

ALASKA LEGISLATURE COMMITTEE FILES 1993-1994 8672

7784 HOUSE HEALTH EDUCATION & SOCIAL SERVICES

CLASSIFIED

	MEDICAL PREMIUM (monthly)				PAID LEAVE		SICK LEAVE	
	F89		F92		F89	F92	F89	F92
	SINGLE	FAMILY	SINGLE	FAMILY	DAYS	DAYS	DAYS	DAYS
ADAK	\$160.19		\$194.45		24	7	16	16
ALASKA GATEWAY	\$410.00		\$350.00	\$350.00	6	9	16	16
ALEUTIAN REGION			\$190.63	\$197.37		7		12
ALEUTIANS EAST			\$139.00	\$442.00		6		16
ANCHORAGE			\$343.00	\$343.00	6	6		12
ANNETTE ISLANDS	\$126.00	\$382.00	\$143.00	\$432.00	20	20	16	16
BERING STRAIT	\$176.00	\$176.00	\$157.48	\$422.34	17	18	12	12
BRISTOL BAY	\$111.00		\$142.53		8	25	16	16
CHATHAM	\$210.00	\$580.00	\$142.53	\$431.92	9	12	16	16
CHUGACH			\$142.53	\$431.92		16		12
COPPER RIVER	\$410.00		\$350.00	\$350.00	6	9	16	16
CORDOVA	\$130.00	\$394.00	\$142.53	\$431.92	19	19	16	16
CRAIG			\$142.53	\$431.92				16
DELTA/GREELY	\$161.00	\$491.00	\$220.67	\$542.82	20	21	16	16
DILLINGHAM	\$350.00		\$210.76	\$593.21	26	6	16	16
FAIRBANKS	\$314.00		\$395.42	\$395.42	33	30	14	14
GALENA	\$126.92	\$382.92	\$142.53	\$431.92	26	21	16	16
HAINES	\$276.00		\$136.16	\$421.00	9	6	16	16
HOONAH	\$126.00		\$143.25		17	17	16	16
HYDABURG	\$160.00		\$195.00		0	5	16	12
IDITAROD	\$358.00		\$358.33	\$358.33	25	22	16	16
JUNEAU	\$274.00		\$318.40	\$318.40	23.25	25	16	16
KAKE	\$366.00			\$400.00	19	18	16	16
KASHUNAMIUT			\$79.20	\$266.80		7		16
KENAI	\$300.00		\$348.00	\$348.00	24	25	16	16
KETCHIKAN	\$135.00	\$401.00	\$162.00	\$484.00	26	24	12	12
KLAWOCK	\$109.00		\$143.00	\$432.00	25	18	16	16
KODIAK	\$134.00	\$406.00	\$133.33	\$404.02	17	22	16	16
KUSPUK	\$49.00		\$109.29	\$295.08	7	18	16	12
LAKE AND PENINSULA	\$116.00		\$142.53		17	23	16	16
LOWER KUSKOKWIM	SELF		\$86.12	\$236.83	24	18	16	16
LOWER YUKON	\$147.00	\$438.00	\$146.95	\$437.93	24	22	12	12
MAT-SU	\$415.00			\$350.00	29	21	15	15
NENANA	\$127.00	\$366.00	\$143.00	\$433.00	6	6	12	12
NOME			\$141.39	\$446.43		24		16
NORTH SLOPE	\$56.00	\$219.00	\$167.50	\$420.83	26	36	15	10
NORTHWEST ARCTIC			\$200.00	\$200.00	14	14	16	16
PELICAN	\$0.00		\$143.00	\$432.00	0	20	16	16
PETERSBURG	\$145.00	\$395.00	\$171.57	\$524.49	25	22	16	16
PRIBILOF			\$191.45	\$583.97	11	11	16	16
RAILBELT	\$156.00	\$473.00	\$194.44	\$594.42	20	14	12	12
SITKA	\$138.00	\$415.00	\$164.00	\$492.00	22	22	16	15
SKAGWAY	\$0.00			\$432.00	22	22	16	16
SOUTHEAST	\$121.00	\$368.00	\$138.38	\$419.73	19	19	12	12
SOUTHWEST	\$105.00	\$320.00	\$142.53	\$431.92	9	6	16	16
ST. MARY'S	\$105.00	\$320.00	\$138.33	\$419.00	10	6	16	16
TANANA	\$105.00	\$320.00	\$138.33	\$419.00	10	6	16	16
UNALASKA		\$378.00		\$400.00	15	15	10	12
VALDEZ	\$100.00	\$305.00	\$153.00	\$462.00	21	27	15	15
WRANGELL	\$105.00	\$320.00	\$142.53	\$431.92	18	18	15	15
YAKUTAT	\$156.00		\$190.00		17	4	16	16
YUKON FLATS		\$220.00	\$180.00	\$335.00	12	24	14	16
YUKON/KOYUKUK		\$360.00		\$395.00	20	5	16	16
YUPIIT	\$43.00	\$158.00	\$140.00	\$320.00	8	7	14	16

