

ALASKA LEGISLATURE COMMITTEE FILES 1993-1994 8672

7783 HOUSE HEALTH EDUCATION & SOCIAL SERVICES

98

HB 84
No. 1. 15282

"An act implementing certain recommendations of Alaska 2000 to improve the state's education system"

Additional fiscal information:

Sections 2 and 3 will result in a cumulative increase of 20 school days by the year 2000. The existing public school foundation statutes do not fund school districts on the number of school days. Therefore, under the current law there is no impact on the state operating budget if the number of school days is increased.

Based on the current weighted average daily cost of education, the total financial impact on school districts may range from zero to over \$3,000,000 a day statewide. The actual financial impact will depend on the outcome of individual school district staff negotiations and arrangements of class schedules.

Districts do have the option of increasing daily student contact time as opposed to increasing the number of school days, provided that students receive the equivalent hours of instructional time contained in a minimum school term..



EXTENDED SCHOOL YEAR

- An AK2K committee recommended phasing in a 200-day school year as one of the ways Alaska can graduate world-class students who can compete successfully in a global economy.
- Committees of citizens and educators are now working to set standards for Alaska students in the ten core areas defined by AK2K. With the higher expectations these standards will bring, Alaska needs to provide more instructional time in which students and teachers can achieve these standards.
- The State Board of Education agreed with the committee recommendations and advanced the extended school year as part of its AK2K education reform. Governor Hickel included the recommendation in SB 61 and HB 84 in his education package to the legislature.
- The United States ranks below most industrialized nations and some Third World nations in required school days per year.

- Assessments conducted by the International Association for the Evaluation of Educational Achievement show United States students near the bottom of achievement tests in arithmetic, algebra and geometry. Researchers discovered that U.S. students also ranked near the bottom when asked whether the mathematics required to answer the test questions had ever been taught to them at any time in class.
- A 1978 study of retention conducted for the N.Y. Board of Regents reported: "Numerous research studies indicated that long extended summer vacations result in forgetting much that was learned during the regular school year.... In order to start a new year effectively, teacher in most elementary schools tend to devote four or more weeks (to) review and reteaching activities."
- Researchers generally believe that time is one of several major factors influencing student achievement, and that efforts to increase instructional time are best coupled with efforts to employ sound teaching methods and classroom techniques.

Days of Instruction per Year

Japan.....	243	Swaziland.....	191
West Germany....	226-240	Finland	190
South Korea	220	New Zealand.....	190
Israel.....	216	Nigeria	190
Luxembourg	216	British Columbia	185
Netherlands.....	200	France.....	185
Thailand.....	200	Spain	180
Scotland.....	200	Sweden	180
Hong Kong	195	United States	180
England/Wales	192	French Belgium	175
Hungary	192	Flemish Belgium	160



CHARTER SCHOOLS

- An Alaska 2000 committee recommended a three-year pilot program of charter schools as a way of providing parental choice in education and encouraging the creation of "break-the-mold" schools within the public education system of Alaska. Charter schools were also recommended by the Governor's Commission on School Choice.
- The State Board of Education agreed with the committee recommendation and advanced a charter school proposal as part of the AK2K education reform. Governor Hickel included the recommendation in SB 61 and HB 84 in his education package to the 1993 legislature.
- Many excellent alternative schools sponsored by some Alaska school districts are like charter schools in that they offer a different program than the rest of the district schools and function fairly independently. So, in effect, charter schools are not new in Alaska. What is new is that the Governor is asking the legislature to set a procedure to encourage the creation of more such schools by parents, teachers and local school boards.
- By 1994-95 school year, world-class state standards will be set for math, science and English. These standards will be especially useful for charter schools, because they are oriented toward results rather than processes.
- Charter schools will provide greater flexibility for teachers and principals. Many educators know how to create a successful school, but are hamstrung by restrictive state and local rules.
- The State Board of Education has already introduced regulations for providing waivers of regulations to implement innovative, results-oriented school programs. The charter school legislation exempts these schools from local textbook, program, curriculum and scheduling requirements.
- Charter schools will provide educational choice within the public school system. Students will not be assigned to charter schools; the schools will have to attract students.
- Charter schools can be targeted at segments of the student population whose needs are not being met within the traditional public school system.
- A program of charter schools says to parents: "You know what is best for your children. So let's move decisions out of the bureaucracy and into your hands." A board of directors composed of parents and teachers will operate charter schools.
- California and Minnesota already have approved charter school legislation. The governors of New Jersey and Michigan have endorsed charter schools and are supporting legislation to create them in their states. Seven other states are considering the charter school concept: Colorado, Connecticut, Florida, Massachusetts, Tennessee, North Carolina, and Alaska.
- Charter schools will use existing resources. They employ teachers already teaching in a school district and attract students already enrolled. They can be operated without an infusion of additional dollars.



RESEARCH & DEVELOPMENT

- Several Alaska 2000 committees recommended a variety of new ideas to improve student achievement, although committee members realized that new state dollars for such endeavors were scarce.
- However, if Alaska's public schools are going to make serious gains in student achievement, they needed an ongoing infusion of capital to research and develop new ways of educating students.
- Just like competitive businesses and industries, public schools need to develop a research and development arm to push it in new directions to meet changing conditions and times.
- In seeking a research and development mechanism, it was discovered that the Alaska legislature in 1990 created the Fund for the Improvement of School Performance. The fund was never capitalized and therefore has not been used. The fund can be used to provide money to schools and partnerships between schools and communities for research and development.
- Research and development is needed in the areas of educational technology, restructuring primary schools, early childhood, alternative school programs, summer catch up programs, meaningful parent and community involvement, and other ways to improve student achievement and prevent dropouts.
- One way Senate Bill 61 and House Bill 84 propose to capitalize the fund is by using the earnings of the Public School Trust Fund, which was created by the legislature in the 1970s in exchange for school lands.
- The Public School Trust Fund is funded with one-half of one percent of the proceeds from development on state-owned lands. The principal of the fund cannot be expended, but the earnings can be if spent for public education.
- The Public School Trust Fund now has a principal of about \$125 million and annual available earnings of \$8.5 million. The interest is currently used as a revenue source for school operations through the Public School Foundation Program and other programs.
- Alaska 2000 proposes to place one-half of the annual earnings of the Public School Trust Fund into the Fund for the Improvement of School Performance.
- The money in the Fund for the Improvement of School Performance will be used to make grants to schools and communities to improve the public school system through research and development.



TENURE REFORM

- Tenure for educators is one of the most divisive issues that surfaced during the Alaska 2000 Education Initiative (AK2K). Some people describe tenure as a haven for incompetent or burned-out educators. Others believe it is a legitimate right of educators that protects their jobs from political whim and personal vendetta and provides an umbrella for academic freedom.
- Teachers and their representatives claim that the problem of retaining poor teachers is not a result of tenure itself but of poor evaluations of teachers by management.
- An AK2K committee recommended, among other things, local tenure review boards to improve the process of teacher evaluation. This concept was approved by the State Board of Education and commended to Governor Walter J. Hickel. The governor included tenure reform in SB 61 and HB 84 of his education reform package. His proposals mirror the AK2K recommendations.
- Under the governor's proposal, teachers receive tenure by:
 - 1) applying for tenure,
 - 2) being employed continuously for two full school years and being reemployed for a third consecutive year,
 - 3) being considered for tenure by a local tenure review committee, and
 - 4) being approved for tenure by the local school board.
- Local school boards are to appoint five to nine members to the local tenure review committee. Members must include two parents, two teachers, and one student over 16.
- Failure to receive tenure would not affect an existing contract between the teacher and the district. Teachers may reapply for tenure 120 days after a school board's disapproval of tenure.
- The tenure process would require a period of public comment on the tenure request by the local review committee.
- A related AK2K recommendation addressed teacher evaluation. The State Board of Education intends to require through regulation that school administrators present information regarding teacher performance to the local tenure review committee. This is intended to make evaluations a more important administrative duty and make administrators more accountable for providing comprehensive, useful evaluations.
- The overall effect of this proposal is to add accountability at every level of the tenure process:
 - 1) accountability from management, which must evaluate its instructional staff properly
 - 2) accountability from the school board, which must listen to the views of the public, including parents and students
 - 3) accountability from teachers, who have to undergo a review that has rigor and purpose.



ADVISORY SCHOOL BOARDS

- An Alaska 2000 (AK2K) committee recommended that advisory school boards be established at each city and borough school in the state.
- In 1990, the State Legislature mandated advisory school boards for Regional Education Attendance Area (REAA) schools to increase community involvement in local schools. AK2K committee members believed this to be an important concept and recommended that it be extended to all school districts to provide a greater voice for more citizens.
- The State Board of Education agreed with the committee recommendation and advanced the advisory school board proposal as part of the AK2K education reform. Governor Hickel included the recommendation in SB 61 and HB 84 in his education package to the 1993 legislature.
- The proposal seeks to accomplish three primary goals:
 - 1) increase student performance through greater parent and community involvement,
 - 2) decrease public alienation from the school system, and
 - 3) provide a mechanism through which districts can fully participate in site-based management type of reforms.
- The proposal seeks to improve student performance by increasing parental involvement in education. Numerous

studies have shown that student performance is directly related to parental involvement.

- Advisory school boards will increase community involvement in the local school, reducing the feeling of alienation that was identified as a barrier to improvement by the AK2K committees.
- School districts that want to restructure to a site-based form of management can use the advisory school boards as a template for local school governance.
- Under the proposal, advisory school boards will be under the direction of the local school board, which will set standards and prescribe the power and duties of the advisory board. These stipulations are identical to those placed on REAA advisory boards by state law.
- Advisory boards would be required at each school in each community of 50 or more residents.
- A school district with only one school would be exempt from this requirement.
- Upon request by a school district, the commissioner can allow an advisory board to serve more than one school.
- Far from being another layer of bureaucracy, an advisory school board, properly used, will empower the local school to respond to the needs of the community.

ASSOCIATION OF ALASKA SCHOOL BOARDS

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Advocates for Alaska's Youth

February 17, 1993

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Juneau, Alaska 99811

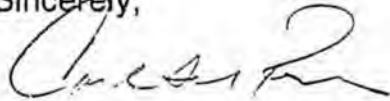
Dear Representatives Bunde and Toohey:

On February 12 and 13 the Association of Alaska School Boards convened a focus group of school board members, superintendents and school district finance officers to help us formulate comments and recommendations on the Alaska 2000 legislation that would represent a statewide perspective.

Enclosed you'll find the outcome of the work of that group. We conducted a comprehensive review of SB 61/ HB 84 and considered the various proposals it contained in the context of everyone's expectations of establishing a "world class" education system for Alaska. In addition to comments on the current elements, you'll find that we've addressed a number of additional issues we would request the HESS Committee consider in its work on this bill.

We appreciate the opportunity to discuss this with you further at the next Committee meeting on February 18.

Sincerely,



Carl F. N. Rose
Executive Director

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ALASKA 2000

ASSOCIATION OF ALASKA SCHOOL BOARDS RECOMMENDATIONS

The Association of Alaska School Boards and its members have been intimately involved in the Alaska 2000 initiative since its inception. We began a deliberate process of disseminating information regarding State Board-approved Alaska 2000 proposals to our members in January 1993, in order to gather comments from all school districts in anticipation of proposed legislation. Eight regional teleconferences were held with all school districts to review the four bills proposed by the Governor. A focus group consisting of school board members, superintendents and district finance officers met on February 12 and 13 to consider the original Alaska 2000 committee recommendations, the recommendations approved by the State Board, the resulting Alaska 2000 bills and the comments from the school districts.

The focus group concurred that, as stated under Section 1 of SB 61/HB 84, Alaska 2000 was intended to provide "a comprehensive statewide effort of Alaskans to improve the state's education system for the future." It was felt, however, that the bills that were presented represented a good start but fell short of being "comprehensive" in their approach. The group identified the components they believed must be addressed by the legislation in order to provide a "world class" education, which included:

- 1) Overall school environment - adequate and appropriate space, equipped with the furnishings, equipment and technology necessary to support a comprehensive educational program.
- 2) Highest caliber professional staff - both in the classroom and in each school building, with assurances to both staff and public that the highest standards of professionalism will be promoted, recognized and rewarded appropriately.
- 3) Education programs - developed to meet high standards and identified outcomes, delivered by a variety of means that meet the diverse needs of students and prepare them to be contributing and productive citizens in a rapidly changing world.
- 4) Governance of schools - to insure the democratic principles that American school governance was based on over 200 years ago will be carried out in a way that will encourage a high degree of parental involvement in each school, each classroom, and the education of each child.
- 5) Funding - at a funding level that will reflect the priority the people of Alaska place on their children's education; distributed to all school districts in an equitable manner to provide comparable basic education

regardless of location or size of community; distributed in a timely way that will allow for the most effective planning and use of each educational dollar.

- 6) Collaboration - because of societal issues outside of the realm of professional education that impact the ability of children to learn, both schools and state agencies must identify the resources available from other agencies, both state and private, that may be made available within the school environment to students, parents and teachers - in order to provide the most direct, appropriate and effective service.
- 7) Accountability - for every element that is brought forth through Alaska 2000 legislation, there should be an accountability requirement for establishing expected outcomes, benchmarks, monitoring, evaluating and reporting to the Legislature and the public so that there is assurance that the changes that are being made in our educational system at all levels are actually contributing to the "world class" education that is our ultimate goal.

The seven components listed above were those the group felt could be addressed through legislation. There are two other components, however, that are critical to educational success and without them none of the above will make any difference. They are 1) *the responsibility accepted by parents for taking an active role in their children's education*, and 2) *the personal responsibility that must be accepted by each student for putting in the effort and interest required to take full advantage of the opportunities provided for them by dedicated professionals and a caring society*. Somehow this message must be reinforced loudly and publicly.

With that preface, AASB respectfully submits the following recommendations, based on the concerns of all fifty-four school districts and shaped by the focus group to reflect statewide recommendations in response to the bills that have been submitted.

SB 61/HB 84 "Implementing Certain Recommendations of Alaska 2000"

Increase the School Term

We see this section as addressing the need to improve the delivery of educational programs. While agreeing with the identified need we would like to offer some alternative recommendations that may enhance that delivery even more.

While there is general agreement that the established 180 day year does not provide the amount of desired contact time with students, especially considering direct instruction time lost to in-service days and absences for extra-curricular activities, we would recommend that before legislating a longer school term the State Board and Department of Education *first develop clear educational*

standards, along with expected outcomes and means of assessment, so the legislature and the public will have a firm idea of what may be expected by additional days in a school term.

The cost of additional days has been estimated to be approximately \$3 million per day. Since research has provided evidence of the value of having children coming to the K-12 program ready to learn, we would recommend that the Legislature consider the overall value of providing funding to allow the *implementation of Early Childhood Education programs within the schools, available to all children regardless of income level, that will enhance the ultimate success of all our students.* A comparable amount of funding would go far for providing the required classroom space, qualified teachers and necessary curriculum and materials. The net effect would be more time in school, albeit in a different context.

Flexibility in Funding Grants for School Improvement

We generally support the changes to provide greater flexibility in grants for improvement of school performance, seeing this as a means for improving not only educational programs and school environment, but also the professionalism of our teaching staff.

To that end, we would recommend the addition of language to Section 1 that would *designate that a minimum of 50% of the available funds will be granted to teachers for research and development of classroom programs, with a provision that such grant applications would require the sign-off of their employing school district.*

Because Alaska is such a large state and many effective, transferable classroom practices are carried out in relative isolation, we would recommend that a grant requirement be added that would cause *the results of such grant projects to be routinely shared with other teachers statewide.*

Establishment of Advisory School Boards

Although obviously intended to provide for greater parental involvement in the schools, this section has raised some concerns about the possibility of inadvertently diminishing the enthusiasm and effectiveness of emerging volunteer parent groups such as PTA by mandating advisory boards that may be seen as a rigidly structured replacement. There is also concern expressed that the term "boards" may cause confusion regarding the respective governance responsibilities of local school boards and the advisory groups.

In response to these concerns, we would recommend a change to the proposed language in Section 8 that would allow greater flexibility in individual districts, while still recognizing the value of the involvement of parent groups. A suggested change might be to *change "advisory board" to "parent advisory committee"* throughout the section. Also to *change "A city or borough school*

district board shall [establish an advisory board] recognize or provide for a parent advisory committee at each school..."

Establishment of a Tenure Review Committee

While this section of the bill is intended to contribute to a higher standard of professionalism in the teaching profession, we feel the proposed review committee approach does not fulfill that intention. We agree with teachers that the importance of their responsibilities should be held on par with those even in the medical profession, and we believe that equal attention should be paid to requirements for professional preparation, supervision, evaluation and licensure. The current language in the bill does not adequately address any of those aspects.

We believe the proposal outlined below will establish a more rigorous standard for licensing of teaching professionals by providing the opportunity for professional growth, appropriate supervision and evaluation desired by both teachers and school boards, and sufficient time to demonstrate proficiency. We recognize that the establishment of this model will require more training in the supervision process and more time given to meaningful evaluation. This emphasis will have a corresponding cost to school districts in terms of staff time and to the state in terms of licensing procedures, but we believe that the ultimate assurance to the public that districts will employ the highest caliber professionals and that school improvement will occur will be worth the dollar cost.

Recommendation:

- *Current teacher certification requirements in Alaska will qualify applicants for a renewable two-year provisional certificate.*
- *School districts will be required to provide inservice training to provisionally certificated school employees as prescribed by law.*
- *School districts will provide a mentoring program designed to enhance the effectiveness of provisional certificated employees in the classroom and instructional settings.*
- *The Alaska Staff Development Academy, Department of Education and University of Alaska system will develop a licensure assessment and corresponding curriculum designed to evaluate the competence of provisional certificated employees.*
- *Provisional certificated employees will be required to pass the above mentioned licensure exam during the 2 year provisional period. Upon successful passage of licensure, the employee will receive a Type A certificate and would be eligible for tenure after two additional years of employment by a school district.*

- *Teachers who have received tenure under the current tenure laws will be "grandfathered" into the tenure system.*

Charter Schools

We believe the intent of the charter schools proposal is to encourage innovation in educational delivery and to address the diverse needs of the students in our schools. The larger urban districts are currently attempting to provide innovation and meet diverse needs through alternative schools or specially designed programs within their current curriculum. Smaller school districts have difficulty seeing how charter schools might be accomplished when there are limited physical facilities and resources available.

Nonetheless, we believe it is in the best interest of children to work with parents and teaching professionals who may bring forward ideas that lie beyond the traditional school structure and see the charter school proposal as a means of accommodating that.

