOR WEDNESDAY, MARCH 14TH HAS BEEN CANCELLED.

Senator Zharoff and Representative Davidson will be in Kodiak the weekend of CanFish, March 16 & 17.

Both Senator Zharoff and Representative Davidson will be holding constituent office hours on Friday morning, March 16 from 10:00 AM until noon.

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### A REMINDER

A public meeting will be held in Kodiak's Borough Assembly Chambers with the Senate Health, Education and Social Services Committee on FRIDAY, MARCH 9TH from 6:00 to 9:00 PM.

This is a time for the public to comment on the proposed Educational Endowment: HJR 13.

Senators Fischer, Duncan, Jones, Kelly and Adams are members of the Senate HESS Committee.

Kodiak's Legislative Information Office has copies of that bill as well as descriptive literature available to the public.

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THE LEGISLATIVE INFORMATION OFFICE IS LOCATED AT 112 MILL BAY ROAD.  
PLEASE CALL 486-8116 FOR ADDITIONAL INFORMATION ON YOUR LEGISLATIVE CONCERNS.

# Education fund plan presented

1-16-89

By CHUCK KLEESCHULTE

THE JUNEAU EMPIRE

Calling sufficient funding for education his "overriding priority," Gov. Steve Cowper today formally unveiled the details of his plan to use 40 percent of future Alaska Permanent Fund earnings to fund schools.

During a morning press conference, complete with charts and a video presentation showing smiling youngsters at the Harborview School playground, Cowper said his education fund, which he wants established by constitutional amendment, would guarantee that Prudhoe Bay oil wealth will be shared equally with future Alaskans.

"The amendment will provide a stable, long-term source of funding for the most important public service state government provides. ... This approach will remove education funding from the swings of the oil market and the politics of the legislature and strengthen the permanent fund at the same time," said Cowper.

Under his plan, 40 percent of all future earnings of the permanent fund, plus all the interest that money earns will be set aside within the permanent fund. The earnings from that pot after 10 years could then be spent to fund the state's school foundation program that covers school district operating costs - currently \$445 million this year - but not school construction debt or the University of Alaska's operating costs.

If approved by two-thirds of both houses and then by voters next year, the account would start in 1991. By 2000, at current projections it would total \$6.3 billion and produce interest of nearly \$500 million a year. Under the plan, the pot would stay in effect for 20 years - lawmakers having the right to extend it for another five years after that. It would be able to pay the entire cost of state education by 2010.

Cowper argued the plan will assure a source of funds to cover the costs of a projected 22,000-pupil population increase in state schools by 2000. Cowper said by his plan permanent fund dividends would continue to grow, but he admitted the dividends would grow at a much slower rate and likely remain similar to the amount paid last year.

In 1988, Alaskans received just over \$800 in dividends. According to state Department of Revenue estimates in late 1987 the dividend by the year 2000 should be worth \$1,436 per

Please turn to Cowper, Page 8

## Cowper...

Continued from Page 1

person - if the education plan is not approved. Cowper today said he had no immediate updated projections allowing for a comparison of the effect of his plan on the size of dividends.

Currently, about half of the permanent fund's interest is used for dividends, about 30 percent is reinvested in the fund to offset the effects of inflation and about 20 percent is funneled back into the fund - the so-called earnings reserve account that currently contains about \$600 million.

While Cowper's amendment only requires that 40 percent of the fund go to education and indirectly to cover inflation proofing, Cowper in his State of the State message proposed that another 20 percent be used for general government expenses, which would have the effect of forcing lawmakers to cut the share used for dividends.

Today Cowper said if lawmakers accept his 20 percent proposal his education amendment would have to be altered to initially send a smaller percentage of the permanent fund earnings into the education fund. Without the "ramping" change, dividends likely would actually fall, something Cowper pledged not to allow.

"This is very complex and is easily open to misinterpretation, but this will fund education and I consider that the key to the state's future. ... It transcends all our other needs," said Cowper.

"There was a lot of rank speculation in 1978 that the fund if left alone could be used to help defray the cost of all government someday. What I do know is that by this plan the cost of education will be funded and I believe that is a worthy goal," said Cowper.

# Editorial

## Bad plan

A major state issue before the 1990 election campaign is Gov. Steve Cowper's dream of obligating Permanent Fund earnings for the next 15 years to pay education costs.

The reason the issue comes up now is that the governor has to convince the state Senate that the issue should be put on the ballot. The House has passed a resolution putting the issue before the voters next November. If the Senate kills the idea, as it should, the issue is dead probably for all time because Cowper — its champion — goes out of office before another Legislature meets.

Many say it is only fair for the Senate to put the issue on the ballot and let the voters decide. Oral Freeman, former chairman of the Permanent Fund Trustees, one of the lawmakers (along with Cowper) who created the fund and the lawmaker who sponsored large appropriations to the fund, says that is unfair to opponents of the governor's plan. Cowper will have the assets of the state behind his push for the plan. Opponents will be at a disadvantage.