	F89			F92				
	PERS EMPLOYER CONTRIB%	6.13% SBS	6.06% FICA (Y=YES)	FICA	PERS EMPLOYER CONTRIB %	6.13% SBS	6.20% FICA (Y=YES)	FICA
ADAK REGION SCHOOLS	13.00%		Y	6.06%	18.90%		Y	6.20%
ALASKA GATEWAY SCHOOLS			Y	6.06%	12.00%		Y	6.20%
ALEUTIAN REGION SCHOOL			Y	6.06%	0.00%		Y	6.20%
ALEUTIANS EAST					5.24%			
ANCHORAGE SCHOOL DISTRICT	9.67%		Y	6.06%	15.52%		Y	6.20%
ANNETTE ISLAND SCHOOLS	9.04%		Y	6.06%	13.30%		Y	6.20%
BERING STRAIT SCHOOLS	8.90%		Y	6.06%	11.50%		Y	6.20%
BRISTOL BAY BOROUGH SCHOOL	14.06%				17.69%			
CHATHAM SCHOOLS	3.40%		Y	6.06%	11.50%		Y	6.20%
CHUGACH SCHOOLS	5.40%				4.39%			
COPPER RIVER SCHOOLS	2.34%		Y	6.06%	8.57%		Y	6.20%
CORDOVA CITY SCHOOLS	13.72%		Y	6.06%	17.91%		Y	6.20%
CRAIG CITY SCHOOLS	17.83%		Y	6.06%	15.08%		Y	6.20%
DELTA/GREELY SCHOOLS	9.47%		Y	6.06%	12.00%		Y	6.20%
DILLINGHAM CITY SCHOOLS	16.74%		Y	6.06%	18.62%		Y	6.20%
FAIRBANKS NORTH STAR BOROUGH	0.51%		Y	6.06%	3.81%		Y	6.20%
GALENA CITY SCHOOL DISTRICT	3.70%		Y	6.06%	0.00%		Y	6.20%
HAINES BOROUGH SCHOOL DISTRICT	9.47%		Y	6.06%	12.00%		Y	6.20%
HOONAH CITY SCHOOLS	18.74%		Y	6.06%	22.83%		Y	6.20%
HYDABURG CITY SCHOOLS	4.19%				13.69%			
IDITAROD AREA SCHOOLS	5.17%		Y	6.06%	10.08%		Y	6.20%
JUNEAU BOROUGH SCHOOLS	6.96%		Y	6.06%	13.93%		Y	6.20%
KAKE CITY SCHOOLS			Y	6.06%	0.00%		Y	6.20%
KASHUNAMIUT SCHOOL DISTRICT	8.85%				10.75%			
KENAI PENINSULA BOROUGH SCHOOLS	13.15%		Y	6.06%	13.38%		Y	6.20%
KETCHIKAN GATEWAY BOROUGH	15.13%		Y	6.06%	18.69%		Y	6.20%
KLAWOCK CITY SCHOOLS			Y	6.06%	12.00%		Y	6.20%
KODIAK ISLAND BOROUGH SCHOOL	4.27%		Y	6.06%	8.25%		Y	6.20%
KUSPUK SCHOOL	4.65%		Y	6.06%	6.69%		Y	6.20%
LAKE & PENINSULA SCHOOLS	5.40%				7.33%			
LOWER KUSKOKWIM SCHOOLS	4.39%		Y	6.06%	9.24%		Y	6.20%
LOWER YUKON SCHOOL DISTRICT	10.01%		Y	6.06%	12.16%		Y	6.20%
MAT-SU BOROUGH SCHOOLS	7.53%	6.13%			9.59%	6.13%		
NENANA CITY SCHOOLS	7.29%		Y	6.06%	6.20%		Y	6.20%
NOME CITY SCHOOLS	9.36%		Y	6.06%	9.05%		Y	6.20%
NORTH SLOPE BOROUGH SCHOOL	5.40%		Y	6.06%	11.57%		Y	6.20%
NORTHWEST ARCTIC BOROUGH					59.40%			
PELICAN CITY SCHOOLS					17.96%			
PETERSBURG CITY SCHOOLS	13.56%				17.87%			
PRIBILOF SCHOOL DISTRICT			Y	6.06%	4.84%		Y	6.20%
RAILBELT SCHOOL DISTRICT	1.84%		Y	6.06%	0.00%		Y	6.20%
SITKA BOROUGH SCHOOLS	6.83%	6.13%			6.94%	6.13%		
SKAGWAY CITY SCHOOL	17.28%				25.29%			
SOUTHEAST ISLAND SCHOOLS	6.40%		Y	6.06%	4.03%		Y	6.20%
SOUTHWEST REGION SCHOOLS	3.46%				7.92%			
SAINT MARY'S SCHOOL DISTRICT	21.83%		Y	6.06%	17.73%		Y	6.20%
TANANA CITY SCHOOLS	9.83%				13.37%			
UNALASKA CITY SCHOOL DISTRICT	3.02%		Y	6.06%	6.19%			
VALDEZ CITY SCHOOLS	2.10%				12.22%			
WRANGELL CITY SCHOOLS	10.13%		Y	6.06%	15.86%		Y	6.20%
YAKUTAT CITY SCHOOL DISTRICT			Y	6.06%	0.00%		Y	6.20%
YUKON FLATS SCHOOLS			Y	6.06%	0.00%		Y	6.20%
YUKON/KOYUKUK SCHOOLS					0.00%			
YUPIIT SCHOOL DISTRICT			Y	6.06%	0.00%		Y	6.20%

DEPARTMENT OF EDUCATION

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

February 1, 1993

The attached material contains information utilized in computing the non-personnel component of the Alaska School Price Index (ASPI). The differentials in columns 2 through 10 are from the 1988 Alaska School District Profiles and Differential Study conducted by the McDowell Group. A copy of the table from pages 78-79 of the study is attached.

The Percent of Non-Personnel Component column indicates the average percent of total audited non-personnel expenditures for each object code of expense for the 8 base districts of the ASPI. The Non-Pers. DIFF column is the sum of the products of the individual differentials and the associated percentage in column 12. An example is presented below.

This material is intended as informational only. However, if you note a calculation error, please notify the department immediately.

Example: Adak School District

	A	B	
	McDowell	% of Non-	
	Differential	Pers. Comp.	A x B
Object 400	1.21	6.117%	0.0740157
Object 410	1.46	2.857%	0.0417122
Object 415	1.31	6.574%	0.0861194
Object 420	1.99	4.131%	0.0822069
Object 430	1.17	24.412%	0.2856204
Object 440	1.74	16.593%	0.2887182
Object 450	1.06	28.821%	0.3055026
Object 510	1.04	8.434%	0.0877136
Object 530	1.00	2.060%	0.0206
		Non-Pers DIFF:	1.27