In reviewing SB 61/HB 64 in its totality, and referring to the seven components of providing a world class education mentioned at the beginning of this paper, the focus group identified four other sections they wished to recommend for inclusion in this bill.

Master Teacher Certification

Our school districts employ professionals who will not only meet the standards set for their profession, but exceed them. To that end we would *recommend a designation for a Master Teacher Certification*. Requirements for this designation should be developed with the cooperation of teaching professionals; application for this certification could come from self-application or nomination by colleagues or supervising professionals. School districts employing teachers with this certification would be encouraged to provide additional rewards in the form of additional salary or bonuses, or incentive grants or paid sabbatical leaves for research and development purposes. We see the possibility of utilizing master teachers in each district, with their consent, to provide assistance for mentoring programs for new teachers working toward permanent licensure and tenure.

Additionally we would hope that such talent, dedication and mastery would be recognized by University teacher preparation programs and the Alaska Staff Development Academy by utilizing teachers with this designation as a talent bank for a training cadre or adjunct staff.

Technology

There is one overarching concern that affects the elements of school environment, professionalism of staff, and improvement of the educational programs that is missing from the Alaska 2000 legislation. If we expect our

educational system to produce students prepared to function in a world that runs on technology, then we need to directly address that issue in any meaningful effort directed at school reform. Technology impacts teacher preparation for the classroom, the way we design and deliver our curriculum, and the way we design and equip our classrooms.

To that end, we would recommend that a section of this bill include language that addresses the following:

- 1) *Standards shall be developed and updated regularly that identify the basic technology skills required for all students to be able to function in a world that depends on the use of technology.*
- 2) *Teacher certification and licensing will include an element of technology training, and district staff development will routinely include training relating to the use of technology for management and instructional delivery.*
- 3) *Basic technology equipment shall be identified for classrooms, and a fund shall be established to insure that all Alaska classrooms are equitably equipped.*
- 4) *The state shall establish a plan and fund for the use of an effective technology network to enhance learning in all classrooms in the state.*

Agency Collaboration

In a state that is looking at diminishing resources, it makes little sense to have multiple agencies engaged in running programs aimed at the same client, with little or no interfacing or collaboration. This type of effort results in duplication of services or sometimes in blocking of service delivery because of conflicting communication or regulations. Since societal ills impact children adversely and affect their ability to learn, it only makes sense that many of the social services provided by state and private agencies that are directed toward children and their parents be integrated with the efforts of teachers and their schools.

We recognize that considerable work and study has already been done in this regard through the Governors Interim Commission on Children and Youth (GICHY) and Children's Commission. We would *recommend that the Legislature, under the heading of Alaska 2000, re-establish a task force to review their findings and to establish concrete ways to promote closer collaboration between schools and social and medical agencies.* The findings and recommendations of this task force could be the basis for some real reform that would alter and improve the way we provide education and other services to children, and include their parents in the process.

Accountability

Here we would simply reiterate our *recommendation that for every reform measure that is passed by the Legislature under the heading of Alaska 2000, an element of accountability be included in the language.* The recommendations represent a departure from the traditional way our education system has operated in the past. We recognize that these changes often entail additional costs in terms of money, both to the state, to communities and to individuals. They entail shifts in thinking and additional man-hours from paid staff and volunteers. It's critical that adequate planning occur for every reform, to include expected outcomes, measurement criteria, monitoring, evaluation and reporting, so that the citizens of Alaska have the assurance that their resources are being used most effectively to educate their children.

SB 62/HB 85 "Relating to the Public School Foundation Program"

Alaska School Price Index

We believe the development of the Alaska School Price Index has done much to level the playing field for almost all of Alaska's school districts. With a few minor adjustments that can be made within the Department of Education, it will provide the equity in funding that has been the goal of previous foundation programs. *We would recommend that the Alaska School Price Index be recognized statute, not into regulation, as a means of protecting the total integrity of the formula. Additionally, to alleviate the need for continued requests for adjustments to address the effect of inflation on school district budgets, we would recommend that the legislation include language directing the Department of Education to submit annually its recommended unit value adjustment.*

The history of inequity with the single site school districts continues to be a concern, one which we hope can be mitigated and addressed within the new formula. *We would recommend consideration be given to district size, its non-dispersed nature and current enrollment figures, and that adjustments be made to mitigate the inadequate unit base for small single site school districts.*

We anticipate serious program and staffing problems that might occur for the districts that are being held harmless, if there is a sudden drop in funding at the end of the three year hold harmless period. *We would recommend that language be developed that will make it clear to the hold harmless districts that they must develop a plan to realign their programs, staffing and budgets to recognize the decrease in funding that will occur at the end of the 3 year hold harmless period.*



Alaska State Legislature

House of Representatives

COMMITTEE ON HEALTH, EDUCATION
AND SOCIAL SERVICES

DATE: FEBRUARY 18, 1993

PLACE: Capitol Room 106

SUBJECT OF MEETING:

*HB 84:: IMPLEMENT ALASKA 2000 RECOMMENDATIONS

*HB 85: PUBLIC SCHOOL FOUNDATION PROGRAM

NAME	REPRESENTING	BUSINESS/PERSONAL MAILING ADDRESS	ZIP	(H) PHONE	(W) PHONE	DO YOU WANT TO TESTIFY?		WHAT SUBJECT/ WHICH BILL?
Kathy Lyday	Parent	910 Johnson Anch	99575	345-4097		<input checked="" type="checkbox"/>	N	
Mary Rubadeau	Kenai S.D.	123 W B. Kelly Soldotna AK	99669	262-4992	262-5346	<input checked="" type="checkbox"/>	N	Both
Linda Maxwell	Gov Council	P.O. Box 961 Bethel AK 99559		543-2462	543-4871	Y	N	
						Y	N	
						Y	N	
						Y	N	
						Y	N	
						Y	N	
						Y	N	
						Y	N	



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- * HB 85: PUBLIC SCHOOL FOUNDATION PROGRAM

NAME	REPRESENTING	BUSINESS/PERSONAL MAILING ADDRESS	ZIP	(H) PHONE	(W) PHONE	DO YOU WANT TO TESTIFY?		WHAT SUBJECT/ WHICH BILL?
CARL ROSE Carl Rose	ASOC of AK School Bds	316 W 11th ST Juneau AK 99801			586-1083	<input checked="" type="radio"/>	N	AB 84/HB 85
CLAUDIA DOUGLAS Claudia Douglas	NEA-ALASKA	114 Second Juneau, AK 99801			586-3090	<input checked="" type="radio"/>	N	HB 84
Ken Swell	Chwathbald PAC	Pc Box 0 Chwathbald AK 99557				<input checked="" type="radio"/>	N	
Dan Hanger	Real Deal PAC	P.O. Box 37 Real Deal AK 99656				<input checked="" type="radio"/>	N	
						Y	N	
						Y	N	
						Y	N	
						Y	N	
						Y	N	
						Y	N	
						Y	N	

HB 84

P.O.Box 82330
Fairbanks, Alaska 99708
February 21, 1993

State Capitol
Juneau, Alaska 99801-1182

Re: House Bill 84 and Senate Bill 61

Dear Representative Toohy,

We are taking the time to write this letter because a POM cannot address the many faults and shortcomings of these bills.

1) Sec. 2, AS 14.03.030 and Sec 3, AS 14.03.030

Lengthening the school year from the current 180 day term to 200 school days per year over a five year period is a questionable proposal. In an era of declining oil revenues, where and how will the State obtain additional revenues to cover the additional expenses for a longer school year? Will teachers, school office staff and school custodians receive appropriate pay increases each year for working additional days? Adding 20 days to the current 180 day school year is an increase of 11.11% in total hours worked by teachers, school office staff and school custodians. Is the State going to guarantee additional pay for these additional work days? Also, where and how will funds for increased heating, electrical, phone transportation (school buses), etc. be obtained? Will the State pay 100% of these costs?

Unless the State is willing to pay 100% of all costs associated with increasing the school year for each and every school district in Alaska, we are opposed to increasing the school year. The taxpayers in the Fairbanks area can not afford to pay more taxes to support our local school system.

2) Sec 4 AS 14.03.125(a); Sec 5 AS 14.03.125(b); Sec 6 AS 14.03.125(c) and Sec 7 AS 14.03.125

Almost every teacher in Alaska is committed to providing the best educational experience possible for their students. We can improve school performance without resorting to using a grant program. Instead of setting up this grant program and wasting time and money on administration to write regulations, review grants, audit awarded grants and evaluate completed grants, spend this money and all grant funds on improving education for all students.

One simple approach would be to reduce the number of students in elementary classroom to 15 students per classroom for grades K-3 and 18-21 per classroom for grades 4-6. There are hundreds of studies and reports containing many recommendations on how to improve schools and teaching. Common to these studies and reports is the conclusion that smaller class size is the best method to improving education. Let's use existing studies to improve education and stop wasting money on trying to reinvent effective classrooms.

We are against this grant program. The only ones who will benefit will be the grant recipients. It is not the most effective use of educational funds nor the most effective use of teacher time.

3) Sec 8 AS 14.12.035

Our schools do not need another layer of administrative oversight and review with a prescribed set of operating rules and regulations. Schools funds are tight and to waste money on additional and recundant administrative levels is foolish.

4) Sec 9 AS 14.20.150; Sec 10 AS 14.20.151 and 14.20.152 and 14.20.153 and 14.20.154

First, NO 16 or 17 year old student is qualified to set on a review committee that can grant or deny tenure for an adult. Second, the parents, teachers, and principal of the school in which a non-tenured teacher works are the best qualified to determine the granting of tenure. Currently, their recommendations can be given directly to the local school board.

It is unfortunate that the designers of Alaska 2000 chose to recommend another layer of administrative oversight and review as a means to improve teaching skills and student achievement. Spend these funds on improvements in the classroom (class size, materials, computers) not on questionable administrative costs.

We recommend that the current tenure laws remain as is.

5) Sec 12 Establishment of Charter Schools and Sec 13,14,15,16,17,and 18

Will we improve education for all students by establishing charter schools? The answer is a resounding NO!

Improvements in educating our children, student learning and student social interaction can be achieved by implementing the recommendations of numerous studies on education: smaller classes; up-to-date textbooks with supportive hands-on material for every student; parent

Involvement; after school activities and clubs; breakfast and lunch programs for all students who want to participate; programs that challenge gifted students; programs for slower learning students, etc.

We must look at those who want charter schools and why they want this program. Backers of charter schools are strong supporters of the voucher system and the right of parents to send their children to public or private schools. Please remember private schools are private. They can and do screen the students that they will accept and continue to enroll in following years. It is not appropriate to use public funds for private schools!

We feel that public education can be greatly improved by implementing the recommendations of existing studies on ways to improve public education. Please, don't waste money on trying to reinvent the classroom. Instead, work to improve our existing public school system.

In closing, we cannot support these bills and strongly recommend that you vote against them. Thank you for taking the time to read this letter. Should you have questions, please call (907-455-6211) or write.

Sincerely,



Robert Ault



Lynda Ault

TESTIMONY TO HESS ON HB 84

Carole C. Evans
1212 Farmers Loop Road
Fairbanks, Alaska 99709
February 18, 1993

I am speaking in opposition to the recommendations that are before you in this bill. I am pleased that Alaska 2000 has helped the public understand and address the need for change and reform in education. As a teacher, I have long felt frustrated with the lack of support and unwillingness of our leaders to focus on the needs of students in this nation. At least we have started talking the talk that is necessary to get us moving toward true reform.

Real reform is imperative, and it is exciting! I have spent most of this week with a group of teachers from Lathrop High School who have been charged with creating a vision and a plan that will revolutionize the way we deliver education to our students in the future. We are excited, energized, and optimistic as we are breaking old paradigms and looking at new and better ways to reach our students. It is grant money, not educational funding, that is providing us release time in order to tackle this challenge. We are professionals who really understand where we are currently and who have a dream for what we can do in order to create students who have a passion for learning and who are committed to excellence; students who are risk-takers, able to tackle whatever their future holds because they have learned critical thinking, cooperative learning and problem solving skills. It is so exciting to look at how we can make changes that will truly revitalize our school and allow us to meet the challenges of the future.

The changes that are necessary will not happen by adding state regulations and more hoops for educators to jump through. The changes that are necessary in public education will not happen by increasing the length of the school year. They will come by increasing the ability of the professionals to make substantive changes and by increasing our staff development. To add another month to the year is not the answer. It is absurd to say there is no fiscal note attached to this Alaska 2000 recommendation. It will cost. Spend that money on release time for teachers or funding for technology or improving facilities. To merely add days with no plan or purpose is not productive.

Adding a layer to the tenure process is not an answer to educational reform. We want teachers who have a passion for teaching, not who have to feel paranoid and persecuted by the threat of offending someone who might terminate their employment. Teachers would never be able to address a controversial topic or take a hard line with a student. This would cripple a teacher's academic freedom, and I believe it would be an enormous cloud that would discourage and demoralize good teachers.

Lastly, charter schools that would take funding from public education would be totally unacceptable. It is your duty to make sure we provide the best public education possible for every student. We can not give educational funding to special schools to the detriment of public schools. Educators know that we must reach and teach every student, offering the means to a productive future. You must put every possible dollar into public education. Give us the time, the facilities and the funding, and you will see educational reform that will make a real difference in quality education.

The suggestions you are dealing with in this bill will not change education as we know it. Empower and employ practitioners to create a vision and a plan, and you will see real, dramatic, meaningful change. Give us adequate funding...not more layers, more frustration, and more obstacles!



NEA-ALASKA

Affiliated with the National Education Association

HB 84 Position Paper

Some have come to believe that tenure is synonymous with lifetime employment. Nothing could be further from the truth. Competent and effective administrators with leadership and motivational skills have utilized tenure as an ally to develop innovative and challenging teaching staffs.

How? Tenure protects the freedom the academic community needs to impart knowledge and critical thinking skills to children. Tenure protects schools from becoming systems where the spoils of a bureaucracy are placed and practiced.

Over 20 years ago Alaska joined the mainstream of America by extending tenure to its teachers. Today tenure continues to accomplish its purpose by encouraging effective teaching in the various political climates existing in any school district during a person's career. But, at the same time teachers have been dismissed and non-renewed for incompetence, immorality, and failure to comply with the rules and regulations of school systems.

Administrators are necessary to the success of the process because they are trained to evaluate and develop teachers to accomplish the educational goals and plans of a school district. Administration is a demanding job. Those who enter educational management understand that many variables will attack their time. Good administration understands the need to develop the skills of the staff as the profession changes. They have the authority to coordinate resources such as money, other teachers and the instructional day to develop staff.

Although administrators are critical to the staff development/evaluation process, we continue to hear of career teachers who have never been evaluated. We hear of the first year teacher who on his/her first day is given a set of keys to his/her classroom, attends a staff meeting, but never sees a principal in his/her classroom for the rest of the year. We hear of teachers who ask for help from administrators who unfortunately give them no time and no attention. In cases like these, weakening tenure will not help administrators do better jobs. Also creating tenure review committees cannot do this because of lack of money, authority, time and staff needed to insure a successful staff development and evaluation program.

School are burdened with too many mandates from the local, state and federal levels. Both teachers and administrators are expected to do more but are allocated nothing to accomplish the expectations. Instead of working with school districts to help them restructure the time and job assignment of administrators to allow them to become instructional leaders, develop staff and implement evaluation programs the HESS Committee has before it another proposal to create a new bureaucracy to complicate the evaluation process and the system for achieving tenure. NEA-Alaska is concerned that making the evaluation process more cumbersome by creating tenure review committees will simply dilute time and personnel already critically stretched. Removing teachers from already overcrowded classrooms to serve on tenure review committees will be expensive and will simply add to overcrowding. The allocation of time to tenure review will be costly. Will school districts be expected to fund the cost associated with release time, staff development programs demanded by the tenure review committee, meetings, inservice-training etc.? A two tier tenure system will be confusing and divisive since teachers will be divided into one system or the other. Litigation can be expected. Will premiums to insure districts in the event of litigation by teachers against districts go up?

The problem is not tenure. Furthermore, the public doesn't believe tenure is a problem either if we believe results gathered last year by the Department of Education. The public's concern for tenure falls far below their concern for early childhood education, class size reduction and providing opportunities for at-risk children.

Professionally and publicly, we emphasize, tenure is not the problem. If we are to restructure school systems to empower teachers to prepare all children for the demands of an ever changing economy, three areas must be addressed. First, the system used to prepare teachers for the classroom must be improved; second, the process used to select teachers for employment should be reviewed, and third, the process and procedure used to evaluate and develop teachers must happen and must become a vehicle to empower teachers for the challenging opportunities that are before us. Failure to address these critical areas will simply miss the mark of providing substantive change designed to insure that the children of Alaska are taught by the best.

NEA-Alaska opposes CSHB 84 because it simply will create two tenure systems and does nothing to insure that administrators are provided the time to do the demanding jobs they are hired to do -- be instructional leaders Alaska will need to meet the demands of the new century.