Freeman's opposition to Cowper's idea is based on the history and future of Alaska state finances.

When delegates drew up the state constitution, they included a ban against dedicated funds. The territorial government operated under the handicap of many dedicated funds. One program could starve for funds because the Legislature couldn't move funds from a prosperous fund to meet a higher priority in an under-financed program. (Freeman remembers that the territory wasn't flush in any areas, which is why Alaskans wanted statehood.)

When the concept of the Permanent Fund passed the Legislature in 1975, Gov. Jay Hammond vetoed the measure, although he agreed with the concept. He took the action on the advice of the attorney general who said that creating the Permanent Fund was dedicating funds and unconstitutional.

In 1976, the Legislature passed a resolution to put an amendment to the constitution before the voters to allow creation of the Permanent Fund. It was approved by the voters.

Now, Cowper wants to dedicate 40 percent of the earnings by constitutional amendment to fund education.

There is a difference between the amendment to create the Permanent Fund (save money and build revenue) and an amendment to create the educational endowment (spend the money).

The amendment creating the Permanent Fund specifies that the earnings of the fund go into the general fund to be appropriated as the Legislature sees fit. It's by legislative action that the dividend program and the inflation-proofing have been adopted. That can be changed by law if enough legislators want to spend the earnings elsewhere. A future Legislature may want to reallocate the earnings of the fund to meet needs at that time.

Cowper's proposal dedicates — actually appropriates — the earnings of the fund and leaves future Legislatures no option on allocating that revenue.

Freeman points out that if 40 percent of the earnings of the fund are diverted to a dedicated fund, it means a drastic cut in dividends or inflation-proofing. Of the \$868 million in earnings last year, 53 percent were used for dividends and 41 percent went to inflation-proofing. Getting the figures down to something any Alaskan can understand, assume that the earnings of the Permanent Fund were \$10 last year. The dividend program took \$5.30 and inflation-proofing \$4.10. That would leave 60 cents for other purposes. If Cowper's amendment passed, the first \$4 of the earnings would go to the education endowment. That leaves \$6 to divide between dividends and inflation-proofing vs. \$3.40.

If inflation-proofing is abandoned for 15 years, and inflation continues at the historic average of 4 percent, the fund principal will be worth 50 cents on the \$1 in 15 years. If inflation is covered, there would be \$2 out of the \$10 for dividends, compared with the current \$5.30. More than a 50 percent cut in dividends. Freeman says the voters should recognize those figures and not be lulled by assurances that the education endowment will have negligible effect on dividends and inflation-proofing. Of course, if the Legislature wants to use fund earnings for education instead of dividends or inflation-proofing, it can do so now. The constitution says the Legislature determines use of the earnings.

Much is made of setting aside money for future generations. Freeman says that has been done with creation of the Permanent Fund. A new generation begins with each new session of the Legislature and each session has the option to appropriate the fund earnings to meet the priority needs facing that generation of lawmakers.

Freeman emphasizes that he is not anti-education, especially with children who graduated from Alaska schools and with children and grandchildren in Alaska schools. Alaskans have never stunted on education, the former House Finance Committee chairman says. The constitution says that providing for education is a responsibility of the state.

We agree with Freeman. Education is the last department of the state which needs assurance of dedicated funds. Education is the most popular and universally used service provided by the state.

We point out, too, that in 15 years the population of the United States will have a higher percentage of older people and their care may become a priority. The rising cost of health care for everyone mandates that soon there be a statewide health insurance program. We may have fewer students in schools as a percentage of the population, especially with more young people opting for careers with fewer or no children. Do we want a large sum of dedicated funds set aside for education while students' health and that of their grandparents is neglected?

Cowper's plan is a bad one for future generations. With its inflexibility, it has a better chance of adding to the problems of the times, rather than reducing them.



## FALL BACK

Set clock back one hour tonight

## WORLD SERIES

Oakland A's beat up the Giants, 13-7

Sports, B-1

## VICTORY

Hockey team wins opener

Sports, B-1



# Anchorage Daily News

VOL. XLIV, NO. 301 63 PAGES

ANCHORAGE, ALASKA, SATURDAY, OCTOBER 26, 1989

PRICE 25 CENTS

## Cowper pushes permanent fund change

### Education endowment would reduce checks

By STAN JONES  
Daily News reporter

Gov. Steve Cowper barnstormed into East Anchorage High School Friday, trying to convince an auditorium full of people too young to vote that they should support his latest plan for spending money from the Alaska Permanent Fund.

Cowper talked with the students, cracked a few jokes, showed them a video, and barnstormed out again, continuing a state-wide campaign for his proposal to divert permanent fund earnings into a special account — called an endowment — that would eventually pay a major part of Alaska's education budget.