ALASKA DEPARTMENT OF EDUCATION 2-1-93

% OF TOTAL ASPI: 0.92% 0.43% 0.99% 0.62% 3.66% 2.49% 4.32% 1.27% 0.31% = 15%

SCHOOL DISTRICT	PROF/ TECHNICAL 400	COMM 410	INSUR & BOND 415	TRAVEL 420	UTILITIES 430	OTHER SERVICES 440	SUPPLIES 450	EQUIP 510	OTHER 530	Non-Pers. DIFF.	Percent of Non-Personnel Component	
Adak	1.21	1.46	1.31	1.99	1.17	1.74	1.06	1.04	1.00	1.27	6.117%	400
Alaska Gateway	1.11	1.16	1.32	1.29	1.20	1.11	1.06	1.01	1.00	1.13	2.857%	410
Aleutian Region	1.20	1.02	1.39	1.68	1.28	1.69	1.06	1.03	1.00	1.27	6.574%	415
Aleutians East	1.20	1.02	1.53	1.68	1.28	1.69	1.06	1.03	1.00	1.27	4.131%	420
Anchorage	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	24.412%	430
Annette Island	1.12	1.29	1.38	1.35	1.83	1.03	0.91	1.00	1.00	1.24	16.593%	440
Bering Strait	1.12	1.38	1.38	2.37	1.85	1.35	1.07	1.03	1.00	1.39	28.821%	450
Bristol Bay	1.16	1.31	1.38	1.46	1.64	1.36	1.06	1.02	1.00	1.30	8.434%	510
Chatham	1.10	1.13	1.35	1.70	1.37	1.15	0.93	1.01	1.00	1.16	2.060%	530
Chugach	1.04	1.29	1.32	2.20	1.25	1.08	1.05	1.01	1.00	1.17	100.00%	Total
Copper River	1.06	0.90	1.32	1.12	1.19	1.11	1.05	1.01	1.00	1.11		
Cordova	1.10	1.15	1.24	1.14	1.73	1.17	1.05	1.02	1.00	1.25		
Craig	1.08	1.14	1.40	1.36	1.85	1.14	0.92	1.01	1.00	1.26		
Delta Greely	1.08	1.34	1.32	1.35	1.06	1.05	1.07	1.01	1.00	1.09		
Dillingham	1.16	1.49	1.31	1.42	1.31	1.35	1.05	1.02	1.00	1.21		
Fairbanks	0.97	1.11	1.00	1.20	1.00	1.00	1.08	1.00	1.00	1.03		
Galena	1.10	1.66	1.39	1.47	1.40	1.34	1.07	1.02	1.00	1.25		
Haines	1.08	1.15	1.00	1.06	1.12	1.15	0.92	1.01	1.00	1.04		
Hoonah	1.09	1.14	1.25	1.30	1.46	1.09	0.91	1.01	1.00	1.14		
Hydaburg	1.07	1.10	1.13	1.38	1.87	1.15	0.81	1.01	1.00	1.21		
Iditarod	1.11	1.32	1.40	1.36	1.26	1.21	1.04	1.02	1.00	1.17		
Juneau	1.00	1.16	1.00	1.00	0.96	1.00	0.93	1.01	1.00	0.98		
Kake	1.09	1.04	1.12	1.19	1.94	1.20	0.93	1.01	1.00	1.27		
Kashunamiut	1.14	1.66	1.19	1.66	1.45	1.50	1.06	1.02	1.00	1.28		
Kenai	1.01	1.19	1.00	1.03	0.96	1.00	1.06	1.00	1.00	1.01		
Ketchikan	1.00	1.05	1.00	1.31	1.06	1.00	0.92	1.00	1.00	1.01		
Klawock	1.08	1.46	1.30	1.41	2.00	1.14	0.91	1.01	1.00	1.30		

ALASKA DEPARTMENT OF EDUCATION 2-1-93

% OF TOTAL ASPI: 0.92% 0.43% 0.99% 0.62% 3.66% 2.49% 4.32% 1.27% 0.31% = 15%

SCHOOL DISTRICT	PROF/ TECHNICAL 400	COMM 410	INSUR & BOND 415	TRAVEL 420	UTILITIES 430	OTHER SERVICES 440	SUPPLIES 450	EQUIP 510	OTHER 530	Non-Pers. DIFF.	Percent of Non- Personnel Component	
Kodiak	1.06	1.43	1.00	2.23	1.17	1.14	1.05	1.02	1.00	1.15	6.117%	400
Kuspuk	1.10	1.43	1.40	1.52	1.32	1.33	1.04	1.02	1.00	1.21	2.857%	410
Lake & Peninsula	1.15	1.53	1.34	1.77	1.34	1.35	1.06	1.02	1.00	1.24	6.574%	415
Lower Kuskokwim	1.14	1.44	1.37	2.31	1.97	1.01	1.05	1.02	1.00	1.35	4.131%	420
Lower Yukon	1.09	1.59	1.36	2.40	1.47	1.40	1.05	1.02	1.00	1.30	24.412%	430
Mat-Su	0.99	1.08	1.00	1.01	0.97	1.00	1.06	1.00	1.00	1.01	16.593%	440
Nanana	0.97	1.70	1.37	1.38	1.28	1.04	1.07	1.01	1.00	1.15	28.821%	450
Noone	1.19	1.30	1.37	1.58	1.09	1.48	1.08	1.03	1.00	1.20	8.434%	510
North Slope	1.21	1.46	1.20	1.93	1.35	1.70	1.08	1.03	1.00	1.30	2.060%	530
Northwest Arctic	1.15	1.46	1.29	1.77	1.85	1.84	1.06	1.03	1.00	1.44	100.00%	Total
Palican	1.09	1.14	1.25	1.30	1.46	1.09	0.91	1.01	1.00	1.14		
Petersburg	1.07	1.31	1.37	1.30	1.00	1.06	0.94	1.00	1.00	1.04		
Prudhoe	1.40	1.56	1.32	2.47	1.28	1.93	1.04	1.04	1.00	1.36		
Railbelt	1.08	1.00	1.35	1.20	1.12	1.09	1.06	1.01	1.00	1.10		
Sitka	1.07	1.16	1.00	1.21	0.96	1.01	0.92	1.01	1.00	0.99		
Skagway	1.08	1.05	1.36	1.21	1.21	1.15	0.93	1.01	1.00	1.10		
Southeast Island	1.07	1.19	1.28	1.86	1.81	1.01	0.94	1.00	1.00	1.25		
Southwest Region	1.16	1.37	1.40	1.19	1.40	1.29	1.05	1.02	1.00	1.22		
ST. Mary's	1.13	1.60	1.38	1.58	1.38	1.40	1.05	1.02	1.00	1.25		
Tanana	1.10	1.66	1.39	1.47	1.40	1.34	1.07	1.02	1.00	1.25		
Unalaska	1.24	1.89	1.30	2.10	1.18	1.81	1.07	1.04	1.00	1.31		
Valdez	1.09	1.08	1.34	1.16	1.23	1.18	1.08	1.01	1.00	1.15		
Wrangell	1.10	1.22	1.37	1.34	0.96	1.04	0.93	1.00	1.00	1.03		
Yakutat	1.07	1.41	1.29	1.10	1.28	1.14	1.06	1.02	1.00	1.15		
Yukon Flats	1.09	1.46	1.33	2.08	1.31	1.38	1.08	1.02	1.00	1.25		
Yukon-Koyukuk	1.03	1.21	1.37	1.34	1.25	1.29	1.06	1.02	1.00	1.17		
Yupit	1.14	1.44	1.37	2.31	1.97	1.01	1.05	1.02	1.00	1.35		

ALASKA SCHOOL DISTRICT
PROFILES AND
DIFFERENTIAL STUDY

VOLUME I
SUMMARY AND ANALYSIS

PREPARED FOR:

LEGISLATIVE BUDGET AND AUDIT COMMITTEE
ALASKA STATE LEGISLATURE

PREPARED BY:

THE McDOWELL GROUP
A DIVISION OF
DATA DECISIONS GROUP, INC.