February 8, 1994

Estimated Cost of Attendance

Full Time Resident Undergraduate
Academic Year 1993/94 - Fall and Spring Semesters
On Campus/Off Campus

<u>1993/94</u>	<u>UAA</u>		<u>UAF</u>		<u>UAS</u>	
	<u>on campus</u>	<u>off campus</u>	<u>on campus</u>	<u>off campus</u>	<u>on campus</u>	<u>off campus</u>
Tuition*	1,664	1,664	1,664	1,664	1,664	1,664
Activity Fee	114	114	80	80	34	34
Books/Supplies	550	550	500	500	500	500
Housing	2,600	5,040	1,560	5,980	2,394	6,975
Meals	2,520	2,520	1,850	1,850	2,250	2,250
Health Insurance	0	0	332	332	0	0
Health Center	110	110	0	0
Cost of Living/Personal	1,260	1,260	1,980	1,980	1,000	1,000
Tranportation	1,080	1,080	324	1,710	225	675
TOTAL	9,788	12,228	8,400	14,206	8,067	13,098

\$ 2328

* based on campus calculations including a consolidated fee of 13 credit hours per semester (26 total credit hours for the academic year)
 ** Health Center fee is included in Activity Fee at UAA

Estimated Cost of Attendance

Full Time Resident Undergraduate

Cost Projections

based on 3% cost of living increase estimate per year

	<u>UAA</u>		<u>UAF</u>		<u>UAS</u>	
	<u>on campus</u>	<u>off campus</u>	<u>on campus</u>	<u>off campus</u>	<u>on campus</u>	<u>off campus</u>
Year 1 - 93/94	9,788	12,228	8,400	14,206	8,067	13,098
Year 2 - 94/95	10,082	12,595	8,652	14,632	8,309	13,491
Year 3 - 95/96	10,384	12,973	8,912	15,071	8,558	13,896
Year 4 - 96/97	10,696	13,362	9,179	15,523	8,815	14,313
Year 5 - 97/98	11,016	13,763	9,454	15,989	9,079	14,742
Year 6 - 98/99	11,347	14,176	9,738	16,469	9,352	15,184
TOTAL	63,313	79,098	54,335	91,890	52,181	84,723

New Faculty Positions Funded for UAA

College of Arts and Sciences (11)

Biological Sciences (<i>Bipartite</i>)	Physics (<i>Tripartite</i>)
English (<i>Bipartite</i>)	Philosophy (<i>Bipartite</i>)
Geography (<i>Bipartite</i>)	Psychology (<i>Tripartite</i>)
Journalism (<i>Tripartite</i>)	Russian (<i>Bipartite</i>)
Social Work (Note 1)	Mathematics (2)
(<i>Not Specified</i>)	(<i>Both Bipartite</i>)

College of Career and Vocational Education (3)

Air Traffic Control (<i>Bipartite</i>)	Surveying (<i>Bipartite</i>)
Science Technology (<i>Bipartite</i>)	

School of Education (3)

Elementary Education (2)	Distance Delivery (<i>Bipartite</i>)
(1- <i>Bipartite</i> and 1- <i>Tripartite</i>)	

College of Continuing and Community Education (2)

Developmental Education (2)	(<i>Both Bipartite</i>)
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Consortium Library (1)

Librarian (*Bipartite*)

School of Business (1)

Accounting (*Bipartite*)

School of Nursing and Health Sciences (1)

Nursing (*Tripartite*)

School of Public Affairs (1)

Justice (*Tripartite*)

Extended Sites (2)

Mat-Su	Office Management (<i>Bipartite</i>)
Kenai	Social Science (.5) (<i>Bipartite</i>)
Homer	Social Science (.5) (<i>Bipartite</i>)

School of Engineering (1)

Environmental (*Tripartite*)

Note 1: From Mental Health Trust Funds



Wendy Redman, Vice President
University Relations
(907) 474-7582
(907) 474-7570 (FAX)

University of Alaska Statewide System
Fairbanks, Alaska 99775-5560

TO: Representative Con Bunde
FROM: Wendy Redman *WR*
DATE: October 11, 1993
RE: FY94 Budget Increment for UAA Faculty Positions

In response to your inquiry regarding the allocation of the \$1.4 million instructional increment received by the University of Alaska Anchorage this year, Provost Beverly Beeton, has provided me with the following information.

The funding allowed for the establishment of 26 new faculty positions. Most of the positions are currently being filled by temporary faculty while the university conducts searches to fill the positions with permanent faculty. The searches will be conducted at the school/college level and will provide opportunities for faculty to be involved in the selection of their future peers. Some of the searches will concentrate on the local and state markets, but most will be conducted on the national level keeping in mind the university's goal to recruit and hire a more diverse population.

The recruitment and hiring of the permanent will be made during the course of the coming year with anticipated start dates coinciding the August 14, 1994 appointment date currently published for faculty.

A list showing the distribution of new faculty positions by school/college is included with this letter. This list is based on UAA's FY94 increment request that was included in the Board of Regents budget presented to the Legislature. I have included the relevant narrative description from the FY94 UA Budget Request ("Redbook") for your information. The decisions regarding workload assignments have not yet been made for all positions, but it is anticipated that there will be approximately one third of the positions filled with tripartite faculty and two thirds of the positions filled with bipartite faculty.

If you have any further questions regarding the allocation of these resources, please contact me or Provost Beeton.

cc: Beverly Beeton, Provost
Don Behrend, Chancellor

New Faculty Positions Funded for UAA

College of Arts and Sciences (11)

Biological Sciences	Physics
English	Philosophy
Geography	Psychology
Journalism	Russian
Social Work (Note 1)	Mathematics (2)

College of Career and Vocational Education (3)

Air Traffic Control	Science Technology
Surveying	

School of Education (3)

Elementary Education (2)	Distance Delivery
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College of Continuing and Community Education (2)

Developmental Education (2)

Consortium Library (1)

Librarian

School of Business (1)

Accounting

School of Nursing and Health Sciences (1)

Nursing

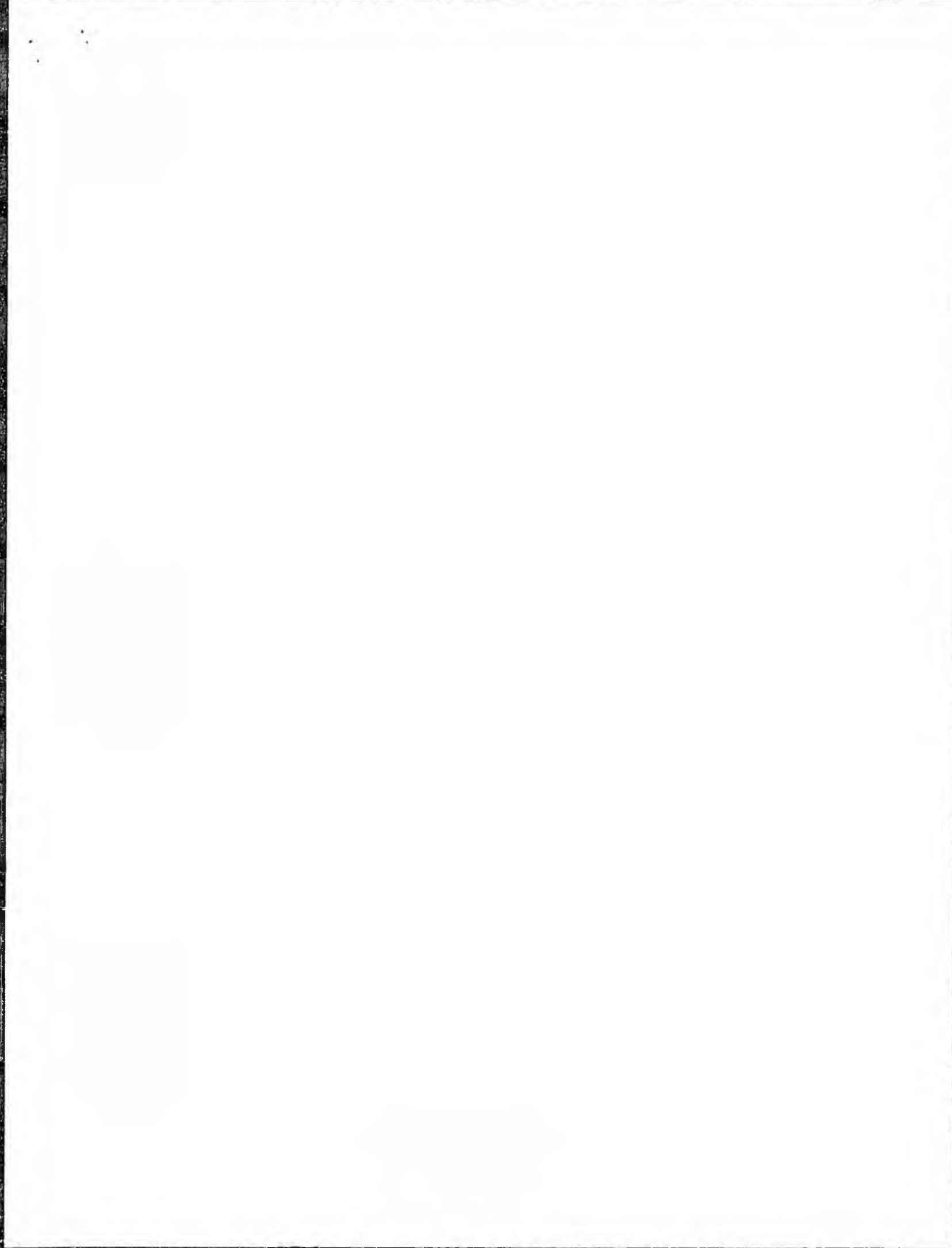
School of Public Affairs (1)

Justice

Extended Sites (2)

Mat-Su	Office Management
Kenai	Social Science (.5)
Homer	Social Science (.5)

Note 1: From Mental Heal Trust Funds



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increment of \$500.0 (commodities) to the operating budget would purchase approximately 10,000 books (a book growth rate of 3 percent for Consortium Library) at the current average cost of academic library titles. (GF: S - \$500.0)

5d Instruction-Anchorage Campus Initiatives to Meet Increased Enrollment Demands, Vocational Educ., and Accreditation **\$1657.2 GF**
\$56.3 NGF

UAA's growing enrollment continues to place demand on required courses. All entering students must meet proficiency standards in oral and written communication, mathematics, natural sciences, and other core areas. The following items provide for permanent faculty to teach and support core programs that have high demand, reducing the dependence on adjunct faculty in some departments while eliminating critical staffing shortages in others.

	P/S	Travel	Contract	Supplies	Total	GF	Std Fees
a) Mathematics	125.2	0.7	1.4	1.3	128.6	125.6	3.0
b) Geography	55.6	0.3	1.0	1.0	57.9	55.8	2.1
c) English	97.8	0.7	1.4	1.3	101.2	98.2	3.0
d) Speech	97.8	0.7	1.4	1.3	101.2	98.2	3.0
e) Philosophy	57.0	0.3	1.0	1.0	59.3	57.2	2.1
f) Anthropology	60.5	0.3	1.0	1.0	62.8	60.7	2.1
g) Psychology	61.5	0.3	1.0	1.0	63.8	61.7	2.1
h) Computer Science	58.7	0.3	1.0	1.0	61.0	58.9	2.1
i) Developmental Education	87.7	0.7	3.8	4.1	96.3	93.2	3.1
j) Minority Recruitment Fac	75.0	20.0	5.0	0.0	100.0	100.0	0.0
k) Voc-Ed/Science Technology	54.0	1.0	1.0	1.0	57.0	54.0	3.0
l) Voc-Ed/Surveying & Map	54.0	1.0	1.0	1.0	57.0	54.0	3.0
m) Voc-Ed/Auto & Diesel Tech	54.0	1.0	1.0	1.0	57.0	54.0	3.0
n) Voc-Ed/Air Traffic Control	14.1	0.5	0.5	0.5	15.6	14.1	1.5
o) Teacher Education	161.0	1.9	3.0	3.0	168.9	161.4	7.5
p) School of Business	71.0	0.7	1.0	1.0	73.7	71.2	2.5
q) Env. Quality Engineering	75.0	0.3	0.5	2.5	78.3	75.1	3.2
r) Social Work	60.0	0.7	1.0	1.0	62.7	60.2	2.5
s) Nursing and Health Sci	63.0	0.8	1.0	1.0	65.8	63.3	2.5
t) Minority Justice Faculty	58.0	0.7	1.0	1.0	60.7	58.2	2.5
u) Pacific Rim Language Fac	52.0	1.0	0.7	1.0	54.7	52.2	2.5
v) Rural Teacher Ed	<u>35.0</u>	<u>52.0</u>	<u>30.0</u>	<u>13.0</u>	<u>130.0</u>	<u>130.0</u>	<u>0.0</u>
	\$1,527.9	\$85.9	\$59.7	\$40.0	\$1,713.5	\$1,657.2	\$56.3

a) Mathematics - All baccalaureate and most associate degree students at UAA must take mathematics. In Spring '92 adjunct faculty accounted for 68% of the total sections taught in the Math department, generating a total of 4,957 semester hours. The addition of two faculty members will enable CAS to offer 16 course sections, in addition to increased time for program development and student advising. Requested is funding for two permanent faculty positions and related support costs.

b) Geography - Since Fall '87 enrollment has increased 420% with Spring '92 enrollment at 385 students. A faculty position in Geography will help reduce the high percentage of sections taught by adjunct faculty. Requested is funding for one full-time faculty position and related support costs.

c) English - English presents a similar scenario of filled classes and disproportionate use of adjunct faculty. Almost 90% of freshman composition classes are regularly taught by adjunct faculty, an undesirable percentage, as noted in the recent accreditation report. Two faculty appointments will enable UAA to offer

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16 course sections during the academic year. Requested is funding for two permanent, full-time, 9-month faculty positions and related support costs.

d) Speech - As with English, all entering students must satisfy proficiency standards in Speech. The Speech Department has all but exhausted the supply of qualified adjunct personnel from the community. Requested is funding for two permanent, full-time, 9-month faculty positions and related support costs.

e) Philosophy - Enrollment has grown from 910 student credit hours in Fall '85 to a high of 1,474 for Spring '92. The addition of one faculty position will enable CAS to offer six course sections. Requested is funding for one permanent, full-time, 9-month faculty position and related support costs.

f) Anthropology - Anthropology has been without a linguistics professor for four years. Despite this handicap, linguistic student credit enrollments have increased approximately 40 percent since Fall '85. Requested is funding for one full-time, 9-month faculty position and related support costs.

g) Psychology - In Spring '92, course offerings in Psychology were staffed with 60% adjuncts. The addition of one faculty member will enable CAS to offer six course sections during the academic year. Requested is funding for one permanent, full-time, 9-month faculty position and related support.

h) Computer Science - For Spring '92, over 1,200 student credit hours were taught in Computer Science by the equivalent of four faculty. This increment will fund one permanent, full-time, 9-month faculty position.

i) Developmental Education - With the open admissions policy mandate, the developmental courses in reading, math, and writing are needed to enhance beginning students' study skills to sufficiently allow them to be successful in their associate and baccalaureate degrees. This increment will fund two additional developmental education faculty positions required to offer Math and English courses for developmental studies.

j) Minority Recruitment Faculty - Minority student enrollment at UAA amounts to 16 percent of the total student population. The population of the state is 14.5 percent minority. Minority faculty at UAA comprise only 6.9 percent of the faculty. There is a compelling need to hire more minority people into faculty positions. This increment funds a recruitment fund to enable UAA to recruit more minority faculty.

k) Vocational Education Faculty Position in Bachelor of Science Technology Program - This increment will provide for one full-time faculty position and related support services. After only two years of existence, there are over 120 fully admitted students in the BST program. The success of this new program has been overwhelming to the point where a permanent, full-time faculty member is desperately needed.

l) Vocational Education Faculty Position in Surveying and Mapping Program - The Surveying and Mapping program is a high demand program, having experienced a 126% increase in enrollment during the past three years following implementation of the Bachelor of Science degree in Surveying and Mapping. This increase reflects a current enrollment of 152 students, up from less than 12 in 1989. Program facilities are used 18 hours per day, six to seven days per week and instructional staff cannot continue to handle the increased enrollment and associated activity. This increment will fund one full-time faculty member and associated support costs.

m) Vocational Education Faculty Position in Automotive and Diesel Technology Program - The ADT program has been understaffed for several years but has been able to meet student and employer needs through the extensive use of adjuncts and overload assignment of full-time faculty. Existing resources no longer are able to meet Alaskan employer demands and student needs. Funding this increment will allow for reasonable teaching loads for the faculty and will allow students to be enrolled in the proper classes in the proper sequence, thus completing their programs in a reasonable amount of time. This increment will provide funding for one full-time faculty position in the field of automotive and diesel technology and associated support costs.

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- n) Vocational Education Faculty Position in Air Traffic Control Program - The Federal Aviation Administration has designated the UAA Air Traffic Control Program as one of seven programs nationwide to demonstrate the capability of postsecondary institutions to prepare Air Traffic Controllers for direct entry into the workforce. Current enrollment in the ATC program is 30 students. Total program enrollment is expected to reach 60-70 students with annual graduate production being between 15-25. This funding will allow for the teaching of four additional sections of courses. This increment will provide for part-time instructors and associated support costs.
- o) Restructuring Teacher Education in Southcentral and Statewide Delivery of Special Education - The School of Education, Kenai Peninsula College, Kodiak College, Mat-Su College, and Prince William Sound Community College have developed and begun implementing a plan to meet teacher education needs in the Southcentral region. This increment calls for more full-time faculty to rotate instruction at the extended colleges and provides statewide access to special education degrees and certifications. This increment will fund three full-time, permanent, 9-month faculty positions and related support costs.
- p) School of Business - The education and training of the business and management community in Alaska is the primary goal of the School of Business. To achieve this within a level of excellence, accreditation by the American Assembly of Collegiate Schools of Business (AACSB) is sought. AACSB accreditation standards require a critical mass of qualified faculty in key disciplines and adequate support for those faculty. This increment requests funding for one faculty position and related support costs.
- q) Environmental Quality Engineering - Maintaining accreditation by the Accreditation Board for Engineering Technology (ABET) is a primary goal of the School of Engineering. Upper division credit hours have increased by 335 percent from Fall '86 to Fall '91. Enrollment has increased from 37 students in Spring '88 to 109 students in Spring '92. Accreditation of the undergraduate civil engineering program is in jeopardy partly due to heavy faculty teaching demand in Environmental Engineering at the graduate level. Funding is requested for one permanent, full-time faculty position and related support costs.
- r) Social Work - The Social Work program at UAA has completed a well-planned extended self-study and accreditation renewal program. One critical area concerns the supervision of interns in the field. Failure to adequately cover this activity could severely threaten continued accreditation. Requested is funding for one permanent, full-time, 9-month faculty position and related support.
- s) Nursing and Health Sciences - The School of Nursing and Health Sciences offers the only four-year degree in health, other than nursing, available in Alaska. In Alaska, where geographic, cultural, and social conditions strongly affect the delivery and utilization of health care, the full participation of all individuals and communities is crucial to the prevention of disease and promotion of health. UAA can play a vital role in developing health manpower for Alaska. Funding is requested for one permanent, 9-month, full-time faculty position and related support.
- t) Minority Justice Faculty - This increment will increase the number and proportion of Alaska natives and other minorities in justice related occupations who will pursue and complete their justice education at UAA. Increases in justice majors and in enrollment in justice BA general education courses, and increased responsibilities such as the compilation of university crime statistics, have forced the Justice Center to cancel this program the last two years. This increment will fund a permanent, full-time, 9-month faculty position and related support.
- u) Pacific Rim Language Faculty - A 9-month, full-time faculty position to teach Russian or Japanese is requested. In Spring '92, the Foreign Languages department was dependent upon adjunct instructors for 75 percent of its course offerings, with adjuncts generating 2,141 semester hours. The accreditation team strongly recommended recruitment of two positions. Requested is funding for one full-time, permanent, 9-month faculty position and related support.
- v) Rural Teacher Education Program - The Rural Alaska Teacher Education Program is a cooperative venture with Prince William Sound Community College to accept up to 25 students annually to specialize

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in a four-year teaching degree to prepare them to return to a rural Alaskan setting as certified teachers. Students graduating from a program requiring a commitment to teaching in rural/remote schools will result in teachers staying in rural/remote teaching situations for longer periods of time than the current teacher turnover rate characteristic of rural/remote Alaska schools. These funds will support the coordination of the program, additional course work to be offered at PWSCC by School of Education faculty or adjuncts from the Valdez area, associated travel, contractual services to provide a summer training program for faculty and students and program related supplies.