By the year 2005, according to the governor's figures, the education endowment would be producing about \$700 million annually to support public schools, though not the University of Alaska. Today, that part of the budget is about \$600 million.

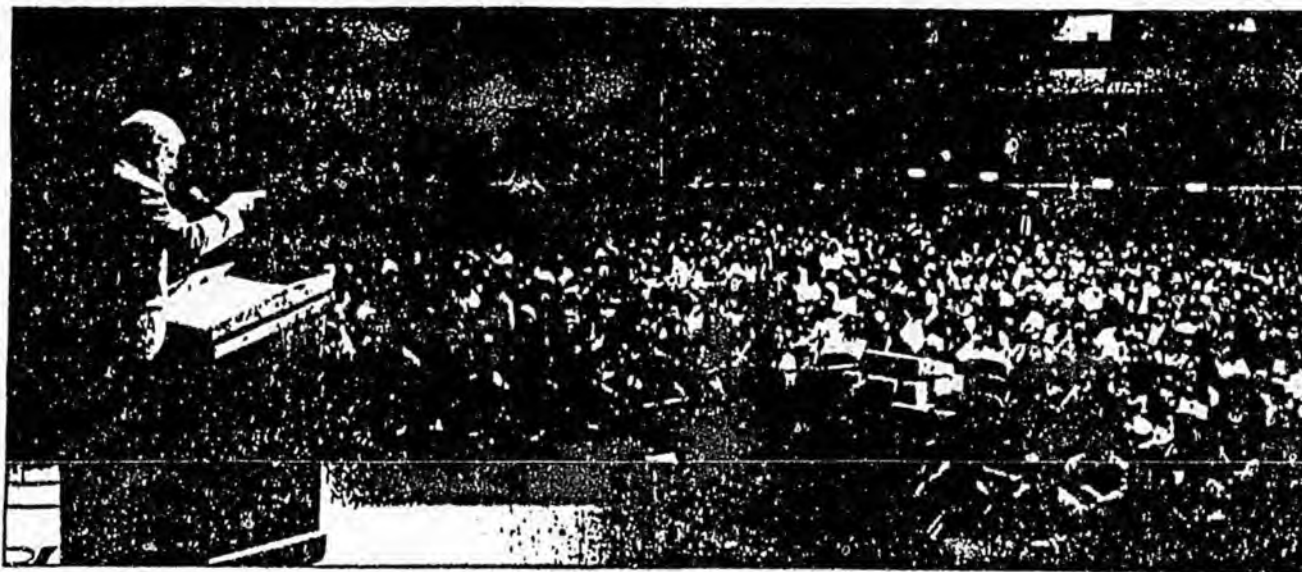
But the plan also would cut the growth of the permanent fund dividends paid each year to Alaskans and erode the real value of the principal of the permanent fund.

This year, the dividend is \$873.16. Without the endowment, the dividend would grow to \$1,733 in the year 2005, by Cowper's figures. But if the endowment is approved, the dividend then would be only \$1,074, a difference of \$658.

Because permanent fund earnings now used for inflation-proofing would be diverted into the endowment, the permanent fund itself would no longer keep up with inflation.

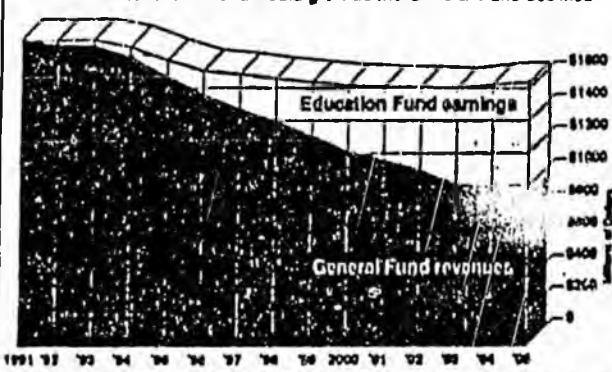
On July 1 of this year, the permanent fund contained about \$10 billion. By 2000, the governor's plan would shrink the value of the fund, adjusted for inflation, to about \$7.3 billion.

None of Cowper's earlier attempts to spend permanent fund money have worked. In 1987, just after taking office, he asked the legislature for permission to spend as much



### Growing & Shrinking

How the Education Fund would grow as the General Fund declines



### EFFECT ON DIVIDENDS

of Cowper's proposal

Year	Dividend without education fund	Dividend with education fund
1989	\$873	\$873
1995	\$1,038	\$982
2000	\$1,300	\$1,074
2005	\$1,733	\$1,074

Source: Governor's office

Anchorage Daily News/Gil Ron  
Gov. Steve Cowper addresses East High students Friday about the need for an education endowment, which would be funded by earnings from the state permanent fund.