IN ASSOCIATION WITH
DR. NAT COLE

NOVEMBER, 1988



Table III-3

District Nonpersonnel Price Differentials

(Anchorage District Prices = 1.00)

District	Prof & Tech Services	Communi- cation	Insurance	Travel	Utilities	Other Services	Supplies Mat. & Media	Equipment
Southern Southeast								
Annette Island	1.12	1.29	1.38	1.35	1.83	1.03	0.91	1.00
Craig	1.08	1.14	1.40	1.36	1.85	1.14	0.92	1.01
Klawock	1.08	1.46	1.30	1.41	2.00	1.14	0.91	1.01
Hydaburg	1.07	1.10	1.13	1.38	1.87	1.15	0.81	1.01
Southeast Island	1.07	1.19	1.28	1.86	1.81	1.01	0.94	1.00
Urban Southeast								
Ketchikan	1.00	1.05	1.00	1.31	1.06	1.00	0.92	1.00
Wrangell	1.10	1.22	1.37	1.34	0.96	1.04	0.93	1.00
Petersburg	1.07	1.31	1.37	1.30	1.00	1.06	0.94	1.00
Sitka	1.07	1.16	1.00	1.21	0.96	1.01	0.92	1.01
Juneau	1.00	1.16	1.00	1.00	0.96	1.00	0.93	1.01
Central and Northern Southeast								
Kake	1.09	1.04	1.12	1.19	1.94	1.20	0.93	1.01
Chatham	1.10	1.13	1.35	1.70	1.37	1.15	0.93	1.01
Hoonah	1.09	1.14	1.25	1.30	1.46	1.09	0.91	1.01
Pelican*	NA	NA	NA	NA	NA	NA	NA	NA
Other Southeast								
Haines	1.08	1.15	1.00	1.06	1.12	1.15	0.92	1.01
Skagway	1.08	1.05	1.36	1.21	1.21	1.15	0.93	1.01
Yakutat	1.07	1.41	1.29	1.10	1.28	1.14	1.06	1.02
Prince William Sound								
Cordova	1.10	1.15	1.24	1.14	1.73	1.17	1.05	1.02
Chugach	1.04	1.29	1.32	2.20	1.25	1.08	1.05	1.01
Valdez	1.09	1.08	1.34	1.16	1.23	1.18	1.06	1.01
Copper River	1.06	0.90	1.32	1.12	1.19	1.11	1.05	1.01
Anchorage Urban Influence Area								
Anchorage (Base District)	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Matanuska-Susitna	0.99	1.08	1.00	1.01	0.97	1.00	1.06	1.00
Kenai Peninsula	1.01	1.19	1.00	1.03	0.96	1.00	1.06	1.00
Kodiak	1.06	1.43	1.00	2.23	1.17	1.14	1.05	1.02

Table III-3 continued

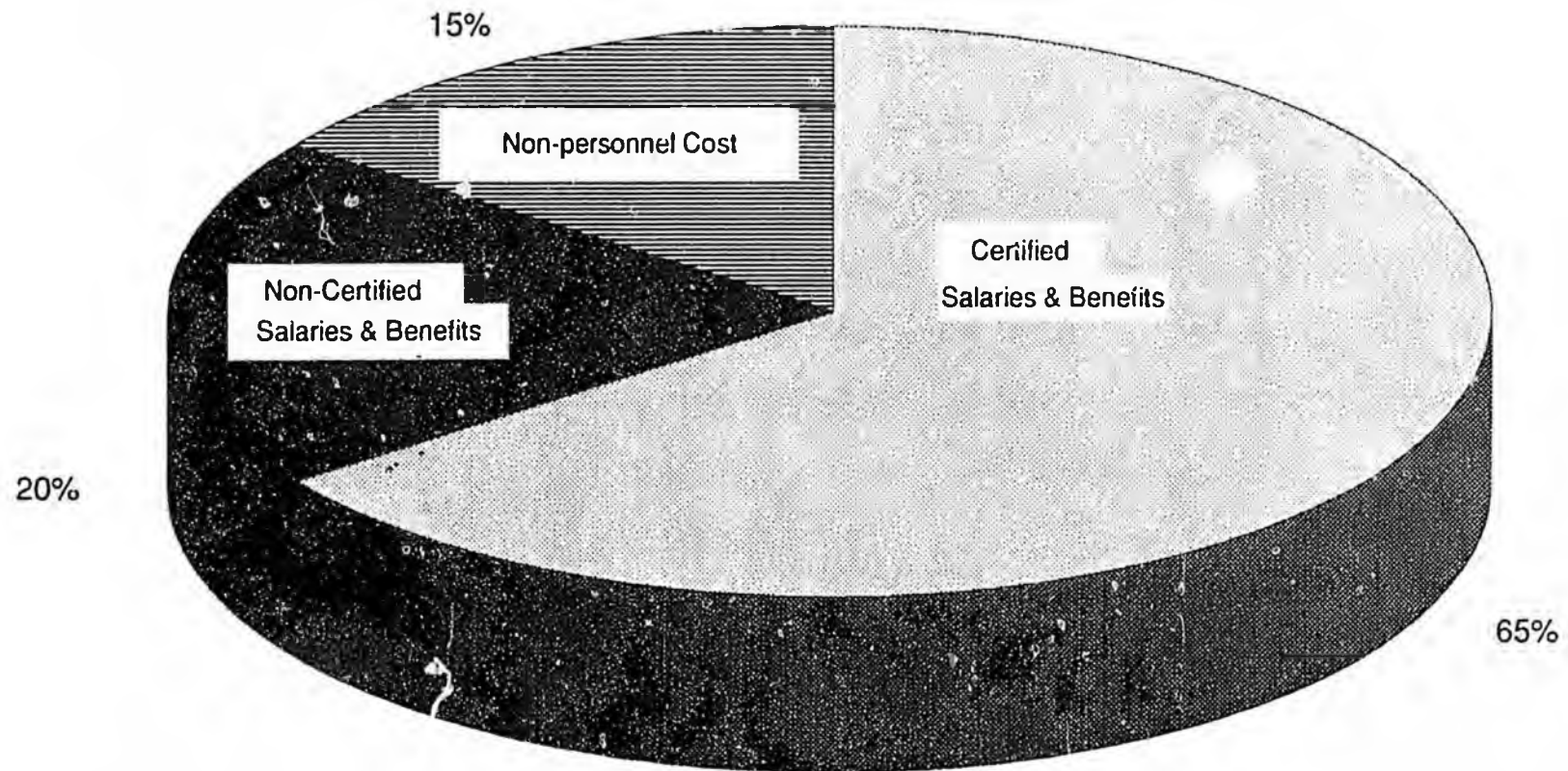
District Nonpersonnel Price Differentials

(Anchorage District Prices = 1.00)