5e Student Services-Anchorage Campus \$451.8 GF
Minority Student Transition Support and Basic Student Services

a) Minority Student Transition Support Program - 250.0 GF - Alaska Natives and other minority populations have success rates which are far below that of their majority counterparts. The explanation for this low success rate includes cultural barriers and low high school preparedness levels. Organized "bridging" programs which develop academic and social skills assist rural and minority students in entering and remaining successful at the university. This proposal provides for a faculty/counselor, tutorial labor pool (\$137.0), peer advisors (\$62.0), department secretary (\$26.0) and instructional and support materials (\$25.0).

b) Sustaining Basic Student Support Services - 201.8 GF - Enrollment at UAA has grown rapidly since 1985. Student support positions were decreased because of budget reductions in 1986, 1987, and 1991. Student programs required to comply with health and safety requirements have increased to over 100 per semester. The number of requests for academic credit review has doubled over the last two years (100 per week) as has applications to 2,600 per year. In order for basic services to return to acceptable levels, front line staff with adequate resources must be added. This request is for four (4) classified range 74 positions divided among Enrollment Services and the Dean of Students Division (\$110.4).

Also, UAA is seeing an increased number of disturbed/disruptive individuals on campus resulting in increased demand for crisis intervention services, disciplinary action, and police involvement. Without adding more staff, this increment will provide \$91.4 to retain professional psychological services operated from the Student Health Center.

5f Institutional Support-Anchorage Campus \$210.0 GF
Computer Help Desk, Financial Aid, and Shuttle Bus

a) Student Financial Aid - 55.0 GF - UAA currently has one position assigned for collection activity for 2,000 bad debt accounts. 100 phone or letter contacts have to be made each day in order to perform some type of collection activity on all accounts once a month. To help provide for this activity, funding is requested for one full-time, 12-month accounts receivable clerk (GF: \$27.5 Personal Services).

Since FY89, there has been a 72% increase in the number of recipients of financial aid. Additional federal regulations that have been imposed since 1986 have vastly increased the complexity of each transaction. An additional staff position is required to maintain existing services. Requested is funding for one full-time, 12-month financial aid disbursements clerk (GF: \$27.5 Personal Services).

b) Computer Systems Specialist - 45.0 GF - This increment will enable the university to initiate a computer help desk to handle numerous calls for assistance. Computing and Technology Services serves approximately 3,000 pieces of computer equipment in the Southcentral Region (Anchorage Campus, military sites, Eagle River, Mat-Su, Adak, Kodiak, Kenai, and PWSCC). Current response time is approximately 4 weeks or more. Annual service requests total approximately 1,200-1,400, which require a technician visit. In addition, 35 to 50 daily phone calls are handled for consulting purposes. As the



1993 Student Leader Conference, September 24-26, 1993
910 Yukon Drive, Butrovich Building, #209C
Fairbanks, Alaska 99775

Alaska Student Loans

*A Position Paper from the
14 Campuses of the University of Alaska*

Introduction

As the cost of higher education increases, both within and outside Alaska, it is time for us to evaluate the purpose and goals of our Alaska Student Loan Program. All citizens of Alaska, both young and old, should be aware of what this important financial aid means for our students, and coincidentally for our state's industrial, economic, and social future. Alaska's higher education students are an important resource we should not ignore.

Interest Rates

The interest rate for the Alaska Student Loan is 8%, set in statute. However, the current prevailing rates in today's market are well below this. The legislature should lower the rate or set a rate that fluxuates with well known indexes. The interest rate for education should not be more expensive than that for a new home.

Timeliness

Students are often forced into serious financial difficulty because of delays in the processing and delivery of Alaska Student Loan checks. Even though students may apply for their loan in a timely manner, their check may not arrive, or may not be approved, until weeks after classes have begun. In the meantime, students are left to fend for themselves and their families. Rent payments will not wait. The cost of books cannot be deferred. A myriad of student fees must be paid promptly.

Even worse is the situation of students whose loans have not been approved. They wait in lines at the offices of financial aid, causing extra delay and expense for the student and the institution, and then are told that nothing can be done. Days or weeks later, when they learn that their loans are not approved, they owe thousands of dollars before they have earned a single credit. And if they try to call the Alaska Student Loan offices in Juneau,

students or institution officials won't get through, because the offices take their phones off the hook during the weeks of registration.

The Alaska Commission on Post-secondary Education must improve these conditions.

Maximum Amount Limits

The cost of tuition at University of Alaska campuses has nearly doubled in the last decade. When budgets are slashed, administrators simply raise student fees. The average Alaskan student is over 30 years old and is supporting a family. Yet more and more, the burden of financial shortfalls is being borne by the least able to pay- Alaska's students.

So how do students pay for this burden? In the past, it was possible to work for a summer and not take out a loan. Today, it is almost impossible to find a student who is not in debt to the Alaska Student Loan Corporation. Yet the maximum loan amounts have remained the same for years. How can students afford increased costs without accompanying increases in financial aid? How many students are prevented from receiving an education because of money?

Forgiveness

In the past, loan recipients were offered forgiveness for their loans if they resided and worked in Alaska after graduation. The idea is that we want our children to live, work, and grow in Alaska. After all, Alaska is home. Although that sentiment is widely acknowledged, reality encourages something very different. More private scholarships go to students headed Outside, and the prestige of schools in the Lower 48 attracts our top prospects. Graduates go where the jobs are. So unless there is incentive, how can we expect our best human resources to remain in Alaska, as we try to diversify our economy and improve our quality of life?

Forgiveness does not have to mean that the loans are forgotten. Other incentives can include lower interest rates for in-state students, first priority in loan processing, or better payment terms. So while forgiveness has been expensive, it doesn't have to be in the future.

Conclusion

The Alaska Student Loan Program is operating in crisis mode. The situation is such that thousands of Alaskans depend on these loans for their education, and the break downs in delivery, processing, high interest rates, the maximum limits, and terms are threatening to limit access to higher education, not just for the poor, but for the average, middle class Alaskan. The repercussions of allowing this crisis to continue will spread beyond the student and into Alaska's workplace and economy. There needs to be corrective action now.

5. Preliminary report from the student loan reform task force, and national student loan implications for UA

The Net's Alaska student loan reform task force met October 8 and identified areas that need to be researched as part of the Alaska student loan program reform movement. After the October 8 meeting, it was discovered that the vice president for finance has been asked by the president to establish a university task force to assess implications for the university regarding the national trend toward consolidating federal student applications into one

application (one-stop shopping). The acting ACPES commissioner has asked to participate in this task force to assess whether or not this "one-stop shopping" can also include the Alaska student loan program so that both federal and state student loan resources can be more efficiently maximized.

On October 8, the Net task force on Alaska student loan reform determined its task to have several thrusts, among them being to:

- a. Inform campus student governments about the loan program.

The system governance office will send each campus student government leader will be sent a packet of information on the Alaska student loan program for distribution to their groups.

- b. Document campus concerns

Each campus student government should meet with its campus administrators to assess and document the student loan concerns are on each campus and send them to the task force for inclusion in the task force proposal as backup information.

- c. Timeliness

As of October 1, the Commission had processed those student loans received up through July. Applications are backlogged at the Commission end generally because of lack of staff.

Preliminary recommendation: That the Commission turn the process of determining eligibility for Alaska student loans for students attending the University of Alaska over to the University financial aid officers. Before recommending this, the task force should assess the cost to the university for doing this and make sure that funds are included in the university budget to cover this cost.

- d. Incorrectly completed applications

Because of the backlog in processing loan applications at the Commission, students don't find out that their loans have been denied until after the semester is underway. Much of the loan denial seems to be because of incorrectly completed loan applications/

Preliminary recommendation: 1 Workshops should be held on each campus on how to complete a student loan application. Graduating high school seniors who plan to attend UA should also be invited to attend these workshops.

Preliminary recommendation 2: The commission or the university should prepare a brochure about how to fill out an Alaska student loan application and make this available at all campus registration and financial aid offices.

- e. Remove the causes for misunderstanding

When the Commission receives a student loan application, it acknowledges receipt of the loan application by sending a letter of acknowledgement to the loan applicant. This is taken by many loan applicants to mean that their loan has been approved.

Preliminary recommendation: That the Commission revise its acknowledgement letter so there no misunderstanding on the

part of the loan applicant.

f. Determine what legislation is needed

The maximum loan amount is set in statute if it is determined that the maximum loan rate should be changed or the method by which it is determined (such as setting maximum loan rates to the cost of attending a UA institution); if loan forgiveness reinstatement is to be sought or if interest rates are to be lowered, legislation will need to be drafted and legislators sought to introduce the legislation.

Preliminary recommendation: The task force will work with Wendy Redman on this aspect. The Net is encouraged to visit with their local legislators about student loan reform.

g. Gather community support

For the reform movement to succeed, especially for any legislation to be successful, the task force feels it is necessary to gather community support, among friends and peers, and from the external community, such as the Alaska State Chamber of Commerce, local chambers of commerce and other civic leaders and organizations. An example of this is the Alaska State Chamber of Commerce resolution recently draft based on the Associated Students of the University of Alaska Fairbanks proposal submitted to the state chamber by the United Students of the University of Alaska Southeast-Sitka and slated for consideration at the Chamber's December 9-10 meeting. The proposed chamber resolution is shown below:

RESOLUTION 93-___

Alaska Student Loan Program Reforms

WHEREAS resident college students finance their educational expenses in large part through the Alaska Student Loan Program, and

WHEREAS the legislature set the interest rate for the loans more than 8 years ago at eight percent (fixed), a good rate at the time, and

WHEREAS present loan rates are well below this on the market, and

WHEREAS the Alaska Student Loan Corporation's telephone lines are constantly busy during registration weeks at all campuses, and

WHEREAS all student loan recipients are residents of Alaska and are preparing, in large part, to join the Alaskan economy as business owners, leaders and professionals, now therefore be it

RESOLVED that ASCC urges the legislature to review and revamp the interest rate statute to reflect current conditions and rates, and be it further

RESOLVED that ASCC believes the interest rate for Alaska Student Loans should be set at a floating formula, tied to prime rate or other reliable indices, and be it further

RESOLVED that ASCC sees it vital that regulatory and policy impediments that currently cause long processing delays or slow service be corrected to serve the interests of these Alaskan residents.

H

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HB 85

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

Testimony by Lawrence A. Wiget, Legislative Liaison, before the HESS committee on CS for HB 85, April 12, 1993.

Thank you Mr. Chairman.

My name is Larry Wiget and I am the legislative liaison for the Anchorage School District.

Before I begin addressing the particulars of the CS for HB 85, I would like to express, on behalf of the District and myself, our appreciation for your committee's efforts, and the efforts of the Department of Education, in grappling with the issue of funding for education.

It is a complex task, made even more difficult by the geographic diversity of our State. And while those of here to testify before you on this bill may or may not agree with what is being proposed, nor with each other, I think we can all appreciate the time and energy put forth by this committee and others, as well as the Department of Education, in attempting to obtain a defensible and fair method of funding K-12 public education in Alaska.

And I pledge, along with our District, to continue to work with you in achieving this goal, for the issue of funding education is not one of urban versus rural, of gifted education versus vocational education, but one of providing all the children of Alaska with the opportunity to achieve their learning potential within the resources available to us.

As I have stated before this and other committees, one of the legislative priorities of the Anchorage School Board this session is the rewriting of the School Foundation Program formula in a way which is more equitable to Anchorage.

The recently updated draft of the Alaska School Price index, which forms the basis of funding under this bill, is a good beginning in obtaining that goal. It groups districts to conform with the 1998 McDowell Report, Alaska School District Profiles and Differential Study, based on geographic location. We support this grouping as it provides greater equity than the original ungrouped Alaska School Price Index proposal.

Currently, we have approximately 38% of the students statewide, but receive only 30.27% of the funding. The updated Alaska School Price Index would increase Anchorage's funding allocation to 30.60%, up approximately 1/3 of 1% over our current funding level, or an additional \$5,899,359.

Post-It™ brand fax transmittal memo 7671		# of pages >	2
To	DAN SADDLER		
From	LARRY WIGET		
Co.	HESS		
Co.	ASD		
Dept.			
Phone #	269-2251		
Fax #	4165-6790		
Fax #	269-2221		

HB85

Position Statement Regarding HB85/SB/62

Both HB85 and SB62 as originally written contain provisions which would remove gifted children from special education consideration and would cut funding for education of the gifted. SB 62 has subsequently been amended in committee to remove these provisions. I oppose the original versions of both bills. The committee substitute for SB 62 is acceptable to me. I feel strongly that gifted education should remain a part of special education and that funding for such programs should not be reduced.

I believe that this legislation is motivated, in part, by misunderstanding of the nature of giftedness and the needs of gifted children. Many people feel that gifted children are those who are already succeeding at school and that they do not need special help. These people see educational programs for the gifted as nice but non-essential rewards for good students, or as elitist programs which divert funding from the "have-not" students to the "haves".

I can't be unduly critical of those who hold this view since I shared it for many years. I never understood the extent to which "giftedness" could be an educational handicap. It was not until I watched my obviously bright daughter actually falling behind her classmates and developing behavior problems in school despite the best efforts of her parents and classroom teacher that I realized that the same traits that give her high potential could make it very difficult for her to develop that potential. The teachers of the ASD program for the gifted have helped my family to understand Heather and to work with her school to ensure that she develops the skills she needs both academically and socially. They have provided a lifeline for her academic survival.

In my efforts to understand my daughter's problems I found that she is far from unusual. Many gifted students experience difficulties in school as a result of their "gifts". Being "gifted" can be a lot like being given an elegant and expensive mansion without any provision for staff or maintenance. Expecting gifted children to cope unaided with curriculum, environments, and instructional methods designed for the typical learner is as unfair for the gifted as it would be for the dyslexic, the hyperactive, or the physically handicapped. When giftedness is viewed in this way, it is easy to understand the rationale for including gifted students with other atypical learners under special education legislation and regulations.

I hope you will adopt this perspective when considering HB85 and SB62, and ensure that gifted children continue to be accorded the same legal status as other exceptional learners.

Linda E. Okland
2702 McKenzie Drive
Anchorage, AK 9517
248-2166 (hm) 263-7191 (wk)

CORRECTION

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

HB 85

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And I pledge, along with our District, to continue to work with you in achieving this goal, for the issue of funding education is not one of urban versus rural, of gifted education versus vocational education, but one of providing all the children of Alaska with the opportunity to achieve their learning potential within the resources available to us.

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Co. HESS	Co. ASD	
Dept.	Phone # 269-2251	
Fax # 465-6790	Fax # 269-2223	

No, Mr. Chairman, we do not expect 38% of the funding, but we do expect greater equity.

In reference to another of the bills, we do not support the proposed changes to gifted education. We request that "gifted child" remain as part of the definition of "exceptional child," and that the weighting factor for gifted remain as is.

From a programmatic perspective, the changes to gifted education proposed in this bill deviate tremendously from the current philosophy. Gifted education would no longer be mandated; and, districts would no longer have to have a Plan of Service, i.e., identification of students. In addition, funding for gifted education is being phased out under this bill.

The changes in the weighting factor for gifted students, as outlined in the bill, would for FY 93-94, for example for Anchorage, result in a loss of funding for gifted education of \$246,440.

In conclusion, we do appreciate the tremendous amount of energy and effort put forth by DOE and this committee and others in seeking a just means of allocating the limited resources of the State to funding education in a manner which enables all our students, urban as well as rural, to receive an education which will enable them to successfully compete in the global marketplace of the 21st century.

We support the grouping of districts as proposed in the revised Alaska School Price Index. We oppose any changes to the definition of exceptional children, as well as any changes in the weighting factor for gifted education.

And finally, we will continue to challenge you, as well as work with you, in achieving a funding base for education which is adequate and fair in meeting the needs of all our children statewide.

Thank you!

HB85

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Phone: 790-3888

April 9, 1993

Representative Con Bunde
House Health, Education, and Social Services Committee
State Capitol, Room 112
Juneau, AK 99801-1182

Dear Representative Bunde,

This letter is to express my support of House Bill 85 and House Bill 250. My concern is with how these two bills will affect Centralized Correspondence School funding in the future.

My family has used Centralized Correspondence School for the last six years for the education of our two children. We live in a community with no school and without access to any other community school. We have found the CCS program an excellent foundation for the ongoing process of educating our children.

Centralized Correspondence School currently has an enrollment of 50% secondary students. They have been serving these students under the constraint of funding that fails to recognize the makeup of the student body. The average annual cost of serving a CCS student is \$2,600. as opposed to an average annual cost per student of \$7,335. for all other Alaska school districts. The changes proposed under these bills would go a small step toward providing some equity in the foundation funding formula. It seems only fair to at least count the fully half of the students as what they are: secondary students with their attendant additional needs. Are your own secondary students being counted as elementary in their own schools? Would you be concerned with the quality of educational experiences their school might be able to offer under the constraints that CCS is operating under? We must protect and nurture all of Alaska's school children as if they were our own. The very nature of the families using CCS tends to be remote and somewhat isolated, either by physical geography, by choice, or both.

Please give these two bills your full and thoughtful consideration.

Respectfully,

Donna K. Emerson

cc: Senator Jim Duncan
Representative Fran Ulmer

PK 1

A M E N D M E N T

OFFERED IN THE HOUSE

TO: CSSSSB 71(FIN) am

Page 6, line 14, after "services":

Insert "who each reside in a different"

Page 6, line 15:

Delete all material and insert: "] judicial district in the state."