# DIVIDENDS: A major economic force in state

Continued from Page A-1

did not include a comparison with payroll of one of Alaska's largest employers, the state itself.

"The dividend has created essentially a new industry in terms of generating purchasing power," said Scott Goldsmith, an ISER economist.

Goldsmith co-wrote the study with Jeff Wanamaker, a college student. ISER is the University of Alaska, Anchorage's think tank.

To come up with the employment figures, Goldsmith estimated that every \$1 million paid as dividends annually created 13 year-long jobs as residents spent that money for goods and services. The estimated 5,600 jobs sustained equals more than 2 percent of all Alaska jobs.

Many Alaskans, Goldsmith conceded, don't spend the money but stash it away for education, retirement or other purposes. But many others, particularly low-income residents, spend the money immediately.

"The two factors offset each other," Goldsmith said. And on balance he believes the net effect of a permanent fund dollar was the same as one brought home in a paycheck.

The three-month study, funded by a \$15,000 permanent fund corporation grant, used state and federal statistics to piece together a rough view of the dividend's impact on Alaska. Some statistics Goldsmith described as

"fairly slippery." But he said he still had confidence in the study as a rough outline of the fund's economic effect.

"It was a fairly modest analysis," Goldsmith said.

Among its findings:

• The dividend equals 6 percent of the average Alaskan's total earnings.

• For most Natives, dividend payments increased family income by more than 10 percent.

• An Alaska family of four that saved all dividends paid since 1982 and earned 8 percent interest on that money would have \$21,600. That same family, if it continued to save all dividends and earn an 8 percent annual return, would have more than \$100,000 in 15 years.

The dividends are paid from profits of the \$10 billion permanent fund, the oil-wealth savings account created by voters in 1976. The fund receives at least 25 percent of oil royalties and rents paid to the state. The money is managed as a trust fund by the Alaska Permanent Fund Corp., an independent public corporation.

The fund cannot be spent, only invested. Investment profits are used in part to pay dividends. Those profits totaled \$868 million in the fiscal year that ended June 30. Other profits stay in the fund to offset inflation.

Any money left over goes into a reserve account, which the legislature may spend. That reserve totals more than \$600 million.

# CHECKS: \$873.16 in 1989

Continued from Page A-1

part of their annual income."

Last year's dividend was \$876.93. Officials had predicted in July that fewer applicants and higher earnings this year might push the 1989 checks over the \$900 mark. That was not to be, however.

The department said that while earnings were up and the number of applicants fell, several other factors prevented the dividend from increasing more:

• The legislature this year appropriated money from the dividend fund for the first time to pay the costs of two social programs. The dividend was reduced by \$1.67 to provide money for victims of violent crime, and by \$1.42 to help pay for sexual offender treatment and other inmate programs.

• The 1989 dividend was



reduced by \$22.72 to pay the cost of an \$11.7 million program to compensate welfare recipients who otherwise would not be eligible for food stamps and other aid because of their dividend income.

• The dividend was further reduced \$6.83 to pay the cost of running the dividend program, including the cost of detecting fraudulent and ineligible applicants. Officials said the Permanent Fund Dividend Division rejected a record number of applications for the 1988 dividend, resulting in a \$12.8 million carryover in the dividend account.

# MARCOS: Former Phil

Continued from Page A-1

at times as a dictator, died without facing trial on U.S. criminal charges, he plundered the Philippine treasury.

While Marcos spent nearly 10 months in the hospital, his family begged Philippine President Corason Aquino to let him come home to die, but she refused.

Aquino took office as a result of the popular revolt that drove Marcos into exile, and her government has survived six armed attempts to overthrow it. She said she refused again after his death to allow his burial in the Philippines for the sake of "the tranquility of the state and the order of society."

Philippine opposition leaders urged her to reconsider.

"It is just so wrong. It is his birthright. He is a Filipino, the greatest Filipino," said Joe Lazo, president of the Honolulu group Friends of Marcos.

Later Thursday, the Federal Aviation Administration in Washington prohibited any aircraft from flying Marcos' remains out of the United States for the Philippines, saying it would "create a danger to the safety of the aircraft and persons involved."

Lazo said family and friends would pay respect at Marcos' hilltop home overlooking downtown Honolulu and the Pacific Ocean. Marcos' remains, in a polished wooden casket, were taken by bearers to the mansion Thursday morning.

The house will be open to mourners 24 hours a day until Sunday, then his body will be taken to a local mortuary for viewing through Thursday, Lazo said.

A funeral Mass is planned for next Friday, but there are no definite plans for burial, Lazo said. He said Mrs. Marcos would keep trying to bring her husband back to his homeland. "She knows that's what he wanted."

Marcos' mother, who died in May 1988, has been embalmed several times and lies unburied because Marcos was not allowed into the Philippines for the funeral.