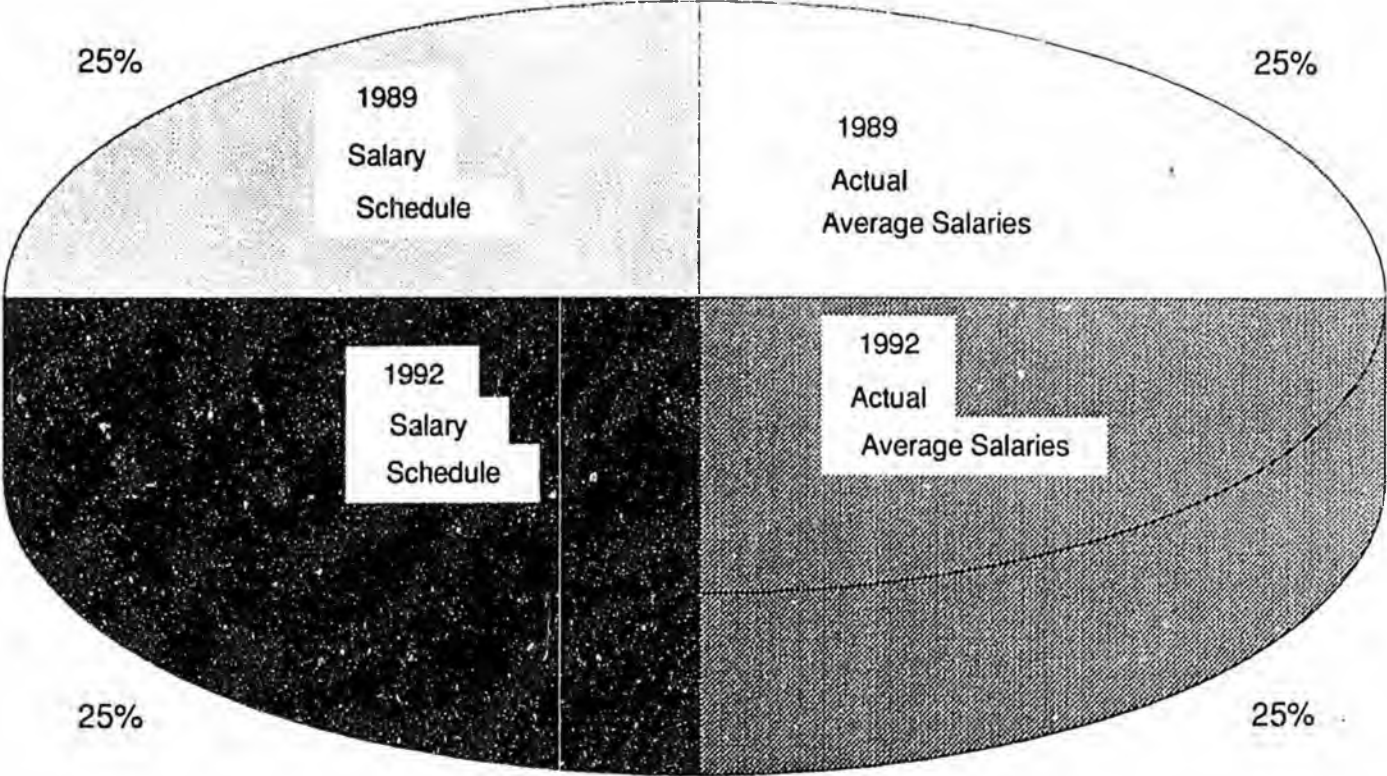
District	Prof & Tech Services	Communi- cation	Insurance	Travel	Utilities	Other Services	Supplies Mat. & Media	Equipment
Alaska Peninsula and Aleutian Islands								
Adak	1.21	1.46	1.31	1.99	1.17	1.74	1.06	1.04
Pribilofs	1.40	1.56	1.32	2.47	1.28	1.93	1.04	1.04
Aleutian (Region) East	1.20	1.02	1.39	1.68	1.28	1.69	1.06	1.03
Unalaska	1.24	1.89	1.30	2.10	1.18	1.81	1.07	1.04
Dillingham	1.16	1.49	1.31	1.42	1.31	1.35	1.05	1.02
Bristol Bay	1.16	1.31	1.38	1.46	1.64	1.36	1.06	1.02
Lake and Peninsula	1.15	1.53	1.34	1.77	1.34	1.35	1.06	1.02
Southwest	1.16	1.37	1.46	1.19	1.40	1.29	1.05	1.02
Yukon and Kuskokwim Delta								
Lower Kuskokwim	1.14	1.44	1.37	2.31	1.97	1.01	1.05	1.02
Yupik*	NA	NA	NA	NA	NA	NA	NA	NA
Kashunamiut	1.14	1.66	1.19	1.66	1.45	1.50	1.06	1.02
Lower Yukon	1.09	1.59	1.36	2.40	1.47	1.40	1.05	1.02
St. Mary's	1.13	1.60	1.38	1.58	1.38	1.40	1.05	1.02
Interior Remote								
Kuspuk	1.10	1.43	1.40	1.52	1.32	1.33	1.04	1.02
Iditarod	1.11	1.32	1.40	1.36	1.26	1.21	1.04	1.02
Galena	1.10	1.66	1.39	1.47	1.40	1.34	1.07	1.02
Yukon-Koyukuk	1.03	1.21	1.37	1.34	1.25	1.29	1.06	1.02
Yukon Flats	1.09	1.46	1.33	2.08	1.31	1.38	1.08	1.02
Tanana*	NA	NA	NA	NA	NA	NA	NA	NA
Interior Road System								
Alaska Gateway	1.11	1.16	1.32	1.29	1.20	1.11	1.06	1.01
Delta/Greely	1.08	1.34	1.32	1.35	1.06	1.05	1.07	1.01
Nenana	0.97	1.70	1.37	1.38	1.28	1.04	1.07	1.01
Rainier	1.08	1.00	1.35	1.20	1.12	1.09	1.06	1.01
Fairbanks	0.97	1.11	1.00	1.20	1.00	1.00	1.08	1.00
Arctic								
North Slope	1.21	1.46	1.20	1.93	1.35	1.70	1.08	1.03
Northwest Arctic	1.15	1.46	1.29	1.77	1.85	1.48	1.06	1.02
Nome	1.19	1.30	1.37	1.58	1.09	1.48	1.08	1.03
Bering Straits	1.12	1.38	1.38	2.37	1.85	1.35	1.07	1.03