ALASKA DEPARTMENT OF EDUCATION
 PROJECTED FY94 FOUNDATION PROGRAM ENTITLEMENTS

12-22-92 File FOUN94-3.xls

Existing

	PROJ. FY94 ADM	K-12 UNITS	BIL. BIC.	SPEC. ED.	VOC. ED.	FY94 PROJ. INSTR. UNITS	AREA DIFF.	ADJUSTED FY94 INSTR. UNITS
ADAK	662 00	48 36	1 00	5 28	1 00	55 64	1 27	70 66
ALASKA GATEWAY	508 00	60 18	1 00	7 28	1 00	69 46	1 19	82 56
ALEUTIAN REGION	26 00	5 60	1 00	1 00	1 00	8 60	1 31	11 27
ALEUTIANS EAST	382 00	47 63	0 00	3 68	1 00	52 31	1 31	68 53
ANCHORAGE	46 055 00	3 075 32	79 20	577 24	35 84	3 767 60	1 00	3 767 60
ANNETTE ISLANDS	404 00	32 93	1 00	5 57	1 00	40 50	1 03	41 72
BERING STRAIT	524 00	181 58	13 93	21 65	2 01	219 17	1 39	304 65
BRISTOL BAY	271 00	26 07	1 00	3 52	1 00	31 59	1 27	40 12
CHATHAM	347 00	46 46	1 00	5 53	1 00	53 99	1 03	55 51
CHUGACH	149 00	24 30	1 00	2 22	1 00	28 52	1 14	32 51
COPPER RIVER	608 00	67 66	1 00	7 19	1 00	76 85	1 14	87 61
CORDOVA	502 50	39 50	1 00	5 99	1 00	47 49	1 11	52 71
CRAIG	356 45	29 76	1 00	4 25	1 00	36 01	1 03	37 39
DELTA/GREELY	925 00	68 91	1 00	14 06	1 00	84 97	1 16	98 57
DILLINGHAM	524 00	40 93	1 00	12 79	1 00	55 72	1 27	70 76
FAIRBANKS	15 360 50	1 048 87	6 63	186 90	12 60	1 255 00	1 04	1 305 20
GALENA	142 00	15 47	1 00	2 31	1 00	19 78	1 30	25 71
HAINES	439 00	37 80	0 00	4 44	1 00	43 24	1 05	45 40
HOONAH	270 00	24 00	1 00	3 25	1 00	29 25	1 08	31 59
HYDABURG	120 00	14 00	1 00	1 39	1 00	17 39	1 03	17 91
IDITAROD	419 00	60 15	1 03	6 13	1 00	68 31	1 33	90 85
JUNEAU	5 618 00	380 00	4 00	100 00	9 00	493 00	1 00	493 00
KAKE	178 00	17 87	1 00	2 20	1 00	22 07	1 03	22 73
KASHUNAMUT	210 00	20 00	2 02	2 96	1 00	25 98	1 33	34 55
KENAI	9 983 00	787 00	17 86	120 72	8 73	934 31	1 00	934 31
KETCHIKAN	2 761 00	193 55	6 91	28 02	3 86	232 34	1 00	232 34
KLAWOCK	215 00	20 00	0 00	3 73	1 00	24 73	1 03	25 47
KODIAK	2 614 25	211 23	5 60	30 58	3 24	250 65	1 09	273 21
KUSPUK	457 00	60 80	1 00	6 82	1 00	69 62	1 33	92 59
LAKE AND PENN.	457 00	76 98	1 00	4 07	1 00	83 05	1 31	108 80
LOWER KUSKOKWIM	3 059 00	319 34	49 48	38 05	2 53	409 72	1 42	581 51
LOWER YUKON	1 576 45	164 64	5 15	19 55	1 87	191 21	1 35	258 13
MATSU	11 315 00	843 23	7 41	123 25	12 83	986 77	1 00	986 77
NEENANA	190 00	18 67	1 00	2 05	1 00	22 72	1 20	27 26
NOME	724 00	53 74	1 04	8 33	1 02	64 13	1 34	85 93
NORTH SLOPE	1 570 40	144 69	7 48	8 84	1 87	162 88	1 45	236 18
NORTHWEST ARCTIC	1 736 80	173 74	4 05	18 52	1 74	198 05	1 45	287 17
PELICAN	48 00	7 50	0 00	1 00	1 00	9 50	1 08	10 26
PETERSBURG	826 00	53 23	1 00	6 86	1 00	62 09	1 00	62 09
PRIBILOF	174 00	21 85	1 00	2 22	1 00	26 07	1 30	33 89
RAILBELT	374 00	40 11	0 00	3 54	1 00	44 65	1 23	54 92
SITKA	1 888 00	135 23	1 00	16 27	1 94	154 44	1 00	154 44
SKAGWAY	148 00	15 87	0 00	1 23	1 00	18 10	1 05	19 01
SOUTHEAST	418 00	72 85	1 00	5 67	1 21	80 73	1 04	83 96
SOUTHWEST	565 00	70 25	11 42	6 68	1 00	89 35	1 31	117 05
ST MARY'S	100 00	14 00	1 00	2 50	1 00	18 50	1 30	24 05
TANANA	106 00	12 83	1 00	1 87	1 00	16 70	1 30	21 71
UNALASKA	363 00	30 20	1 00	2 68	1 00	34 88	1 27	44 30
VALDEZ	935 00	68 00	0 00	6 78	1 10	75 88	1 11	84 23
WRANGELL	545 00	41 74	0 00	5 35	1 00	48 09	1 00	48 39
YAKUTAT	138 00	15 20	1 00	1 85	1 00	19 05	1 08	20 57
YUKON FLATS	391 00	56 76	1 15	2 25	1 00	61 16	1 46	89 29
YUKON KOYUKUK	595 00	80 48	1 55	9 04	1 67	92 74	1 34	124 27
YUPIIT	374 00	42 58	9 28	4 64	1 00	57 50	1 41	81 28
STATE CCS	1 271 56	78 03	0 00	0 00	0 00	78 03	1 30	79 33
MI EDGE CUMBE	255 00	23 00	1 30	1 30	1 00	26 00	1 30	26 30
TOTALS	122 173 91	9 360 67	263 24	1 480 79	141 38	11 246 08		12 196 21



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

DATE: MARCH 25, 1993

PLACE: Capitol Room 106

SUBJECT OF MEETING:
 *HB 244: APPROP: SINGLE/DUAL SITE SCHOOLS
 HCR 10: FEDERAL-AID HWY FUNDING/DRUG ENF
 MENT (PENDING REFERRAL)
 HB 85: PUBLIC SCHOOL FOUNDATION PROGRAM
 (TELECONFERENCE)

NAME	PRINT CLEARLY REPRESENTING	BUSINESS/PERSONAL MAILING ADDRESS	ZIP	(H) PHONE	(W) PHONE	DO YOU WANT TO TESTIFY?	WHAT SUBJECT/ WHICH BILL?
Bruce Stanton	KEA-Anyuit	177 Shop St, S, Ketchikan	99901	225-4426	225-5128	(Y) N	HB 85 ✓
Morris Veruvers	Klawock City School Dist	Box 9 Klawock 99925		755-2363	755-2917	(X) N	HB 85 ✓
Rob Anderson	Klawock City School Board	Box 9 Klawock 99925		755-2933	755-2228	(Y) N	HB 244 ✓
Jack Cadigan	CCSEA	3199 Pioneer Ave, Juneau	99801	586-8332	586-2778	(Y) N	HB 85 ✓
Greg Miller	KEA	643 Sunset Drive Ketchikan	99901	225-2290	225-9815	(Y) N	HB 85 ✓
John Galvanin	KEA	1900 1st Ave Ketchikan	99901	225-5834	225-4741	(Y) N	HB 85, HB 244 ✓
Mark Singsome	Pelican PTA	Box 726 Pelican AK	99832	755-2425	755-2236	Y (X)	HB
Jeanne Smith	Leg. Asst	Rep Foster - Capital			465-4858	(Y) N	HCR 10
KEITH GERREN	DOT/PT			465-3200	465-3903	(Y) N	HCR 10 F REBUDGETED
Kath. McCrd	NEA-Alaska	1101 Hidden Lane Anch	99571	272-5018	345-8100	Y (N)	HB 85
Juanita Hensley	DPS/DMV	Box 20020 Juneau	99802		4335	(Y) N	HCR 10 ✓



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NAME	REPRESENTING	BUSINESS/PERSONAL MAILING ADDRESS	ZIP	(H) PHONE	(W) PHONE	DO YOU WANT TO TESTIFY?	WHAT SUBJECT/ WHICH BILL?
<small>PRINT CLEARLY, PLEASE</small> DUANE GUILLEY	DOE	TUNEAU AK			8679	<input checked="" type="radio"/> Y <input type="radio"/> N	#B85 ✓
Hert Durand	AAASB Assn. of AK Sch Bd. Inu				1083	<input checked="" type="radio"/> Y <input type="radio"/> N	HB 244 & 85
						<input type="radio"/> Y <input type="radio"/> N	
Sharon Boston	Ketchikan Ed. Assoc.	8302 S. Tongass Hwy Ketchikan	99901	225-2477	225-5720	<input type="radio"/> Y <input checked="" type="radio"/> N	
						<input type="radio"/> Y <input type="radio"/> N	
						<input type="radio"/> Y <input type="radio"/> N	
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LTM1100-R01
04/04/93

LEGISLATIVE TELECONFERENCE NETWORK

PAGE 01
15:24:34

TCN: 30414 DATE & TIME: 03/25/93 15:00 TO 17:00 STATUS:7 STATS. IN

**** ORDER SUMMARY ****

SPONSOR: MHES HOUSE HEALTH, EDUCATION AND SOCIAL SERVI CHAIRS: TOOHEY
PURPOSE: PUB PUBLIC HEARING BUNDE
CONTACT: LYNNE SMITH TEL#: (907)465-6825
CHAIRING SITE: JUNEAU CAPITOL CAP106

3/25/93

SPONSOR REMARKS(PUB): TESTIMONY:Y ALLOWED 5 MINUTE LIMIT
HB 85 IS SCHEDULED TO BE THE SECOND BILL UP
TCN REQUESTED ON 03/25/93 AND HAS 14 UPDATES

**** AGENDA ****

- 1 HB 85 PUBLIC SCHOOL FOUNDATION PROGRAM
- 2 HB 244 APPROP: SINGLE/DUAL SITE SCHOOLS

**** PARTICIPATING LIOS ****

ANC ANCHORAGE	3111 C STREET	LOCATION STAFF
B/R BARROW	COURTHOUSE #305	LOCATION STAFF
BET BETHEL	301 WILLOW ST.	LOCATION STAFF
DLG DILLINGHAM	KANGIQUATAQ BLDG	LOCATION STAFF
FBX FAIRBANKS	119 N CUSHMAN ST	LOCATION STAFF
HOM HOMER LTC	126 W PIONEER #4	LOCATION STAFF
* JNU JUNEAU	CAPITOL CAP106	LOCATION STAFF
KOD KODIAK	112 MILL BAY RD.	LOCATION STAFF
KTN KETCHIKAN	352 FRONT STREET	LOCATION STAFF
SIT SITKA	210 LAKE STREET	LOCATION STAFF
SOL KEN/SOL	34824 KALIFONSKY	LOCATION STAFF
TOK TOK LIO	MP 1314 AK. HWY	LOCATION STAFF
VAL VALDEZ	STATE BLDG. #13	LOCATION STAFF

**** VOLUNTEER & OFFNET SITES ****

PSG WRG WRANGELL LTC	LONGSHOREMEN'S	MABEL FENNIMORE	(907)874-3013
SIT HOOD HOONAH	LOCAL SCHOOL	DARCY NEAL	(907)945-3664
SIT YAK YAKUTAT	CITY HALL	MONA SWANSON	(907)784-3323
SOL SEW SEWARD	COMMUNITY LIB.	VICKY SEIGEL	(907)224-3740
ZZZ OF1 OFFNET 1	TRAPPER CREEK	SUSAN WALLIN	(907)733-2298
ZZZ OF2 OFFNET 2	TANANA	SCHOOL DISTRICT	(907)366-7203
ZZZ OF3 OFFNET 3	GALENA	SCHOOL DISTRICT	(907)656-1205

PARTICIPANTS IN: ANCHORAGE

1	DENNIS WETHERELL	ANC	MAT-SU TAG	TSFY. HB 85
	PO BOX 876862	WASILLA		AK 99687 (907)745-2007
2	LARRY WIGET	ANCHORAGE		TSFY. HB 85
	4600 DEBARR RD			AK 99519 (907)269-2255
3	JANE STUKES-BARY	ANCHORAGE		OBSV. HB 85
	4600 DEBARR RD			AK 99519 (907)269-2284

PARTICIPANTS IN: DILLINGHAM

1 MR.	DON RENFROE	DLG	CITY SCHOOLS	OBSV. ALL ITEMS
	BOX 170	DILLINGHAM		AK 99576 (907)842-5223

PARTICIPANTS IN: FAIRBANKS

1 MS.	REVA SHIRCEL	FBX	TCC	TSFY. HB 244
	122 FIRST AVE.	FAIRBANKS		AK 99701 (907)452-8251

PARTICIPANTS IN: HOMER LTC

HOM

TCN: 30414 DATE & TIME: 03/25/93 15:00 TO 17:00 STATUS: 7 STATS. IN

PARTICIPANTS IN: HOMER LTC

HOM

1	STEVE GIBSON		TSFY. HB 85
	1622 HIGHLAND DR.	HOMER	AK 99603 (907)235-6487
2	DEB GERMANO		TSFY. HB 85
	BOX 1511	HOMER	AK 99603 (907)235-2583
3	PAULA SETTERQUIST		OBSV. HB 85
	552 GRUBSTAKE	HOMER	AK 99603 (907)235-7922
			AK (907)000-0000

PARTICIPANTS IN: KODIAK

KOD

1	TINA WITTEVEEN		LID TESTING	OBSV. ALL ITEMS
	WE WERE DIALED IN FOR		TEST PURPOSES	AK (907)000-0000

PARTICIPANTS IN: KETCHIKAN

KTN

1 MS	DIANE GREELY		TSFY. HB 85
	BOX 8684	KETCHIKAN	AK 99901 (907)247-8348
2 MS	CATHERINE PLASENCIA		TSFY. HB 85
	BOX 5294	KETCHIKAN	AK 99901 (907)225-5294
3 MR.	BOB WEINSTEIN		TSFY. HB 85
	BOX 8340	KETCHIKAN	AK 99901 (907)225-9658
4 MR.	BILL THOMAS		TSFY. HB 244
	2610 4TH AVE.	KETCHIKAN	AK 99901 (907)225-1408
5 MS	MARYSIA OCHEJ		TSFY. HB 85
	BOX 8351	KETCHIKAN	AK 99901 (907)225-5949
6 MS	BETT JAKUBEK		TSFY. HB 85
	BOX 8194	KETCHIKAN	AK 99901 (907)247-8716
7 MS	CONSTANCE GRIFFITH		OBSV. HB 85
	2509 4TH AVE.	KETCHIKAN	AK 99901 (907)225-5069
8 MS	SUSAN OSHIDA		OBSV. HB 85
	BOX 3326	KETCHIKAN	AK 99901 (907)225-6965

PARTICIPANTS IN: HOONAH

SIT HOO

1 DR.	JOHN ANTONEN		SUPERINTENDENT	TSFY. HB 244
	BOX 157	HOONAH		AK 99829 (907)945-3611

PARTICIPANTS IN: YAKUTAT

SIT YAK

1 MR.	LARRY EKLUND		SUPERINTENDENT	TSFY. HB 244
	BOX 429	YAKUTAT		AK 99689 (907)748-3317

PARTICIPANTS IN: KEN/SOL

SOL

1 MR.	RICHARD SWARNER		KFBSD	TSFY. HB 85
	148 N. BINKLEY	SOLDOTNA		AK 99669 (907)262-5846
2 MS.	MARY RUBADEAU		KFBSD	TSFY. HB 85
	148 N. BINKLEY	SOLDOTNA		AK 99669 (907)262-5846
3 MS.	MARILYN DIMMICK		KFBSD	TSFY. HB 85
	148 N. BINKLEY	SOLDOTNA		AK 99669 (907)262-5846

PARTICIPANTS IN: SEWARD

SOL SEW

1 MR.	MALCOLM FLEMING		SEWARD HS	TSFY. HB 85
	BOX 302	SEWARD		AK 99664 (907)000-0000
2 MR.	MIKE SMITH			TSFY. HB 85
	BOX 684	SEWARD		AK 99664 (907)224-3862
3 MS.	MAGGY WILCOX			TSFY. HB 85
	BOX 3353	SEWARD		AK 99664 (907)224-3351
4 MS.	LINDA SEWALL			TSFY. HB 85
	BOX 1184	SEWARD		AK 99664 (907)224-3581
5 MS.	KAY SMITH			TSFY. HB 85
	Box 684	<i>Seward</i>		19664 <i>m phill</i>

04/04/93

15:24:34

TCN: 30414 DATE & TIME: 03/25/93 15:00 TO 17:00 STATUS:7 STATS. IN

PARTICIPANTS IN:SEWARD SOL SEW
BOX 684 SEWARD AK 99664 (907)000-0000

PARTICIPANTS IN: TOK LID TOK
1 MR. RICHARD THOMAS OBSV. HB 85
P.O. BOX 126 TOK AK 99780 (907)883-5181

2 MS. MELLIE TERWILLIGER OBSV. HB 85
P.O. BOX 206 TOK AK 99780 (907)883-5351

3 MS. CATHERINE WILSON AGSD OBSV. HB 85
P.O. BOX 226 TOK AK 99780 (907)883-5151

PARTICIPANTS IN: VALDEZ VAL
1 MR. JOHN TONGEN (HB 244) VALDEZ SCHOOL OBSV. HB 85
P.O. BOX 398 VALDEZ AK 99686 (907)835-2924

PARTICIPANTS IN: OFFNET 1 ZZZ OF1
1 SUSAN WALLIN TRAPPER CREEK AK TSFY. HB 85
(907)733-2298



Alaska State Legislature

House of Representatives

COMMITTEE ON HEALTH, EDUCATION
AND SOCIAL SERVICES

DATE: MARCH 25, 1993

PLACE: Capitol Room 106

SUBJECT OF MEETING:

*HB 244: APPROP: SINGLE/DUAL SITE SCHOOLS
HCR 10: FEDERAL-AID HWY FUNDING/DRUG ENFORCE-
MENT (PENDING REFERRAL)
HB 85: PUBLIC SCHOOL FOUNDATION PROGRAM
(TELECONFERENCE)

NAME <small>PRINT CLEARLY</small>	REPRESENTING	BUSINESS/PERSONAL MAILING ADDRESS	ZIP	(H) PHONE	(W) PHONE	DO YOU WANT TO TESTIFY?	WHAT SUBJECT/ WHICH BILL?
Bruce Stanton	KEA - myself	177 Shop St. S, Ketchikan	99901	225-4436	225-5138	(Y) N	HB 85 ✓
Morris Veruvers	Klawock City School Dist	Box 9 Klawock 99925		755-2363	755-2917	(Y) N	HB 85 ✓
Rob ANDERSON	Klawock City School Board	Box 9 Klawock 99925		755-2933	755-2228	(Y) N	HB 244 ✓
Jack Cadigan	CCSEA	3199 Pioneer Ave., Juneau	99801	586-8332	586-2778	(Y) N	HB 85 ✓
Greg Mottag	KEA	643 Sunset Drive Ketchikan	99901	225-2290	225-9815	(Y) N	HB 85 ✓
Judy Johnson	KEA	1900 1st Ave Ketchikan	99901	225-5839	225-4741	(Y) N	HB 85 & HB 244
Mark Bungeyne	pelican PTA	Box 726 pelican AK	99832	735-2425	735-2236	Y (N)	HB
Jeannie Smith	Leg. Asst	Rep Foster - Capitol			465-4858	(Y) N	HCR 10
KEITH GERKEN	DOT/AF			465-3900	465-3903	(Y) N	HCR 10 <small>IF REFERRED</small>
Kathi McCnd	NEA-Alaska	1601 Hidden Lane Anch	99501	272-8018	345-8100	Y (N)	HB 85
Juanita Hensley	DPS/DMV	Box 20020 Juneau	99802		4335	(Y) N	HCR 10 <small>question</small>