Tomas "Buddy" Gomez, Philippine consul general in Honolulu and an outspoken Marcos critic, said he would not attend the memorial service and urged Mrs. Marcos not to "exploit her husband's death."

A staunch U.S. ally during his presidency, Marcos claimed he was tricked by U.S. authorities into leaving

# AIDS: Federal officials ap

Continued from Page A-1

met with extraordinary measures," said FDA Commissioner Frank E. Young, in announcing the plan, which will begin within two weeks.

Under the new limited approval, ddi would be made available to all persons with AIDS who have been unable to take AZT because of the

serious side effects it causes — an estimated 25,000 people — and to another 2,600 who will enroll in new studies comparing the drug to AZT, the only drug now licensed to treat the HIV virus directly.

In addition, the FDA will permit the drug's manufacturer, Bristol-Myers, to give the drug to people with AIDS, or serious HIV infection.

# SUMMIT: President's meeting

Continued from Page A-1

rhetoric is part; the time for performance is now."

But they didn't define what they meant by that.

Seeking to cement his self-defined goal to be the "education president," Bush said the summit began a "social compact between parents, teachers, principals, superintendents, state legislators, governors and the administration ... founded not on promises, but on challenges."

In one of a few specific examples, several governors complained that they find it ludicrous that computers

bought for special education children with federal dollars may not be used for adult education at night.

Bush answered them by saying, "I ask Congress to allow Washington to be more flexible, by passing reform legislation."

But the rules for such restrictions come from federal regulators in his administration, not Congress.

Responding to those who feared he'd seek a return to the past standards of education, Bush said he isn't coselling a "naive nostalgic adherence to the past Business as usual is not r

# **CORRECTION**

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



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Sports, B-1

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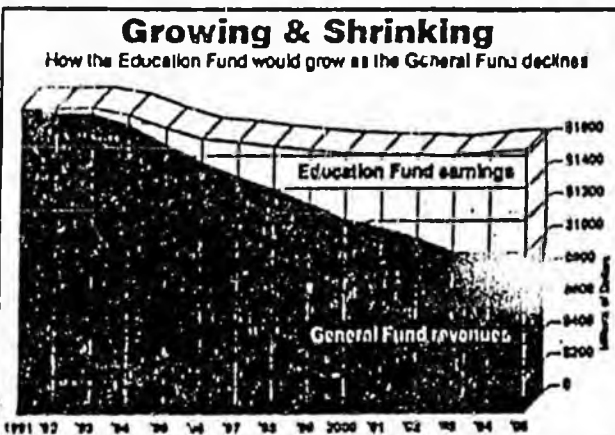
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1995	\$1,038	\$982
2000	\$1,390	\$1,074
2005	\$1,733	\$1,076

Source: Governor's office

Anchorage Daily News/84 Ron Gov. Steve Cowper addresses East High students Friday about the need for an education endowment, which would be funded by earnings from the state permanent fund.

# THE BACK PAGE

## PERMANENT FUND: Cowper wants to use fund earnings for education

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an \$500 million in permanent fund earnings and got turned down. He has made similar requests of subsequent legislatures, with the same result.

Now that he has announced he won't run for re-election, he probably has even less political clout. But that isn't keeping him from trying again. He says the education endowment is what he wants to be remembered for.

"I came here to do something. This is what I intend to do," Cowper said in an interview. "Nobody appreciates me now, but they will in 10 or 15 years."

Cowper's plan would work like this: Beginning in 1991 and continuing for 15 to 20 years, 40 percent of the annual earnings of the permanent fund would go into the education endowment.

The earnings of the endowment — but not its principal — would be available to pay for state education programs, but could not be used for anything else.

The basic argument for the endowment is simple: With Prudhoe Bay starting to run dry, the state faces a budget crunch. And education is so important that it should be protected from that crunch by getting its own dedicated fund.

"It's a dead certainty that jobs in the future are going to depend on education," Cowper said. "Given all that and the fact that revenues are going down in a hurry, it seems to me that we ought to give our kids the benefit of the doubt and pass on some of the benefits of Prudhoe Bay to them."

"Other parts of government are just going to have to scramble to justify their existence, but kids are kind of ill-situated to do that," Cowper said. "They ought to be exempted from that process, in my opinion."

There are two main arguments against the idea. One is made by politicians and the other by their constituents.

The politicians don't reject Cowper's underlying notion that the state faces a fiscal crisis, or that the permanent fund should be spent to deal with it.

Their complaint is that tying up a big chunk of money in a single-purpose fund deprives future legislators and governors of the flexibility to meet needs and problems as they arise.

Tim Kelly, the Republican president of the state Senate, said he thinks permanent fund money may be needed even before

Cowper's education endowment would begin to make it available in substantial amounts.

"I agree with the concept that permanent fund earnings can be used for education some time in the future," Kelly said in an interview. "But at the rate of decline of state revenues, I don't think we can wait that long to build up the pot."