*Not available Based on data provided by districts

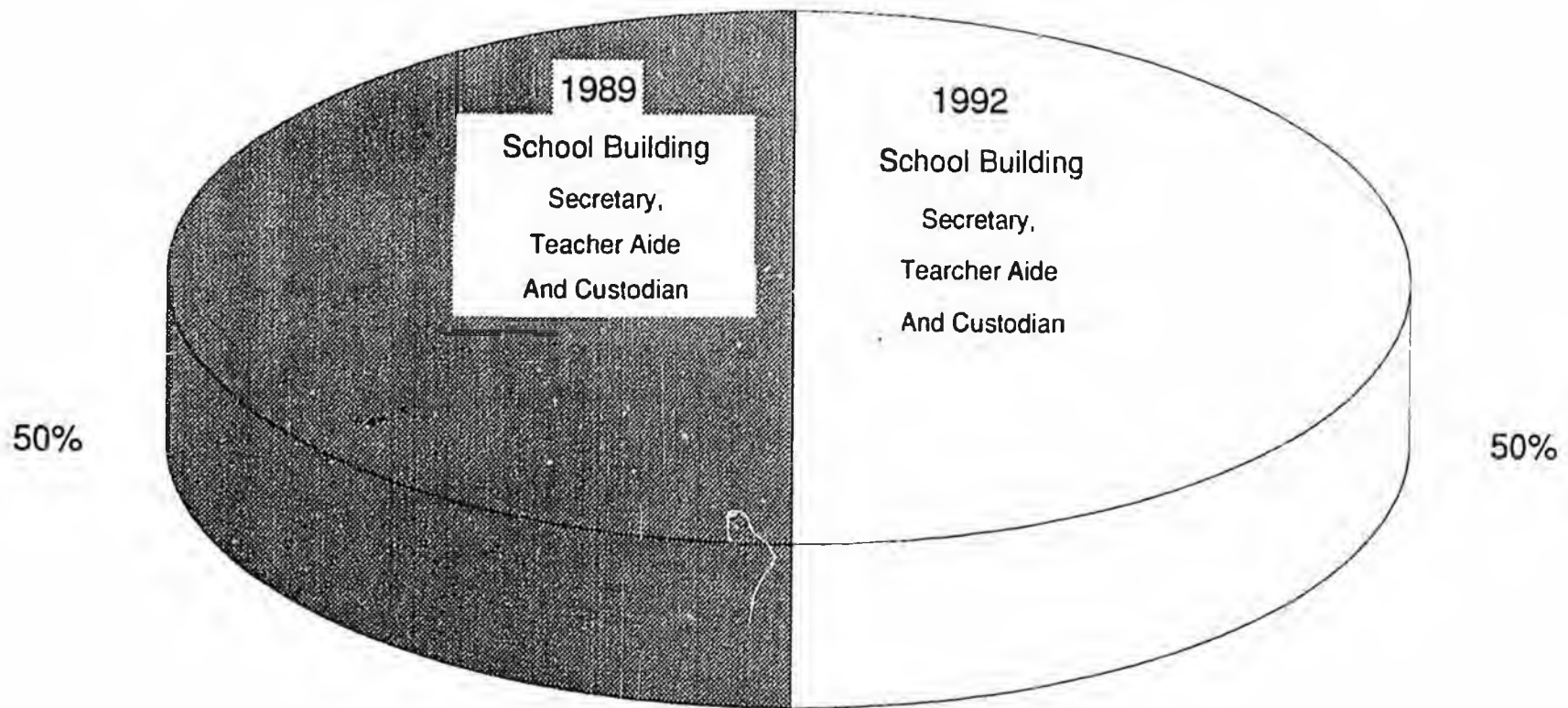
ALASKA SCHOOL PRICE INDEX (ASPI)



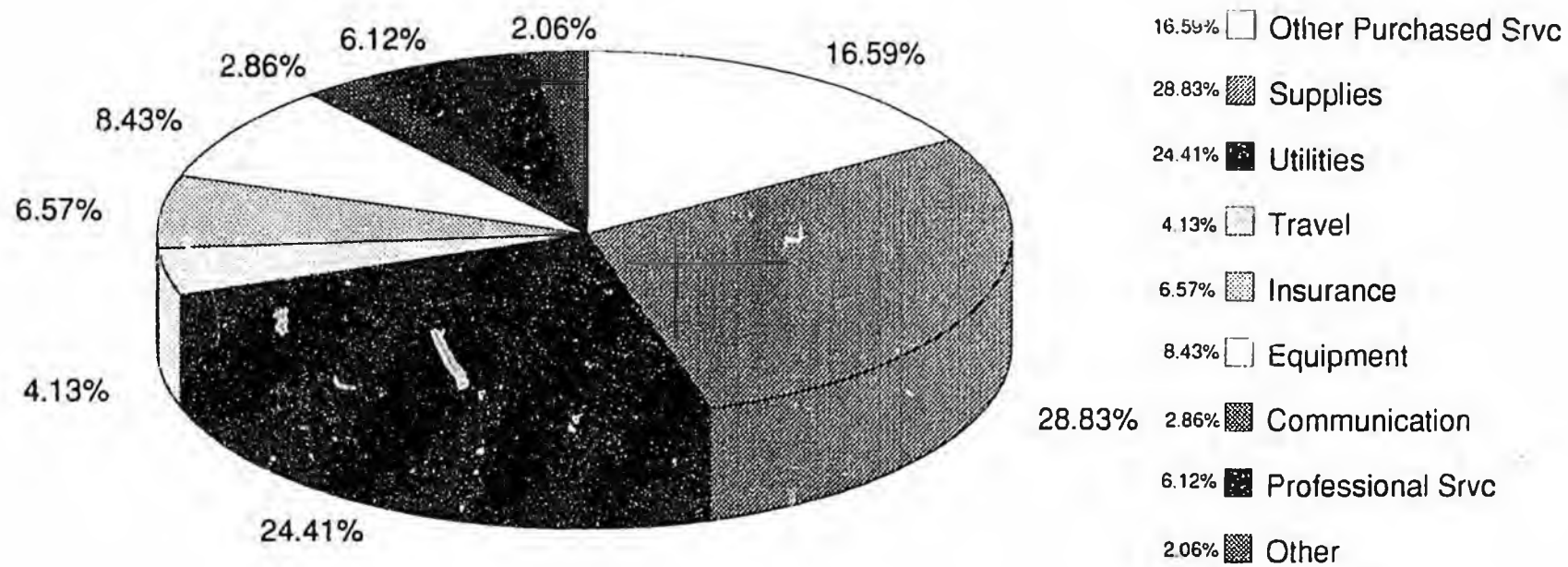
CERTIFIED SALARIES & BENEFITS (65% of ASPI)



NON-CERTIFIED SALARIES & BENEFITS (20% of ASPI)



NON-PERSONNEL (15% of ASPI)



Nonpersonnel Differential Market Basket

Professional and Technical Services (Code 400)

- Inservice Training Professional Services
- Legal Services
- Audit Services

Communications (410)

- Long Distance Telephone
- Local Telephone
- Postage

Insurance (415)

- Property Insurance
- Liability Insurance

Travel (420)

- Intradistrict Administrative Travel
- Outside of District Administrative Travel

Utilities (430)

- Electricity
- Heating Fuel
- Other Utilities

Other Services (440)

- Equipment Repair and Maintenance Service

Supplies, Materials and Media (450)

- Teaching Supplies
 - Tablets
 - Copying Paper
 - Elementary Workbook
- Office Supplies
 - Legal Pads
 - Copying Paper
 - Envelopes
- Maintenance and Janitorial Supplies
 - Paper Towels
 - Toilet Paper
 - Floor Compound
 - Disinfectant
- Textbooks
 - Textbooks
 - Teacher's Manual

Equipment (510)

- Computer
- VCR
- VCR Camera
- Copier



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street • Soldotna, AK 99669-7598 • Phone 907/262-5846 • Fax 907/262-9645

Post-It™ brand fax transmittal memo 767: # of pages ▶ 4

To: Gary Davis	From: Rick Swarner
Co.	Co.
Dept.	Phone #
Fax #	Fax #

March 25, 1993

Rep. Gary Davis
Room 15, Capitol
P. O. Box V
Juneau, AK 99811

Dear Gary:

Please make copies of the enclosed memo to the House of Representatives Health, Education and Social Services Committee and have it entered as testimony in support of HB 85.