Alaska State Legislature

House of Representatives

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 MENT (PENDING REFERRAL)
 HB 85: PUBLIC SCHOOL FOUNDATION PROGRAM
 (TELECONFERENCE)

NAME	REPRESENTING	BUSINESS/PERSONAL MAILING ADDRESS	ZIP	(H) PHONE	(W) PHONE	DO YOU WANT TO TESTIFY?	WHAT SUBJECT/ WHICH BILL?
PRINT CLEARLY, PLEASE DUANE GUILLEY	DOE	Juneau AK			8679	<input checked="" type="radio"/> Y <input type="radio"/> N	HB85 ✓
Kent Durand	AASB Assn. of AK Sch Bds Inc				1083	<input checked="" type="radio"/> Y <input type="radio"/> N	HB 244 & 85
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Alaska State Legislature

House of Representatives

COMMITTEE ON HEALTH, EDUCATION
AND SOCIAL SERVICES

DATE: MARCH 25, 1993

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SUBJECT OF MEETING:
 *HB 244: APPROP: SINGLE/DUAL SITE SCHOOLS
 HCR 10: FEDERAL-AID HWY FUNDING/DRUG ENFORCE-
 MENT (PENDING REFERRAL)
 HB 85: PUBLIC SCHOOL FOUNDATION PROGRAM
 (TELECONFERENCE)

NAME	REPRESENTING	BUSINESS/PERSONAL MAILING ADDRESS	ZIP	(H) PHONE	(W) PHONE	DO YOU WANT TO TESTIFY?		WHAT SUBJECT/ WHICH BILL?
Sharon Norton	Ketchikan Ed. Assoc.	8302 S. Tongass Hwy Ketchikan	99901	225-2477	225-5720	Y	<input checked="" type="radio"/> N	
						Y	N	
						Y	N	
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						Y	N	
						Y	N	
						Y	N	
						Y	N	
						Y	N	
						Y	N	

BETT UNION JAKUBEK

BOX 8194

KETCHIKAN, AK 99901

907-247-8716

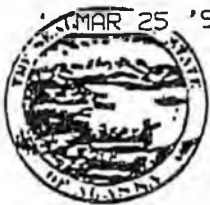
TO: HES RE: HB 85

3/25/93 HB85

I am the parent of two children identified as gifted and talented. In this time of limited resources for education I want to be assured that my children's individual educational needs will be met. I have been for the most part satisfied with the quality of education they have received to date. They are however part of a minority group receiving special services. When school budgets need to be cut and/or balanced there is always the temptation to cut programming that affects the fewest number of children. Many people including some educators and administrators see a Gifted and Talented Program as a frill. Frills are always the first programs to be cut. Unless I as a parent have the opportunity to work with the school system to develop a plan such as is guaranteed by the IEP process my children's special needs may not be met. I believe all children deserve a quality education. Out of necessity most educators teach to the average student. Creative programming for students at each end of the spectrum must be guaranteed. To place Gifted and Talented under it's own chapter allows for few

too much latitude at the district level. There needs to be a checks and balances built into the system. This already exists under Special Education. I appreciate that it is not a perfect system that is currently in place and that changes need to be made to limit the oppressive paperwork. I encourage you as legislators to come up with creative ways to perfect the current system and I urge you to remove the proposal to take Gifted and Talented from under Special Education. I believe children in Alaska who are gifted and talented will be the leaders in a global society and their potential can best be realized by staying challenged to be excellent and having their educational needs met today.

Bett Union Jakubek
Box 8194
Ketchikan, AK. 99901
907-247-8716



Alaska State Legislature

HB 85

Please enter into the record my testimony to the H-HES
committee name

committee on HB 85, dated March 25, 1993
bill/subject

I am concerned that the gifted + talented be deleted from ~~the~~ special education. It would ~~be~~ mean a severe loss of services for gifted + talented students as the school districts would not have to provide ongoing services or IEP's. Also it would be far less money allocated.

Please reinstate gifted and talented back into special education.

Thank-you.

Signed: Susan Osinda
Testifier

Representing (Optional)
P.O. Box 3326 Ketchikan AK 99901
Address

225 69105
Phone No.

House Bill # 85

HB85

Dear Committee Members,

I am responding to the portion of House Bill # 85 which would remove the Gifted and Talented Program from the Special Education Department.

Please do NOT remove the Gifted and Talented Program from the Department of Special Education.

Two of my children participate in our local Extended Learning Program, which stimulates and challenges their unique capabilities.

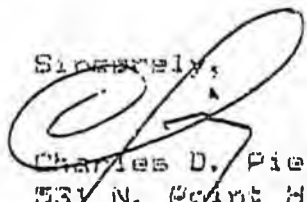
The use of the Individualized Education Program, (I.E.P.), provides acknowledgement of the individual's special abilities by both the classroom teacher and the G/T instructor, and it validates the provision of individualized enrichment services. My continuing experience with I.E.P.s confirms that this written process ensures that each of my children is receiving an education that challenges his abilities.

The continuance of G/T services to my children as they move out of elementary school appears dependent on the recognition of an active I.E.P. The legal requirements imposed by the I.E.P. gives parents the right to demand an education which challenges the individual child.

I feel that the loss of the G/T Program from the Special Education Department would void these acknowledged needs and resulting services to my children.

Thank-you.

Sincerely,



Charles D. Piercy
531 N. Saint Higgins Road N
Ketchikan, Alaska 99901

247-8242

TO: HESS COMMITTEE MEMBERS
FROM: SUSAN M. WALLIN BOX 82, TRAPPER CREEK, ALASKA 99683

HB 85

I WOULD LIKE TO COMMEND THE COMMITTEE FOR THE EFFORT THEY'VE PUT FORTH COMPILING ALL THE LEGISLATION ABOUT EDUCATION UNDER ONE BILL HB85. THE EFFORT TO STREAMLINE THIS PROCESS IS APPRECIATED BY ALL CITIZENS. I HAVE SERIOUS CONCERNS ABOUT SEVERAL SECTIONS OF THIS BILL AND DO NOT SUPPORT HB85 AS IT STANDS.

I TESTIFIED YESTERDAY AGAINST THE SECTION 6 OF THIS BILL WHICH REMOVES GIFTED AND TALENTED EDUCATION FROM THE PROTECTIVE UMBRELLA OF SPECIAL EDUCATION. FOR THE PAST DECADE ALASKA HAS BEEN A LEADER IN THE FIELD OF EDUCATION FOR THESE STUDENTS. WITH NO RECOGNITION, SUPPORT OR REGULATION AT THE STATE LEVEL GIFTED AND TALENTED PROGRAMS MAY TAKE A DOWNWARD SPIRAL AND QUIETLY DISAPPEAR. I WANT TO SPEAK IN SUPPORT OF THIS SEGMENT OF OUR POPULATION. THESE STUDENTS ARE AT RISK IN OUR EDUCATIONAL SYSTEM. THESE STUDENTS AT THE UPPER 2% OF THE ACHIEVEMENT SPAN ARE IN NEED OF SPECIAL ED PROGRAMS EVERY BIT AS MUCH AS THE FAS, MR, EMOTIONALLY DISTURBED, OR ANY OTHER SEGMENT OF SPECIAL ED. THE POTENTIAL CONTRIBUTION TO SOCIETY IS HUGE, VAST AND UNTAPPED THIS FAR IN AMERICAN HISTORY. AMMEND THIS BILL TO STIPULATE FUNDS GENERATED BY GIFTED AND TALENTED STUDENTS MUST BE SPENT ON GIFTED AND TALENTED STUDENTS.

SECTION 14 OF THIS BILL SPEAKS TO ALASKA SCHOOL PRICE INDEX. THIS IS A GREAT IDEA. IT IS REFRESHING THAT LEGISLATORS ARE TAKING A SERIOUS LOOK AT THE ACTUAL COST OF DOING BUSINESS IN ALASKA. I URGE THE COMMITTEE TO TAKE AN EVEN CLOSER LOOK AT SMALL RURAL SCHOOL SITES, FOR EXAMPLE, WITHIN THE MAT SU DISTRICT, WHICH HAS BEEN INDEXED AT ZERO MEANING THE SAME COST OF DOING BUSINESS AS ANCHORAGE, WE HAVE SCHOOL SITES THAT ARE QUITE REMOVED FROM THE DISTRICT OFFICE LOCATED IN PALMER. GLACIER VIEW, TALKEETNA, SQUWENTNA AND TRAPPER CREEK ARE ALL OVER 60-80 MILES AWAY. OUR SMALL SCHOOLS IN PARTICULAR WOULD BE HURT BY PUTTING OUR FUNDING ON A PAR WITH ANCHORAGE. THE COST OF DOING BUSINESS IN THESE LOCATIONS IS NOT THE SAME AS THE COST OF DOING BUSINESS IN ANCHORAGE. COMPARE TRAPPER CREEK TO CANTWELL FOR EXAMPLE. CANTWELL IS LOCATED 90 MILES NORTH OF TRAPPER CREEK ON THE PARKS HWY. BOTH OUR TOWNS BASICALLY CONSIST OF A CROSS ROADS, A GAS PUMP OR TWO, THE POST OFFICE AND PERHAPS A LODGE OR RESTAURANT WITH GIFT SHOP. THAT'S IT. THE SCENERY IS BEAUTIFUL AND THE PEOPLE HARDWORKING. THE SCHOOL IS THE CENTER OF A LOT OF COMMUNITY ACTION. PEOPLE IN CANTWELL AND TRAPPER CREEK DRIVE MANY MILES TO DOCTOR, GROCERIES, AND OTHER SERVICES. YET, CANTWELL IS INDEXED CONSIDERABLY HIGHER THAN TRAPPER CREEK- SIMPLY BECAUSE WE ARE IN THE MAT -SU BOROUGH. I DON'T SEE THIS IS ACHIEVING THE EQUALITY YOU ARE STRIVING FOR. AGAIN, I SEE A WAY YOUR IDEA COULD STAND, BUT IT NEEDS MORE WORDING. PLEASE CONSIDER ADDING A STATEMENT RECOGNIZING AND SUBSTANTIATING EXISTING FUNDING COMMUNITIES. BY GRANDFATHERING IN THESE EXISTING FUNDING COMMUNITIES THE LEGITIMATE COSTS OF RUNNING SMALL RURAL SCHOOLS WILL CONTINUE TO BE A FACTOR IN FIGURING BUDGETS. WITHOUT THIS LATITUDE, SMALL SCHOOLS WILL BE THREATENED.

THE LAST SECTION OF THE BILL I WOULD LIKE TO COMMENT ON IS SECTION 8. I AM CONCERNED THAT ROLLING THE ESTIMATED COUNT DATE FROM OCTOBER TO NOVEMBER WILL SLOW THE WHOLE BUDGETING AND STAFF ALLOCATION PROCESS. I REALIZE THAT THIS ESTIMATE IS USED FOR THE FOLLOWING SCHOOL YEAR. NO MENTION IS MADE OF CHANGING THE VERIFICATION DATE. FROM ANOTHER STANDPOINT, THAT OF SPECIAL EDUCATION, THE LATER DATE OF NOV. 20 IS MORE SOUND. SPECIAL ED STUDENTS REQUIRE A 30 DAY OBSERVATION PERIOD BEFORE IDENTIFICATION PROCESS CAN BEGIN. MANY TIMES STUDENTS NUMBERS ARE NOT IN BY THE OCTOBER COUNT DATE. TO MEET THE NEEDS OF BOTH GROUPS OF STUDENT POPULATIONS WOULDN'T IT BE POSSIBLE TO HAVE AN OCT 15

ESTIMATED COUNT DATE FOR REG. ED AND A NOV. COUNT DATE FOR SPECIAL ED?

HB 85



SOUTHEAST
ISLAND
SCHOOL
DISTRICT

1621 TONGASS AVENUE SUITE 301
POST OFFICE BOX 8340
KETCHIKAN, ALASKA 99901
(907) 225-9658 OR 225-9659

Robert Weinstein
SUPERINTENDENT

March 30, 1993

Representative Con Bunde, Co-Chair
Health, Education and Social Services Committee
Alaska House of Representatives
P.O. Box V
Juneau, Alaska 99811

Dear Representative Bunde:

This letter is to ask for your support of HB 85/SB 62, an act related to the Public School Foundation Program. A central feature of this legislation is the Alaska School Price Index (ASPI), which is intended to replace the existing area differentials specified in AS 14.17.051. The ASPI should be supported for several reasons.

1. The current area differential system, while intended to represent the relative difference in the cost of school district operations throughout Alaska relative to a base (Anchorage), does not do so. It uses numbers that are obsolete, inaccurate, and non-defensible when applied against principles of school finance. Having been through several previous formula revisions, it can be documented that no rational basis exists for a given school district's area differential today. The application of the current area differential system results in certain school districts being relatively under funded. This is certainly the situation throughout Southeast Alaska, as every analysis of data since the mid-1980's has suggested that area differentials for Southeast Alaska deserved to be revised upward.

When one considers that personnel costs are the most substantial part of any school district budget, a system of differentials which excludes such costs, as does the current area differential system, is in need of replacement. For example, while fuel oil or electricity in an interior school district may cost relatively more than in another school district, the difference in the cost of a teacher will generally be considerably less (and even reversed in some cases). The current system essentially ignores this key point. The proposed ASPI, however, is based upon objective data inclusive of both personnel and non-personnel costs, and will lead to a foundation funding program which is more equitable.

2. As you know, the funding of "single site" school districts is an issue which, year after year, diverts both the education community and Alaskan lawmakers from critical issues facing education in Alaska today. The proposed legislation provides a mechanism to permanently address this issue in an appropriate manner.

3. There is currently a provision in federal law which allows for the deduction of all or part of P.L. 81-874 federal impact aid from a school district's foundation entitlement. For example, this year Southeast Island School District received \$671,000 in such federal funds, of which \$604,000 was deducted from what otherwise would have been our state entitlement. On a

HB 85/SB 62

-2-

March 30, 1993

statewide basis, I understand that this year the State saved about \$44,000,000 by use of this mechanism.

The State itself is now in effect demonstrating that area differentials do not accurately reflect the relative cost of school district operations throughout Alaska, as I understand federal regulations require if Alaska is to deduct federal aid from state payments. The State may therefore not be able to meet federal requirements if the ASPI is not adopted. Certainly the failure to use the most up-to-date costs would serve as a basis for future appeal by an affected school district. Given the magnitude of funds currently deducted, it should be apparent that the State needs to preserve this ability.

In closing, for the above reasons I believe that it is appropriate to adopt the Alaska School Price Index.

Sincerely,



Robert Weinstein
Superintendent

RW:eb

cc: Board Members
Superintendents
Commissioner of Education
AASA
AASB

HB 85

March 8, 1993

Alaska Legislative Affairs Office
The Honorable House HESS

Subject: HB85 (SB62)

Dear Sir:

I am the parent of a seven (7) year old who attends Butte Elementary in Palmer. My son qualifies for the Extended Learning Program (ELP) for the next three years at Butte. The Department of Education refers to this program as the "gifted" program. This is the same program that Duane Guiley is attempting to eliminate. I urge you to vote against any laws to eliminate funding from this area.

The participating students receive one hour of instruction two times a week. A total of two (2) hours. The instructors rotate each semester with a different curriculum. I have found the instructors to be dedicated and enthusiastic regardless of their already limited funding. Although my son is not a rated "genius" he has a tremendous desire to learn. The additional information he has received has been a benefit to his cognitive and intellectual development. In addition, he has been able to take to his classroom, what he has learned in ELP.

HB85 should be amended to include a separate section mandating gifted educational programs and provide minimum funding as is done with other educational programs. Minimum funding should be no less than current levels.

I urge you to vote against any laws eliminating this funding. Children who are assertive, aggressive, and excited to learn should not have to suffer because DOE feels "something should be cut".

Sincerely,

Michelle L. Heun

Michelle L. Heun
P.O. Box 1092
Palmer, Alaska 99645
(H) 746-0249

HB 85

Representatives Toohey and Bunde, Co-Chairs
Health, Education and Social Services Committee
State Capitol
Juneau, AK 99801
Fax:465-6790

4/1/93

Dear Representatives Toohey and Bunde,

I am very concerned about HB 85 and SB 62. Overall, I am in favor of the bills, but I believe that Section 7 should be deleted.

The IEP process is a very important and beneficial tool that we should be working to implement for all students rather than cutting out those that are currently using it. This is one time in the school year when we can sit down with our daughter's teachers and talk about specific needs that she has and ways in which her education can address those needs. Gifted and talented kids do have special needs, just as other students covered under the Special Ed. umbrella.

Some districts choose not to have a gifted and talented program. Our district has a very good program that will be cut nearly in half by the changes that would come about from Section 7! All districts would receive funds for gifted and talented whether they have a program or not. In some cases this would be a waste of money, and in other cases it would gut current, well run programs.

Please do all you can to have Section 7 deleted from these bills, or at least amend it to guarantee that existing programs will receive the same funding they received in the 1992/93 school year.

Thankyou,

Tina Seaton

Tina Seaton

58360 Bruce Dr.

Homer, AK 99603

235-6903

HB 85



Alaska State Legislature

Please enter into the record my testimony to the House HESS
~~Senate~~ Community & Regional Affairs
 committee name

committee on SB 62 & HB 85, dated 4/1/93
 bill/subject

As a parent, I am concerned about the effects of SB62 & HB 85 on Gifted Education. Without preserving funding to the develop the talents of our State's brightest students we are limiting our vision for the State's future, in my opinion.

It is my request that Gifted Education be removed from this bill (i.e. delete Section 7 entirely). With this change I would support the passage of this bill.

Signed: *Chris Loring*
 Testifier

parent of gifted
 Representing (Optional)

35035 Loudush Homer AK 99603
 Address

235-7475
 Phone No.