Oral Freeman, 73, was in the legislature when the permanent fund was created and is sometimes called one of its fathers. And he served as chairman of the permanent fund board of trustees until Cowper declined to reappoint him a few weeks ago. Freeman is against special-purpose dedicated funds, including Cowper's endowment.

"In my opinion, the governor's proposal for an education endowment was a scam wrapped in the flag wearing education as a mask," he said recently from his outboard motor shop in Ketchikan. "Why go out and tie your legislators' hands? They've never failed in their responsibilities for education."

The bias against dedicated funds runs deep in Alaska history, so deep that they were banned when the state constitution was written more than 30 years ago.

In fact, the constitution had to be amended in the 1870s to set up the huge dedicated fund that Alaskans know as the permanent fund. And it would have to be amended again to permit Cowper's dedicated education fund.

Freeman wasn't in the legislature when Alaska was still a territory and the constitution of the future state was being drafted, but he remembers the problems with dedicated funds.

"What they did was deny the (territorial) legislature the opportunity to prioritize and make decisions as to where the greatest need was compared to the amount of money we had," Freeman said. "A lot of people who served at the constitutional convention had served in the legislature, working under those conditions, and they felt so strongly about it they wrote into the constitution a prohibition against dedicated funds."

Cowper doesn't buy it.

"I think that's an interesting academic argument," he said. "In the meantime, somebody's got to figure out how to pay the bills around here."

For a lot of Alaskans, there is only one question when it comes to any proposal affecting the permanent fund: Will it cut the dividend?

If the answer to that question is "yes," their response is "no."

"The purpose of the permanent fund is to pay dividends. It has no other useful purpose," said Jim Weldner, a Fairbanks small businessman who heads a sporadically active group called the Association for the Protection of the Permanent Fund.

"You take the money and give it to the state legislature to give away, what's the useful purpose in that?" he said. "You pay dividends to the people of Alaska, they spend their dividend money, and that makes an economy."

Red Boucher, a Democratic state representative from Anchorage, heads a state task force on the future of the permanent fund. He has heard a lot of that kind of talk in hearings around the state during the past few months.

"By and large, the message loud and clear is leave it alone," Boucher said. "They're just afraid if you even talk about it, that means a raid on their dividends."

"Whoever wanted to establish the dividend program so it would be a watchdog has done a super job," Boucher said. "I mean, it's locked up and the key's thrown away."

Cowper is about a third of the way to getting his education endowment enacted. It passed the state House at the end of this year's legislative session. It must pass the Senate by a two-thirds majority in the next session to get on the general election ballot in 1990, and there it must meet with the approval of a majority of the voters before the constitution will be amended and the deposits into the fund can begin.

Cowper's determination to win his battle for the endowment seems to have silenced people normally willing to talk about public issues.

Rep. Max Gruenberg, the only Democrat to vote against the proposal in the House, refused to discuss it with the Daily News.

The Alaska Permanent Fund Corporation, which manages the fund, usually produces its own computer projections when someone makes a proposal that would affect the fund.

But despite repeated requests from Sen. Rick Hallford, R-Chuglak, this fall, the corporation hasn't produced an analysis of Cowper's endowment proposal since early this year, when it did so and was roundly criticized by the governor's office for coming up with numbers different from those produced by the governor's own computers.

"I'm not sure we're going to be real enthusiastic about wading into the middle of the debate," said Bob Maynard, assistant executive director of the permanent

fund corporation. "We'll probably defer to OMB (the governor's Office of Management and Budget) on that."

Cowper became angry when asked in an interview if he was trying to keep people from talking independently about the education fund.

"The permanent fund is not in charge of what is to be done with the income," Cowper said. "That's not their job."

Freeman, meanwhile, believes that Cowper took him off the permanent fund board because of his opposition to the education endowment plan.

"It didn't make me too happy ... but it didn't change my mind," Freeman said. "He can fire me but he can't muzzle me."

Cowper denied kicking Freeman off the board because of his views on the endowment. Cowper said he did it because he has a policy of removing people from boards when their terms expire.

"He persists in saying that I kicked him off the board for reasons that are just not correct," Cowper said. "Nobody's got a right to a lifetime tenure on the board."

The combustible Cowper occasionally lapsed into profanity during an interview Thursday when confronted with some of the questions raised about his education endowment plan.

"That's a bunch of horseshit," he shouted at one point.

"All of this frigging theology that goes on around the permanent fund is going to have to be exploded one way or another," he shouted at a different point.

Friday morning Cowper was calmer when he showed up at East High, where the student government had passed a resolution in support of the idea. Several hundred students listened, mostly with evident approval, as he talked easily about his plan.

Still, it seemed some of them were a little hazy on some of the details. A few minutes before Cowper's appearance, student body president Jasper Gray was making notes for his impending introduction of the governor when he turned to a reporter sitting nearby.