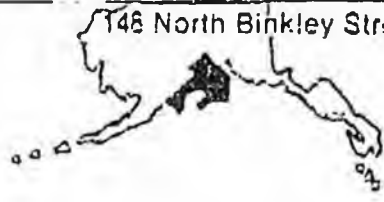
Thank you.

Sincerely,

Richard Swarner
Executive Director
Business Management

sg

FAX: 465-3835
Original via US Mail



March 12, 1993

M E M O R A N D U M

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

SB 62/HB 85

Summary

- A) I support the bill.
- B) I support an amendment - raise the 4 mill minimum required local contribution to 5, 6. or 7 mills

Rationale

Education Funding Problems

- 1) Tight funding for many school districts (cuts & inflation)
- 2) Inequitable formula - see handout (figure 5 & 6)
- 3) No forward funding
- 4) Poor enrollment projections for state budget

This bill addresses these problems

- 1) \$~~20~~²⁵+ million
- 2) Alaska School Price Index - adjustments by the Department of Education
- 3) Provides forward funding - last year's enrollment
- 4) Later reporting date

This bill is only a temporary fix for tight funding (problem # 1)

- Ketchikan's situation - budgeted maximum local contribution for past 5 years - would be back to cap soon.
- Cap's purpose - prevent rich districts from drastically outspending poor districts - does not work
- Situation feds - need to balance national budget state - facing reduced revenues local - support is low - see handout
- Solution - raise the cap (by raising the minimum)
 - instead of 4 mills - 5, 6, or 7 mills minimum
 - most school districts exceed 4 mills already
 - local governments would now have a choice

Submitted by :

Bruce Stanton
177 Shoup St., STG
Ketchikan, AK 99901

Home: 225-4436

Work: 225-5138

Report of the Joint Committee on School Performance
 Jan 1991

REAA's are not on this graph, they are exempt from local tax.

FIGURES

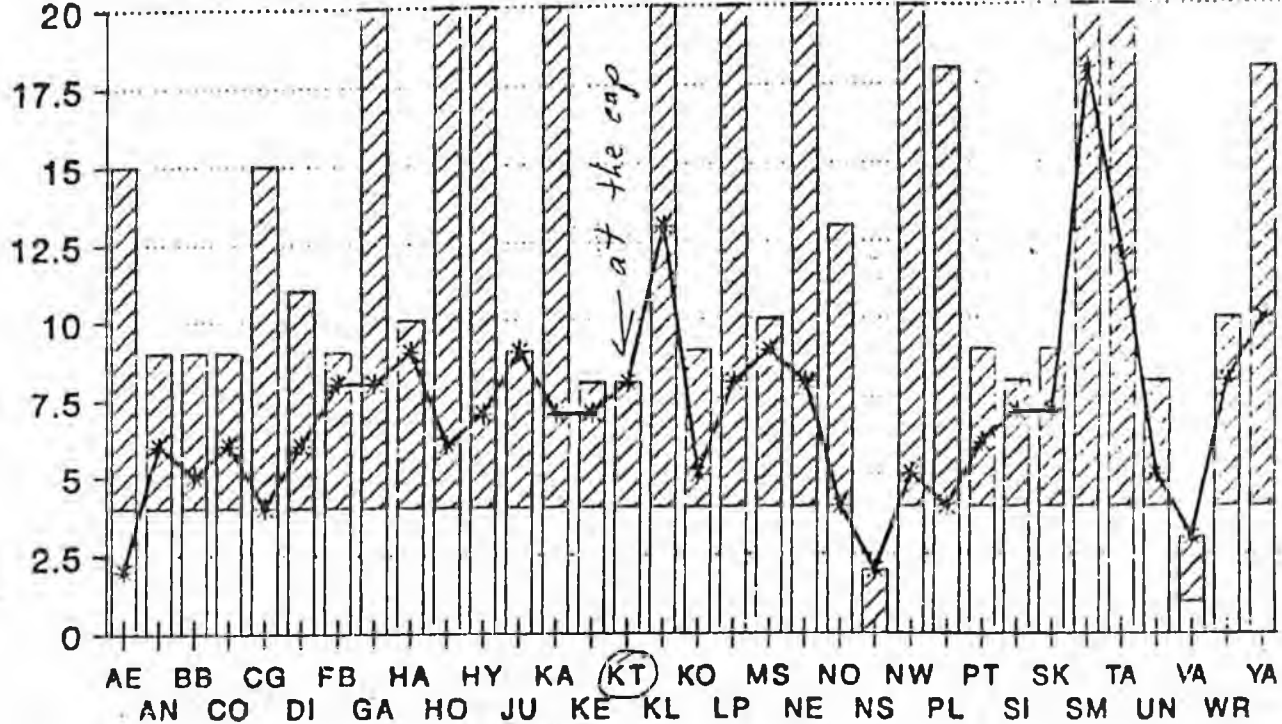
1990-91
 FY 91

City/Borough abbreviations

- Aleutians East - AE
- Anchorage - AN
- Bristol Bay - BB
- Cordova - CO
- Craig - CG
- Dillingham - DI
- Fairbanks - FB
- Galena - GA
- Haines - HA
- Hoonah - HO
- Hydaburg - HY
- Juneau - JU
- Kake - KA
- Kenai - KE
- Ketchikan - KT
- Klawock - KL
- Kodiak - KO
- Lake & Peninsula - LP
- Mat-Su - MS
- Nenana - NE
- Nome - NO
- North Slope - NS
- Northwest Arctic - NW
- Pellican - PL
- Petersburg - PT
- Sitka - SI
- Skagway - SK
- St. Mary's - SM
- Tanana - TA
- Unalaska - UN
- Valdez - VA
- Wrangell - WR
- Yakutat - YA

51

MILL EQUIVALENT OF TAX EFFORT
 REQUIRED, ALLOWABLE EXCESS & BUDGETED LOCAL EFFORT



This chart has been limited to 20 mills.