HB 85

March 12, 1993

MEMORANDUM

TO: House of Representatives Health, Education and Social Services
Committee

FROM: Richard Swarner, Executive Director, Business Management 

SUBJECT: TESTIMONY FOR HB 85

The Kenai Peninsula Borough School District would like to be on record as supporting HB 85. We believe the Department of Education is to be commended for attempting to correct some of the inequities in the Foundation Formula and streamlining the student count information. Replacing the area cost differential with the Alaska School Price Index (ASPI) is a tremendous step forward in school finance reform.

The Kenai stands to gain more than most other districts and rightfully so. We have objected to the area cost differential for our district every year since it was set at 1.00 in 1987. Unfortunately, we have not received a supplemental appropriation like the single/dual sites because of the inequities of the formula set in 1987.

To give you a little background on this district, please allow me to share the following with you.

In 1988-89, we approached the local effort cap contained in the Foundation law. In 1989-90, we were at the cap and have been every year since then. We will again be at the cap next year for the fifth year in a row. As a result of being at the cap, we have continually cut our budget and are now at the point our basic program is suffering. Here's how:

1. To balance the budget in 1991-92, the PTR staffing formula was changed by adding 3 students to every classroom. Our formula is:
 - a. K-3 - 26 students
 - b. 4-6 - 28 students
 - c. 7-12 - 31 students

2. The district anticipates 130 additional students next year and not a single staff member has been added to the budget.
3. There are no unallocated positions contained in next year's budget to deal with the "bubbles" we are certain will develop when the students arrive next fall.
4. Our six year curriculum review and adoption cycle for next year is social studies. There are no funds budgeted for the purchase of new books. The cost is \$300,000.
5. We have approximately \$20 million worth of equipment in the district. Next year, we have \$85,000 budgeted for the purchase of new and replacement equipment.
6. The technology in some of our major high schools is Apple IIe's.
7. Supply formula allocation for 1993-94 is the same as it was in 1978-79.

All employees of the district have received no salary increases for two years except for step increase on the the existing schedules. The Kenai District has the lowest teachers' salaries, no matter how you measure it, of the major districts in the state.

1992-93 Teachers' Salaries
 AASB Survey

<u>District</u>	<u>Average</u>	<u>Base</u>	<u>Top</u>	<u>1993-94 Increase</u>
Kenai	\$45,807	\$29,171	\$55,954	0%
Anchorage	46,093	28,949	54,032	3.0%
Mat-Su	47,333	29,828	58,173	3.0%
Fairbanks	48,150	30,537	57,715	2.0%
Juneau	50,682	30,584	56,581	3.0%

The Kenai Peninsula central office costs are one of the lowest in the entire state at 4.1% of the total budget. Our staffing ratio of administrators to employee is 1:20 average throughout the district, even including our small school sites. Using school standards or private industry standards this is a very high ratio.

Testimony for HB 85
March 25, 1993
Page 3

We have budgeted our entire fund balance of \$507,431 to balance next year's budget. This represents .7% of our budget compared to an average of 3.7% for city/boroughs and 4.6% for REAAs. (FY91 data)

We are a major district of the state with 9,700 students or 8% of the state's student population. While we face more difficult finances than in the past, something is wrong with the formula when a major district has been at the cap for five years, has high PTRs, has no equipment money, can't buy books, has the lowest salaries, hasn't given salary increases, and has one of the lowest administrative costs in the state. Other districts have not had to deal with the constraints the way we have, or at least not to the degree we have for so long.

I believe it is important to keep in mind that an increase in the unit value and the ASPI are two different issues and are not to be confused because they cost about the same. The ASPI eliminates inequities created politically and eliminates the single/dual site special appropriation. The ASPI addresses these issues. An increase in the unit value would address inflation.

While the proposal may not be perfect, it is certainly a step in the right direction and addresses some of the problems created with the last Foundation revision in 1987.

sg

WALTER J. HICKEL, GOVERNOR

DEPARTMENT OF EDUCATION
OFFICE OF THE COMMISSIONER

GOLDBELT PLACE
801 WEST 10TH STREET, SUITE 200
JUNEAU, ALASKA 99801-1894

February 2, 1993

All Supts ✓

Dear :

I am pleased to provide you with documentation supporting the data in the draft Alaska School Price Index (ASPI). ASPI is described in SB62 and HB85, both of which have been introduced. ASPI would replace the current area cost differential.

The enclosed table contains specific data elements used in computing the draft ASPI for your district. The accuracy of these data elements is critical. The information listed has been obtained from published labor agreements and files from the Alaska Association of School Boards (AASB), National Education Association/Alaska, Department of Education and your district.

We are asking superintendents to verify their individual district's data elements so that a final index may be presented to the legislature. If the enclosed table is missing a number, please indicate the correct information in the space provided. If the table contains an incorrect number, please cross out the incorrect number and write in the correct number. For changes or additions, include appropriate backup material to support the new number. Documentation previously published is preferred. Please sign and date the bottom of the table.

Some additional notes on the table: (1) The Average Salary figures were computed by the Department of Education based on information submitted to the Office of Data Management by districts for all classroom teachers; and (2) Classified Hourly Wages are intended to be the first non-probationary step.

As the legislative session has begun, we are under strict time constraints to obtain this verification. Please confirm or provide new numbers on the enclosed table and fax a response by 4:30 p.m. Friday, February 19, to School Finance at 463-5279. If you have any questions concerning this request, please contact Duane Guiley, 465-2891; Eddy Jeans, 465-8685, or Bill Wright, 465-8687. Please remember to include supporting documentation for any changes. Thank you for your timely response.

Sincerely,

Jerry Covey
Commissioner

Enclosure

ALASKA DEPT. OF EDUCATION
 ALASKA SCHOOL PRICE INDEX VERIFICATION
 ANCHORAGE SCHOOL DISTRICT

2-1-93

CERTIFIED:

1988-89 CERTIFIED SALARY SCHEDULE			1991-92 CERTIFIED SALARY SCHEDULE			AVERAGE	AVERAGE
BA-0	MA-7	MA+36-10	BA-0	MA-7	MA+36-10	SALARY	SALARY
						F89	F92
\$23,863	\$37,424	\$44,465	\$28,213	\$40,968	\$48,293	\$41,547	\$43,340

AASB F89 92

HOUSING		MEDICAL PREMIUM (annual)				PAID LEAVE	
F89	F92	F89	F89	F92	F92	F89	F92
		SINGLE	FAMILY	SINGLE	FAMILY	DAYS	DAYS
\$0	\$0	\$2,438	\$2,438	\$4,116	\$4,116	2	2

TRAVEL		CONTRACT	CONTRACT	CERTIFIED	CERTIFIED
F89	F92	DAYS	DAYS	TEACHER	TEACHER
		F89	F92	FTE F89	FTE F92
\$0	\$0	188	188	2383	2679

CLASSIFIED:

1988-89 CLASSIFIED HOURLY WAGE			1991-92 CLASSIFIED HOURLY WAGE		
CLERICAL	INSTRUCTION	CUSTODIAL	CLERICAL	INSTRUCTION	CUSTODIAL
	AIDES		AIDES		
\$9.40	\$9.40	\$8.00	\$11.60	\$10.40	\$8.24

CLASSIFIED

MEDICAL PREMIUM (monthly)				PAID LEAVE		SICK LEAVE	
F89	F89	F92	F92	F89	F92	F89	F92
SINGLE	FAMILY	SINGLE	FAMILY	DAYS	DAYS	DAYS	DAYS
		\$343.00	\$343.00	6	6		12

F89				F92			
PERS	6.13%	6.06%		PERS	6.13%	6.20%	
EMPLOYER	SBS	FICA	FICA	EMPLOYER	SBS	FICA	FICA
CONTRIB%		(Y=YES)		CONTRIB %		(Y=YES)	
9.67%		Y	6.06%	15.52%		Y	6.20%

Superintendent or Designee _____

DATE _____

	1988-89 Certified Salary Schedule			1991-92 Certified Salary Schedule			Average	Average
	BA-0	MA-7	MA+36-10	BA-0	MA-7	MA+36-10	Salary F89	Salary F92
ADAK	\$29,250	\$46,215	\$54,990	\$30,000	\$50,775	\$60,416	\$43,317	\$50,072
ALASKA GATEWAY	\$30,894	\$45,542	\$52,717	\$31,715	\$47,255	\$54,867	\$47,483	\$47,478
ALEUTIAN REGION	\$34,880	\$51,625	\$59,996	\$36,335	\$53,776	\$62,496	\$53,677	\$48,641
ALEUTIANS EAST	\$34,594	\$45,607	\$51,747	\$32,750	\$46,014	\$53,383	\$48,275	\$41,106
ANCHORAGE	\$23,863	\$37,424	\$44,465	\$28,216	\$40,968	\$48,293	\$41,547	\$43,340
ANNETTE ISLANDS	\$27,367	\$39,814	\$47,334	\$28,470	\$42,705	\$51,246	\$35,638	\$38,901
BERING STRAIT	\$30,000	\$41,700	\$48,400	\$31,212	\$43,385	\$50,355	\$39,315	\$39,473
BRISTOL BAY	\$30,896	\$43,563	\$49,434	\$32,039	\$44,833	\$50,762	\$41,049	\$42,151
CHAT I AM	\$27,100	\$38,250	\$44,075	\$29,580	\$42,330	\$49,348	\$37,127	\$40,490
CHUGACH	\$26,400	\$38,500	\$44,550	\$29,383	\$42,383	\$48,883	\$36,100	\$39,702
COPPER RIVER	\$29,522	\$44,872	\$52,548	\$30,722	\$46,072	\$53,748	\$42,188	\$43,367
CORDOVA	\$27,550	\$41,050	\$46,009	\$29,233	\$43,558	\$48,820	\$42,825	\$46,278
CRAIG	\$25,800	\$38,700	\$45,150	\$27,631	\$41,447	\$48,354	\$36,995	\$43,240
DELTA/GREELY	\$28,301	\$40,452	\$47,793	\$29,881	\$42,709	\$50,461	\$41,948	\$44,226
DILLINGHAM	\$29,898	\$41,931	\$49,480	\$31,843	\$44,660	\$52,700	\$41,811	\$46,026
FAIRBANKS	\$27,813	\$41,440	\$48,394	\$30,537	\$45,507	\$53,134	\$42,151	\$46,751
GALENA	\$32,970	\$45,098	\$51,631	\$32,030	\$45,098	\$51,631	\$41,738	\$43,818
HAINES	\$27,624	\$39,721	\$45,773	\$27,656	\$40,745	\$47,885	\$41,625	\$41,001
HOONAH	\$25,330	\$41,795	\$48,634	\$27,000	\$44,550	\$51,840	\$42,137	\$43,534
HYDABURG	\$25,600	\$38,400	\$44,800	\$27,800	\$40,600	\$47,000	\$36,991	\$35,383
IDITAROD	\$30,000	\$43,500	\$50,100	\$30,600	\$44,370	\$51,102	\$40,364	\$44,951
JUNEAU	\$27,628	\$41,449	\$46,976	\$29,693	\$44,540	\$50,478	\$46,466	\$47,995
KAKE	\$26,330	\$38,097	\$42,957	\$28,740	\$41,959	\$47,419	\$35,054	\$41,482
KASHUNAMIUT	\$30,000	\$43,500	\$51,000	\$31,500	\$45,000	\$52,500	\$40,720	\$41,310
KENAI	\$24,530	\$35,818	\$41,234	\$29,171	\$41,750	\$47,940	\$38,986	\$44,774
KETCHIKAN	\$27,568	\$41,348	\$48,238	\$29,253	\$43,883	\$51,198	\$43,882	\$44,591
KLAWOCK	\$26,716	\$38,966	\$45,441	\$27,841	\$41,761	\$50,114	\$38,613	\$46,354
KCDIAK	\$27,016	\$42,415	\$49,439	\$29,234	\$45,897	\$53,498	\$41,015	\$44,270
KUSPUK	\$30,120	\$45,158	\$52,678	\$32,750	\$46,925	\$54,800	\$40,069	\$44,029
LAKE AND PENINSULA	\$28,500	\$39,330	\$45,600	\$31,000	\$42,780	\$49,600	\$39,192	\$40,655
LOWER KUSKOKWIM	\$31,046	\$45,017	\$52,778	\$32,623	\$47,304	\$55,459	\$43,351	\$47,597
LOWER YUKON	\$31,441	\$49,362	\$57,537	\$32,711	\$51,356	\$59,861	\$44,248	\$47,533
MAT-SU	\$26,369	\$39,553	\$46,146	\$28,959	\$43,437	\$50,678	\$39,175	\$44,573
NENANA	\$28,135	\$40,682	\$48,002	\$30,161	\$43,610	\$51,548	\$41,026	\$40,472
NOME	\$29,704	\$43,665	\$51,658	\$30,744	\$45,194	\$53,495	\$47,078	\$46,270
NORTH SLOPE	\$33,081	\$46,944	\$54,908	\$37,197	\$52,032	\$60,552	\$51,147	\$52,693
NORTHWEST ARCTIC	\$31,956	\$47,884	\$57,534	\$31,956	\$48,509	\$58,160	\$44,166	\$47,022
PELICAN	\$27,410	\$37,919	\$44,817	\$30,830	\$42,650	\$50,407	\$42,311	\$42,662
PETERSBURG	\$27,603	\$38,644	\$44,164	\$29,563	\$41,338	\$47,301	\$41,404	\$43,123
PRIIBILOF	\$30,500	\$44,835	\$51,240	\$32,000	\$47,040	\$53,760	\$45,646	\$45,753
RAILBELT	\$27,778	\$39,227	\$46,196	\$30,332	\$42,835	\$50,442	\$39,092	\$42,584
SITKA	\$27,498	\$41,796	\$48,669	\$29,173	\$44,342	\$51,636	\$44,190	\$44,233
SKAGWAY	\$27,054	\$37,396	\$42,566	\$26,758	\$37,473	\$42,813	\$33,953	\$36,979
SOUTHEAST	\$26,193	\$40,075	\$47,147	\$28,344	\$43,366	\$51,019	\$39,442	\$44,230
SOUTHWEST	\$31,935	\$44,957	\$49,692	\$34,611	\$47,705	\$52,466	\$43,220	\$45,375
ST. MARY'S	\$29,100	\$40,740	\$47,724	\$32,592	\$45,629	\$52,147	\$37,105	\$40,415
TANANA	\$33,057	\$47,477	\$54,702	\$33,057	\$47,477	\$54,702	\$46,597	\$47,984
UNALASKA	\$30,100	\$43,250	\$50,400	\$33,450	\$46,600	\$53,950	\$41,282	\$40,806
VALDEZ	\$30,814	\$44,680	\$52,000	\$31,999	\$46,399	\$54,398	\$47,574	\$49,903
WRANGELL	\$26,138	\$39,207	\$45,742	\$28,131	\$40,790	\$47,823	\$43,304	\$43,994
YAKUTAT	\$24,500	\$37,364	\$44,180	\$26,240	\$40,160	\$47,889	\$35,959	\$41,193
YUKON FLATS	\$29,131	\$46,901	\$54,475	\$29,131	\$46,901	\$54,475	\$42,388	\$44,121
YUKON/KOYUKUK	\$31,722	\$45,559	\$52,492	\$32,842	\$47,167	\$54,345	\$42,994	\$46,034
YUPIIT	\$30,500	\$39,186	\$45,109	\$33,000	\$43,337	\$51,056	\$34,263	\$38,797

AASB F89-92

	HOUSING		MEDICAL PREMIUM (annual)				PAID LEAVE	
	F89	F92	F89 SINGLE	F89 FAMILY	F92 SINGLE	F92 FAMILY	F89 DAYS	F92 DAYS
ADAK	\$0	\$8,000	\$1,873	\$5,676	\$2,400	\$4,800	2	2
ALASKA GATEWAY	\$0	\$0	\$1,274	\$3,848	\$1,520	\$5,200	2	2
ALEUTIAN REGION	\$40,940	\$7,074	\$2,200	\$6,000	\$2,880	\$5,100	3	3
ALEUTIANS EAST	\$0	\$69,298	\$1,660	\$5,030	\$1,710	\$5,184	3	3
ANCHORAGE	\$0	\$0	\$2,438	\$2,438	\$4,116	\$4,116	2	2
ANNETTE ISLANDS	\$0	\$2,300	\$1,266	\$3,835	\$1,711	\$5,183	2	2
BERING STRAIT	\$434,000	\$475,121	\$2,109	\$2,109	\$1,866	\$5,003	2	2
BRISTOL BAY	\$0	\$0	\$1,260	\$3,828	\$1,710	\$5,184	2	2
CHATHAM	\$0	\$0	\$2,600	\$4,700	\$2,600	\$4,700	2	4
CHUGACH	\$1,550	\$0	\$1,392	\$4,217	\$1,710	\$5,183	3	3
COPPER RIVER	\$9,600	\$2,500	\$4,680	\$4,680	\$4,200	\$4,200	2	3
CORDOVA	\$0	\$0	\$1,303	\$3,949	\$1,710	\$5,183	2	2
CRAIG	\$0	\$0	\$1,661	\$5,032	\$1,710	\$5,183	3	4
DELTA/GREELY	\$0	\$0	\$1,883	\$5,691	\$2,648	\$6,550	2	2
DILLINGHAM	\$0	\$0	\$1,931	\$5,489	\$4,200	\$5,520	2	2
FAIRBANKS	\$0	\$0	\$4,089	\$4,089	\$4,745	\$4,745	3	3
GALENA	\$0	\$0	\$1,670	\$5,041	\$1,710	\$5,183	3	3
HAINES	\$0	\$0	\$1,884	\$5,692	\$1,670	\$5,046	2	2
HOONAH	\$0	\$0	\$1,393	\$4,211	\$1,769	\$5,246	5	5
HYDABURG	\$0	\$0	\$1,368	\$2,748	\$2,344	\$7,148	3	3
IDITAROD	\$15,610	\$6,347	\$1,424	\$4,300	\$1,431	\$4,320	3	3
JUNEAU	\$0	\$0	\$3,324	\$3,324	\$3,828	\$3,828	6	6
KAKE	\$0	\$0	\$1,431	\$4,320	\$1,444	\$4,361	3	3
KASHUNAMIUT	\$42,000	\$28,779	\$3,109	\$6,011	\$2,001	\$4,048	2	2
KENAI	\$0	\$2,340	\$4,529	\$4,529	\$4,176	\$4,176	2	2
KETCHIKAN	\$0	\$0	\$1,638	\$4,516	\$2,163	\$6,455	2	2
KLAWOCK	\$0	\$0	\$537	\$1,871	\$1,704	\$5,172	3	3
KODIAK	\$0	\$63,535	\$1,524	\$4,616	\$2,122	\$6,429	3	3
KUSPUK	\$26,900	\$0	\$1,734	\$5,235	\$1,892	\$5,713	3	3
LAKE AND PENINSULA	\$0	\$0	\$1,392	\$4,218	\$1,710	\$5,183	5	5
LOWER KUSKOKWIM	\$110,488	\$616,917	\$2,210	\$2,210	\$1,034	\$2,842	2	2
LOWER YUKON	\$0	\$176,299	\$911	\$2,763	\$1,763	\$5,255	2	2
MAT-SU	\$0	\$0	\$4,664	\$4,664	\$4,200	\$4,200	3	4
NEENANA	\$0	\$0	\$1,524	\$4,392	\$1,719	\$5,196	3	3
NOME	\$0	\$0	\$1,319	\$4,164	\$1,697	\$5,357	2	2
NORTH SLOPE	\$0	\$0	\$2,550	\$2,550	\$2,010	\$5,050	3	3
NORTHWEST ARCTIC	\$0	\$402,751	\$1,800	\$1,800	\$2,640	\$2,640	3	3
PELICAN	\$0	\$0	\$1,783	\$5,691	\$1,710	\$5,228	3	3
PETERSBURG	\$0	\$0	\$1,686	\$5,108	\$2,333	\$7,133	3	3
PRIBILOF	\$0	\$33,157	\$1,876	\$5,691	\$2,297	\$7,008	3	3
RAILBELT	\$0	\$0	\$1,873	\$5,676	\$2,333	\$7,133	3	3
SITKA	\$0	\$0	\$1,494	\$4,500	\$2,011	\$6,045	1	1
SKAGWAY	\$0	\$0	\$1,896	\$5,700	\$1,720	\$5,197	3	3
SOUTHEAST	\$79,142	\$117,320	\$1,465	\$4,424	\$1,710	\$5,032	3	3
SOUTHWEST	\$0	\$0	\$1,265	\$3,834	\$1,710	\$5,183	2	2
ST. MARY'S	\$0	\$14,667	\$1,265	\$3,542	\$1,660	\$5,028	3	3
TANANA	\$0	\$0	\$1,922	\$5,876	\$2,333	\$7,133	3	3
UNALASKA	\$2,000	\$0	\$1,501	\$4,533	\$4,800	\$4,800	3	4
VALDEZ	\$0	\$0	\$1,460	\$4,424	\$1,826	\$5,548	5	3
WRANGELL	\$0	\$0	\$1,260	\$3,828	\$1,710	\$5,183	3	3
YAKUTAT	\$0	\$0	\$1,873	\$5,676	\$1,830	\$5,544	4	4
YUKON FLATS	\$0	\$71,135	\$1,800	\$4,017	\$2,444	\$4,500	4	4
YUKON/KOYUKUK	\$106,200	\$0	\$1,450	\$4,380	\$4,740	\$4,740	3	3
YUPIIT	\$7,000	\$47,678	\$1,560	\$3,000	\$1,800	\$4,040	2	2