"Is it Cowper or Cow-per?" Gray asked. After his talk, Cowper took questions from the students and a handful of reporters who had shown up.

Someone asked him about the criticisms being leveled against his proposal.

"People can run around saying things about it that aren't true, and nobody knows whether they are or not," he said. "It's complicated."

# DIVIDENDS: A major economic force in state

Continued from Page A-1

did not include a comparison with payroll of one of Alaska's largest employers, the state itself.

"The dividend has created essentially a new industry in terms of generating purchasing power," said Scott Goldsmith, an ISER economist.

Goldsmith co-wrote the study with Jeff Wanamaker, a college student. ISER is the University of Alaska, Anchorage's think tank.

To come up with the employment figures, Goldsmith estimated that every \$1 million paid as dividends annually created 13 year-long jobs as residents spent that money for goods and services. The estimated 5,600 jobs sustained equals more than 2 percent of all Alaska jobs.

Many Alaskans, Goldsmith conceded, don't spend the money but stash it away for education, retirement or other purposes. But many others, particularly low-income residents, spend the money immediately.

"The two factors offset each other," Goldsmith said. And on balance he believes the net effect of a permanent fund dollar was the same as one brought home in a paycheck.

The three-month study, funded by a \$100 permanent fund corporation grant, used state and federal statistics to piece together a rough view of the dividend's impact on Alaska. Some statistics Goldsmith described as

"fairly slippery." But he said he still had confidence in the study as a rough outline of the fund's economic effect.

"It was a fairly modest analysis," Goldsmith said.

Among its findings:  
• The dividend equals 6 percent of the average Alaskan's total earnings.

• For most Natives, dividend payments increased family income by more than 10 percent.

• An Alaska family of four that saved all dividends paid since 1982 and earned 8 percent interest on that money would have \$21,600. That same family, if it continued to save all dividends and earn an 8 percent annual return, would have more than \$100,000 in 15 years.

The dividends are paid from profits of the \$10 billion permanent fund, the oil-wealth savings account created by voters in 1976. The fund receives at least 25 percent of oil royalties and rents paid to the state. The money is managed as a trust fund by the Alaska Permanent Fund Corp., an independent public corporation.

The fund cannot be spent, only invested. Investment profits are used in part to pay dividends. Those profits totaled \$868 million in the fiscal year that ended June 30. Other profits stay in the fund to offset inflation.

Any money left over goes into a reserve account, which the legislature may spend. That reserve totals more than \$600 million.

# CHECKS: \$873.16 in 1989

Continued from Page A-1

part of their annual income."

Last year's dividend was \$826.93. Officials had predicted in July that fewer applicants and higher earnings this year might push the 1989 checks over the \$900 mark. That was not to be, however.

The department said that while earnings were up and the number of applicants fell, several other factors prevented the dividend from increasing more:

• The legislature this year appropriated money from the dividend fund for the first time to pay the costs of two social programs. The dividend was reduced by \$1.47 to provide money for victims of violent crime, and by \$1.42 to help pay for sexual offender treatment and other inmate programs.  
• The 1989 dividend was



reduced by \$22.72 to pay the cost of an \$11.7 million program to compensate welfare recipients who otherwise would not be eligible for food stamps and other aid because of their dividend income.

• The dividend was further reduced \$6.83 to pay the cost of running the dividend program, including the cost of detecting fraudulent and ineligible applicants. Officials said the Permanent Fund Dividend Division rejected a record number of applications for the 1988 dividend, resulting in a \$12.8 million carryover in the dividend account.

# MARCOS: Former Phil

Continued from Page A-1

at times as a dictator, died without facing trial on U.S. criminal charges he plundered the Philippine treasury.

While Marcos spent nearly 10 months in the hospital, his family begged Philippine President Corason Aquino to let him come home to die, but she refused.

Aquino took office as a result of the popular revolt that drove Marcos into exile, and her government has survived six armed attempts to overthrow it. She said she refused again after his death to allow his burial in the Philippines for the sake of "the tranquility of the state and the order of society."

Philippine opposition leaders urged her to reconsider.

"It is just so wrong. It is his birthright. He is a Filipino, the greatest Filipino," said Joe Lazo, president of the Honolulu group Friends of Marcos.

Later Thursday, the Federal Aviation Administration in Washington prohibited any aircraft from flying Marcos' remains out of the United States for the Philippines, saying it would "create a danger to the safety of the aircraft and persons involved."

Lazo said family and friends would pay respect at Marcos' hilltop home overlooking downtown Honolulu and the Pacific Ocean. Marcos' remains, in a polished wooden casket were taken by barge to the mansion Thursday morning.

The house will be open to mourners 24 hours a day until Sunday, then his body will be taken to a local mortuary for viewing through Thursday, Lazo said.

A funeral Mass is planned for next Friday, but there are no definite plans for burial, Lazo said. He said Mrs. Marcos would keep trying to bring her husband back to his homeland. "She knows that's what he wanted."

Marcos' mother, who died in May 1988, has been embalmed several times and lies unburied because Marcos was not allowed into the Philippines for the funeral.

Tomás "Buddy" Gomez, Philippine consul general in Honolulu and an outspoken Marcos critic, said he would not attend the memorial service and urged Mrs. Marcos not to "exploit her husband's death."

A staunch U.S. ally during his presidency, Marcos claimed he was tricked by U.S. authorities into leaving

# AIDS: Federal officials ap

Continued from Page A-1

met with extraordinary measures," said FDA Commissioner Frank E. Young, in announcing the plan, which will begin within two weeks.

Under the new limited approval, ddi would be made available to all persons with AIDS who have been unable to take AZT because of the

serious side effects it causes — an estimated 25,000 people — and to another 2,600 who will enroll in pre-studies comparing the drug to AZT, the only drug now licensed to treat the HIV virus directly.

In addition, the FDA will permit the drug's manufacturer, Bristol-Myers, to give the drug to people with AIDS, or serious HIV infection

# SUMMIT: President's meeting

Continued from Page A-1

rhetoric is part; the time for performance is now."

But they didn't define what they meant by that.

Seeking to cement his self-defined goal to be the "education president," Bush said the summit began a "social compact between parents, teachers, principals, superintendents, state legislators, governors and the administration... founded not on promises, but on challenges."

In one of a few specific examples, several governors complained that they find it ludicrous that computers

bought for special education children with federal dollars may not be used for adult education at night.

Bush answered them by saying, "I ask Congress to allow Washington to be more flexible, by passing reform legislation."

But the rules for restrictions come from federal regulators in his administration, not Congress.

Responding to those who feared he'd seek a return to the past standards of education, Bush said he isn't considering a "naive nostalgic adherence to the past. Business as usual is not f

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## Dividend checks become major force

### Your check: \$873.16

By BRIAN S. AKRE  
The Associated Press

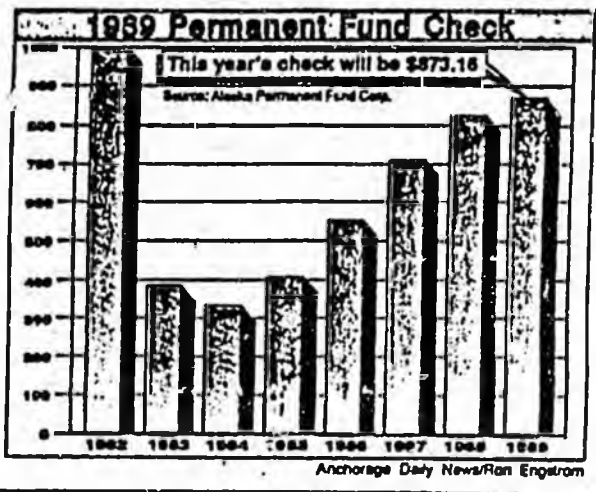
**JUNEAU** — This year's Alaska Permanent Fund dividend will be \$873.16, the state Revenue Department announced Thursday.

The first checks will be mailed to qualified state residents starting Oct. 9 and should arrive in mailboxes by Oct. 18, the state Revenue Department said.

For a family of four, this year's dividends will total \$3,492.64.

"The annual distribution of permanent fund dividends is now widely recognized as an important element of the Alaska economy," state Revenue Commissioner Hugh Malone said. "For many families, the annual dividend distribution is anticipated as a welcome and necessary

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**FUND EARNINGS:** For the first time, the Alaska Permanent Fund's biggest source of income isn't oil money. C-1

By HAL BERNTON  
Daily News reporter

Alaska Permanent Fund dividend payments have emerged as a pillar of the state economy, with spending power that sustains an estimated 5,600 jobs, according to a new study by the Institute for Social and Economic Research.

By the end of this year, the 8-year-old dividend program will have paid out roughly \$2.5 billion to Alaska residents. And the dividends now bring more money into the economy than wages paid to construction, seafood, tourism, timber, mining, or agricultural workers, according to the study released Thursday at the Alaska Permanent Fund Corp.'s annual meeting.

Only the Alaska payrolls of the U.S. military, petroleum industry and federal bureaucrats exceeded the more than \$400 million value of last year's checks. The study

Please see Back Page, DIVIDENDS

## Whole truth gets lost in ATU sale campaign

By STEVE RINEHART  
Daily News reporter

The relentless advertising about whether or not to sell the Anchorage Telephone Utility, the most expen-

ads on the screen, on the air and in print.

To win, supporters of the sale must get 60 percent of the voters to agree with them Oct. 2 and approve



## Marcos dies; exile continues