CORRECTION

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

AASB F89-92

	HOUSING		MEDICAL PREMIUM (annual)				PAID LEAVE	
	F89	F92	F89 SINGLE	F89 FAMILY	F92 SINGLE	F92 FAMILY	F89 DAYS	F92 DAYS
ADAK	\$0	\$8,000	\$1,873	\$5,676	\$2,400	\$4,800	2	2
ALASKA GATEWAY	\$0	\$0	\$1,274	\$3,848	\$1,520	\$5,200	2	2
ALEUTIAN REGION	\$40,940	\$7,074	\$2,200	\$6,000	\$2,880	\$5,100	3	3
ALEUTIANS EAST	\$0	\$69,298	\$1,660	\$5,030	\$1,710	\$5,194	3	3
ANCHORAGE	\$0	\$0	\$2,438	\$2,438	\$4,116	\$4,116	2	2
ANNETTE ISLANDS	\$0	\$2,300	\$1,266	\$3,835	\$1,711	\$5,183	2	2
BERING STRAIT	\$434,000	\$475,121	\$2,109	\$2,109	\$1,866	\$5,003	2	2
BRISTOL BAY	\$0	\$0	\$1,260	\$3,828	\$1,710	\$5,184	2	2
CHATHAM	\$0	\$0	\$2,600	\$4,700	\$2,600	\$4,700	2	4
CHUGACH	\$1,550	\$0	\$1,392	\$4,217	\$1,710	\$5,183	3	3
COPPER RIVER	\$9,600	\$2,500	\$4,680	\$4,680	\$4,200	\$4,200	2	3
CORDOVA	\$0	\$0	\$1,303	\$3,949	\$1,710	\$5,103	2	2
CRAIG	\$0	\$0	\$1,661	\$5,032	\$1,710	\$5,183	3	4
DELTA/GREELY	\$0	\$0	\$1,883	\$5,691	\$2,648	\$6,550	2	2
DILLINGHAM	\$0	\$0	\$1,931	\$5,489	\$4,200	\$5,520	2	2
FAIRBANKS	\$0	\$0	\$4,089	\$4,089	\$4,745	\$4,745	3	3
GALENA	\$0	\$0	\$1,670	\$5,041	\$1,710	\$5,183	3	3
HAINES	\$0	\$0	\$1,884	\$5,692	\$1,670	\$5,046	2	2
HOONAH	\$0	\$0	\$1,393	\$4,211	\$1,769	\$5,246	5	5
HYDABURG	\$0	\$0	\$1,368	\$2,748	\$2,344	\$7,148	3	3
IDITAROD	\$15,610	\$6,347	\$1,424	\$4,300	\$1,431	\$4,320	3	3
JUNEAU	\$0	\$0	\$3,324	\$3,324	\$3,828	\$3,828	6	6
KAKE	\$0	\$0	\$1,431	\$4,320	\$1,444	\$4,361	3	3
KASHUNAMIUT	\$42,000	\$28,779	\$3,109	\$6,011	\$2,001	\$4,048	2	2
KENAI	\$0	\$2,340	\$4,529	\$4,529	\$4,176	\$4,176	2	2
KETCHIKAN	\$0	\$0	\$1,638	\$4,516	\$2,163	\$6,455	2	2
KLAWOCK	\$0	\$0	\$537	\$1,871	\$1,704	\$5,172	3	3
KODIAK	\$0	\$63,535	\$1,524	\$4,616	\$2,122	\$6,429	3	3
KUSPUK	\$26,900	\$0	\$1,734	\$5,235	\$1,892	\$5,713	3	3
LAKE AND PENINSULA	\$0	\$0	\$1,392	\$4,213	\$1,710	\$5,183	5	5
LOWER KUSKOKWIM	\$110,488	\$616,917	\$2,210	\$2,210	\$1,034	\$2,842	2	2
LOWER YUKON	\$0	\$176,299	\$911	\$2,763	\$1,763	\$5,255	2	2
MAT-SU	\$0	\$0	\$4,664	\$4,664	\$4,200	\$4,200	3	4
NENANA	\$0	\$0	\$1,524	\$4,392	\$1,719	\$5,196	3	3
NOME	\$0	\$0	\$1,319	\$4,164	\$1,697	\$5,357	2	2
NORTH SLOPE	\$0	\$0	\$2,550	\$2,550	\$2,010	\$5,050	3	3
NORTHWEST ARCTIC	\$0	\$402,751	\$1,800	\$1,800	\$2,640	\$2,640	3	3
PELICAN	\$0	\$0	\$1,783	\$5,691	\$1,710	\$5,228	3	3
PETERSBURG	\$0	\$0	\$1,686	\$5,108	\$2,333	\$7,133	3	3
PRIBILOF	\$0	\$33,157	\$1,876	\$5,691	\$2,297	\$7,008	3	3
RAILBELT	\$0	\$0	\$1,873	\$5,676	\$2,333	\$7,133	3	3
SITKA	\$0	\$0	\$1,494	\$4,500	\$2,011	\$6,045	1	1
SKAGWAY	\$0	\$0	\$1,896	\$5,700	\$1,720	\$5,197	3	3
SOUTHEAST	\$79,142	\$117,320	\$1,465	\$4,424	\$1,710	\$5,032	3	3
SOUTHWEST	\$0	\$0	\$1,265	\$3,834	\$1,710	\$5,183	2	2
ST. MARY'S	\$0	\$14,667	\$1,265	\$3,542	\$1,660	\$5,028	3	3
TANANA	\$0	\$0	\$1,922	\$5,876	\$2,333	\$7,133	3	3
UNALASKA	\$2,000	\$0	\$1,501	\$4,533	\$4,800	\$4,800	3	4
VALDEZ	\$0	\$0	\$1,460	\$4,424	\$1,826	\$5,548	5	3
WRANGELL	\$0	\$0	\$1,260	\$3,828	\$1,710	\$5,183	3	3
YAKUTAT	\$0	\$0	\$1,873	\$5,676	\$1,830	\$5,544	4	4
YUKON FLATS	\$0	\$71,135	\$1,800	\$4,017	\$2,444	\$4,500	4	4
YUKON/KOYUKUK	\$106,200	\$0	\$1,450	\$4,380	\$4,740	\$4,740	3	3
YUPIIT	\$7,000	\$47,678	\$1,560	\$3,000	\$1,800	\$4,040	2	2

	TRAVEL		CONTRACT	CONTRACT	CERTIFIED	CERTIFIED
	F89	F92	DAYS	DAYS	TEACHER	TEACHER
			F89	F90	FTE F89	FTE F92
ADAK	\$924	\$3,500	198	188	43	48
ALASKA GATEWAY	\$0	\$0	188	188	36	44
ALEUTIAN REGION	\$0	\$0	189	189	13	4
ALEUTIANS EAST	\$0	\$261		189		42
ANCHORAGE	\$0	\$0	188	188	2383	2679
ANNETTE ISLAND	\$0	\$0	188	188	39	39
BERING STRAIT	\$0	\$0	192	192	128	148
BRISTOL BAY	\$0	\$200	188	188	25	26
CHATHAM	\$0	\$0	188	185	39	42
CHUGACH	\$0	\$600	190	190	14	14
COPPER RIVER	\$0	\$0	183	183	45	47
CORDOVA	\$0	\$0	188	188	35	36
CRAIG	\$0	\$0	190	190	17	21
DELTA GREELY	\$0	\$0	188	188	60	61
DILLINGHAM	\$0	\$0	189	190	40	48
FAIRBANKS	\$0	\$0	188	189	863	953
GALENA	\$0	\$0	188	188	19	20
HAINES	\$0	\$145	187	187	32	38
HOONAH	\$0	\$0	190	190	19	20
HYDABURG	\$0	\$0	185	186	11	13
IDITAROD	\$0	\$0	188	188	40	35
JUNEAU	\$0	\$0	180	180	295	239
KAKE	\$0	\$0	189	189	19	17
KASHUNAMIUT	\$900	\$0	190	192	17	16
KENAI	\$0	\$0	188	188	569	653
KETCHIKAN	\$0	\$0	187	187	170	177
KLAWOCK	\$0	\$0	190	190	16	18
KODIAK	\$359	\$475	188	188	160	164
KUSPUK	\$0	\$0	188	188	45	48.8
LAKE & PENINSULA	\$530	\$370	187	187	47	54
LOWER KUSKOKWIM	\$428	\$450	190	190	233	244
LOWER YUKON	\$0	\$0	188	188	125	138
MAT-SU	\$0	\$0	183	183	495	624
NENANA	\$0	\$0	188	188	17.2	19
NOME	\$0	\$0	188	188	51	55
NORTH SLOPE	\$0	\$170	190	190	145	141
NORTHWEST ARCTIC	\$0	\$0	189	189	123	132
PELICAN	\$0	\$0	185	185	6	6
PETERSBURG	\$0	\$0	194	190	46	45
PRIBILOF	\$0	\$0	188	188	13	14
RAILBELT	\$0	\$0	188	188	30	27
SITKA	\$0	\$0	186	186	106	115
SKAGWAY	\$0	\$0	187	188	12	14
SOUTHEAST ISLAND	\$0	\$0	188	188	52	50
SOUTHWEST REGION	\$0	\$0	189	189	57	56
ST. MARY'S	\$0	\$0	188	188	15	14
TANANA	\$0	\$0	190	190	8	8
UNALASKA	\$0	\$0	190	190	17	22
VALDEZ	\$0	\$0	190	190	59	66
WRANGELL	\$0	\$0	187	187	41	38
YAKUTAT	\$0	\$0	190	190	14	15
YUKON FLATS	\$0	\$0	188	188	37	43
YUKON-KOYUKUK	\$0	\$0	190	190	50	51
YUPIIT	\$380	\$325	190	195	29.4	31

AASB CLASSIFIED SALARY REPORT 88-89& 1991-92

	1988-89 CLASSIFIED HOURLY WAGE			1991-92 CLASSIFIED HOURLY WAGE		
	CLERICAL	INSTRUCTIONAL AIDES	CUSTODIAL	CLERICAL	INSTRUCTIONAL AIDES	CUSTODIAL
ADAK	\$11.41	\$12.82	\$12.22	\$12.82	\$12.82	\$10.77
ALASKA GATEWAY	\$10.65	\$8.79	\$12.13	\$12.00	\$10.00	\$12.97
ALEUTIAN REGION	\$11.64	\$12.82	\$12.82	\$11.64	\$12.82	\$12.82
ALEUTIANS EAST	\$10.08	\$10.08	\$10.08	\$10.08	\$10.08	\$10.08
ANCHORAGE	\$9.40	\$9.40	\$8.00	\$11.60	\$10.40	\$8.24
ANNETTE ISLANDS	\$10.20	\$8.50	\$9.35	\$10.28	\$8.50	\$10.28
BERING STRAIT	\$10.66	\$10.45	\$10.45	\$11.20	\$10.98	\$10.98
BRISTOL BAY	\$12.95	\$11.24	\$11.77	\$12.99	\$14.29	\$11.81
CHATHAM	\$12.23	\$10.97	\$11.43	\$12.30	\$10.40	\$11.75
CHUGACH	\$8.75	\$8.75	\$8.75	\$9.20	\$9.20	\$9.20
COPPER RIVER	\$10.65	\$8.79	\$12.13	\$12.00	\$10.00	\$12.97
CORDOVA	\$9.37	\$9.08	\$8.78	\$9.74	\$9.44	\$9.44
CRAIG	\$10.52	\$9.00	\$9.00	\$10.52	\$9.00	\$9.00
DELTA/GREELY	\$11.56	\$11.56	\$11.56	\$11.56	\$11.05	\$11.56
DILLINGHAM	\$11.33	\$10.60	\$10.60	\$11.14	\$11.14	\$11.14
FAIRBANKS	\$12.44	\$11.47	\$13.13	\$15.31	\$9.75	\$11.39
GALENA	\$13.60	\$9.07	\$10.68	\$14.96	\$11.70	\$11.20
HAINES	\$11.46	\$10.45	\$10.45	\$11.46	\$10.45	\$10.45
HOONAH	\$11.31	\$9.37	\$11.28	\$11.76	\$9.74	\$11.73
HYDABURG	\$10.00	\$6.25	\$10.00	\$10.80	\$8.64	\$14.04
IDITAROD	\$11.65	\$10.10	\$12.35	\$13.75	\$12.05	\$12.65
JUNEAU	\$11.05	\$11.05	\$11.05	\$11.67	\$11.67	\$11.67
KAKE	\$9.75	\$8.10	\$8.85	\$10.62	\$9.57	\$10.62
KASHUNAMIUT	\$12.66	\$9.05	\$12.66	\$14.91	\$11.29	\$14.01
KENAI	\$9.96	\$9.96	\$9.96	\$14.05	\$11.19	\$11.19
KETCHIKAN	\$7.00	\$7.00	\$9.23	\$8.19	\$9.29	\$9.60
KLAWOCK	\$10.00	\$9.07	\$9.07	\$10.64	\$9.52	\$9.52
KODIAK	\$9.74	\$9.24	\$9.74	\$11.67	\$10.04	\$10.59
KUSPUK	\$8.50	\$8.00	\$8.00	\$9.55	\$8.90	\$8.90
LAKE AND PENINSUL	\$8.60	\$8.60	\$8.60	\$9.65	\$9.65	\$9.65
LOWER KUSKOKWIM	\$13.07	\$13.07	\$11.92	\$13.66	\$13.07	\$11.92
LOWER YUKON	\$11.57	\$11.57	\$11.97	\$12.94	\$12.03	\$12.03
MAT-SU*	\$10.18	\$10.18	\$8.21	\$14.15	\$10.19	\$13.35
NENANA	\$10.51	\$9.53	\$10.51	\$12.17	\$10.01	\$10.01
NOME	\$13.47	\$10.79	\$10.79	\$14.22	\$11.40	\$13.22
NORTH SLOPE	\$13.79	\$14.69	\$12.68	\$16.86	\$15.72	\$15.72
NORTHWEST ARCTIC	\$11.10	\$10.36	\$10.36	\$13.48	\$12.03	\$10.56
PELICAN	\$11.62	\$11.62	\$12.08	\$11.97	\$11.97	\$11.97
PETERSBURG	\$9.79	\$9.27	\$9.79	\$9.64	\$9.64	\$10.80
PRIBILOF	\$12.00	\$12.00	\$12.00	\$12.00	\$12.00	\$12.00
RAILBELT	\$11.00	\$10.06	\$11.39	\$12.01	\$10.98	\$12.43
SITKA	\$9.60	\$9.60	\$9.60	\$10.43	\$10.19	\$10.19
SKAGWAY	\$14.63	\$7.94	\$10.02	\$10.14	\$8.50	\$10.02
SOUTHEAST	\$9.65	\$8.62	\$8.62	\$11.21	\$8.62	\$8.62
SOUTHWEST	\$14.27	\$13.47	\$12.66	\$14.41	\$14.41	\$13.54
ST. MARY'S	\$12.24	\$11.55	\$11.55	\$11.90	\$11.90	\$11.90
TANANA	\$12.24	\$11.55	\$11.55	\$11.90	\$11.90	\$11.90
UNALASKA	\$11.96	\$10.00	\$11.00	\$11.50	\$10.50	\$11.50
VALDEZ	\$10.67	\$10.15	\$12.22	\$11.07	\$10.54	\$11.07
WRANGELL	\$11.50	\$10.00	\$9.70	\$10.45	\$9.85	\$10.35
YAKUTAT	\$8.25	\$7.75	\$7.75	\$9.10	\$9.10	\$8.50
YUKON FLATS	\$10.00	\$10.00	\$11.00	\$10.50	\$10.00	\$10.00
YUKON/KOYUKUK	\$12.93	\$9.45	\$9.07	\$10.93	\$9.76	\$9.37
YUPIIT	\$9.97	\$9.97	\$11.02	\$10.23	\$10.23	\$11.29