MINIMUM required local effort
 ALLOWABLE EXCESS 23% of basic need
* LOCAL CONTRIBUTIONS FY91 BUDGETED LOCAL REVENUE AS 14.17.250 (7) 'LOCAL CONTRIBUTIONS'

CORRECTION

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

SB 62/HB 85

Summary

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-most school districts exceed 4 mills already
-local governments would now have a choice

Submitted by :

Bruce Stanton

177 Shoup St., STG

Ketchikan, AK 99901

Home: 225-4436

Work: 225-5138

Federal

F-10. ESTIMATED PERCENT OF REVENUE FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS FROM THE FEDERAL GOVERNMENT, 1990-91

1. MISSISSIPPI	15.5
2. ALABAMA	13.2
3. ALASKA	12.6*
4. NEW MEXICO	11.9
5. SOUTH DAKOTA	10.5
6. LOUISIANA	9.9
7. DIST. OF COL.	9.5
8. TENNESSEE	9.4
9. ARKANSAS	9.1
10. MONTANA	8.9
11. HAWAII	8.7
12. SOUTH CAROLINA	8.5
13. KENTUCKY	8.4
14. OKLAHOMA	8.1
15. DELAWARE	7.9*
TEXAS	7.9*
17. WEST VIRGINIA	7.8
18. ILLINOIS	7.5
19. NORTH DAKOTA	7.5*
20. IDAHO	7.3*
21. CALIFORNIA	7.2
22. NEBRASKA	6.5*
23. GEORGIA	6.4*
24. UTAH	6.3
UNITED STATES	6.2
25. NORTH CAROLINA	6.2
26. OREGON	6.0
MAINE	6.0
28. FLORIDA	5.8
29. WASHINGTON	5.5
30. MISSOURI	5.4*
31. IOWA	5.3
32. PENNSYLVANIA	5.2
MASSACHUSETTS	5.2
WYOMING	5.2
35. INDIANA	5.1*
36. VERMONT	5.0*
ARIZONA	5.0
NEW YORK	5.0
OHIO	5.0
37. COLORADO	5.0*
41. KANSAS	4.9
MARYLAND	4.9
43. VIRGINIA	4.8
44. MICHIGAN	4.5*
45. MINNESOTA	4.3
46. RHODE ISLAND	4.0
CONNECTICUT	4.0
48. WISCONSIN	3.8*
NEVADA	3.8
50. NEW JERSEY	3.5
51. NEW HAMPSHIRE	2.4
MEAN	6.2
MEDIAN	6.0
RANGE	13.1
SDEV.	3.9
CV	52.9

Computed from NEA Research, Estimates data bank.

*Data estimated by NEA.

State

F-8. ESTIMATED PERCENT OF REVENUE FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS FROM STATE GOVERNMENTS, 1990-91

1. HAWAII	91.2
2. NEW MEXICO	76.2
3. WASHINGTON	73.9
4. KENTUCKY	70.4
5. CALIFORNIA	67.4
6. NORTH CAROLINA	66.7
7. ALABAMA	66.6
8. DELAWARE	66.1*
9. WEST VIRGINIA	65.4
10. ALASKA	63.6*
11. OKLAHOMA	61.4
12. GEORGIA	61.2*
ARKANSAS	61.2
14. IDAHO	60.4*
15. UTAH	57.0
16. LOUISIANA	56.5
17. INDIANA	56.4*
18. MISSISSIPPI	54.9
19. WYOMING	53.4
20. MAINE	53.3
21. FLORIDA	52.9
22. MINNESOTA	52.5
23. SOUTH CAROLINA	52.4
24. IOWA	52.3
UNITED STATES	48.9
25. NORTH DAKOTA	48.2*
26. TENNESSEE	48.0
27. KANSAS	44.5
28. RHODE ISLAND	44.2
29. PENNSYLVANIA	43.5
30. ARIZONA	43.2
31. TEXAS	43.1*
32. OHIO	42.9
33. MONTANA	42.8
34. CONNECTICUT	42.1
35. NEW YORK	41.2
36. WISCONSIN	40.9*
37. NEVADA	40.1
38. MISSOURI	39.6*
39. COLORADO	38.8*
40. NEW JERSEY	38.3
MARYLAND	38.3
42. VERMONT	37.0*
43. MASSACHUSETTS	36.9
44. ILLINOIS	36.7
45. MICHIGAN	35.4*
46. VIRGINIA	35.0
47. OREGON	26.7
48. NEBRASKA	25.8*
49. SOUTH DAKOTA	25.7
50. NEW HAMPSHIRE	7.3
DIST. OF COL.	NA
MEAN	48.9
MEDIAN	48.1
RANGE	83.9
SDEV.	17.1
CV	35.0

Computed from NEA Research, Estimates data bank.

Local

F-6. ESTIMATED PERCENT OF REVENUE FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS FROM LOCAL GOVERNMENTS, 1990-91

1. DIST. OF COL.	90.5
2. NEW HAMPSHIRE	90.3
3. NEBRASKA	67.7*
4. OREGON	67.2
5. SOUTH DAKOTA	63.8
6. VIRGINIA	60.1
7. MICHIGAN	60.0*
8. NEW JERSEY	58.1
9. VERMONT	58.0*
MASSACHUSETTS	58.0
11. MARYLAND	56.8
12. COLORADO	56.3*
13. NEVADA	56.2
14. ILLINOIS	55.8*
15. WISCONSIN	55.3*
16. MISSOURI	55.0*
17. CONNECTICUT	53.9
18. NEW YORK	53.8
19. OHIO	52.1
20. RHODE ISLAND	51.8
21. ARIZONA	51.7
22. PENNSYLVANIA	51.3
23. KANSAS	50.5
24. TEXAS	49.0*
25. MONTANA	48.3
UNITED STATES	44.9
26. NORTH DAKOTA	44.3*
27. MINNESOTA	43.2
28. TENNESSEE	42.6
29. IOWA	42.3
30. WYOMING	41.4
31. FLORIDA	41.3
32. MAINE	40.7
33. SOUTH CAROLINA	39.1
34. INDIANA	38.5*
35. UTAH	36.6
36. LOUISIANA	33.7
37. GEORGIA	32.4*
38. IDAHO	32.3*
39. OKLAHOMA	30.5
40. ARKANSAS	29.7
41. MISSISSIPPI	29.6
42. NORTH CAROLINA	27.2
43. WEST VIRGINIA	26.8
44. DELAWARE	25.9*
45. CALIFORNIA	25.4
46. ALASKA	23.7*
47. KENTUCKY	21.2
48. WASHINGTON	20.6
49. ALABAMA	20.2
50. NEW MEXICO	11.9
51. HAWAII	0.1
MEAN	44.9
MEDIAN	44.3
RANGE	90.4
SDEV.	16.6
CV	37.0

Computed from NEA Research, Estimates data bank.

Report of the Joint Committee on School Performance
Jan 1991

REAA's are not on this graph, they are exempt from local tax.

FIGURES

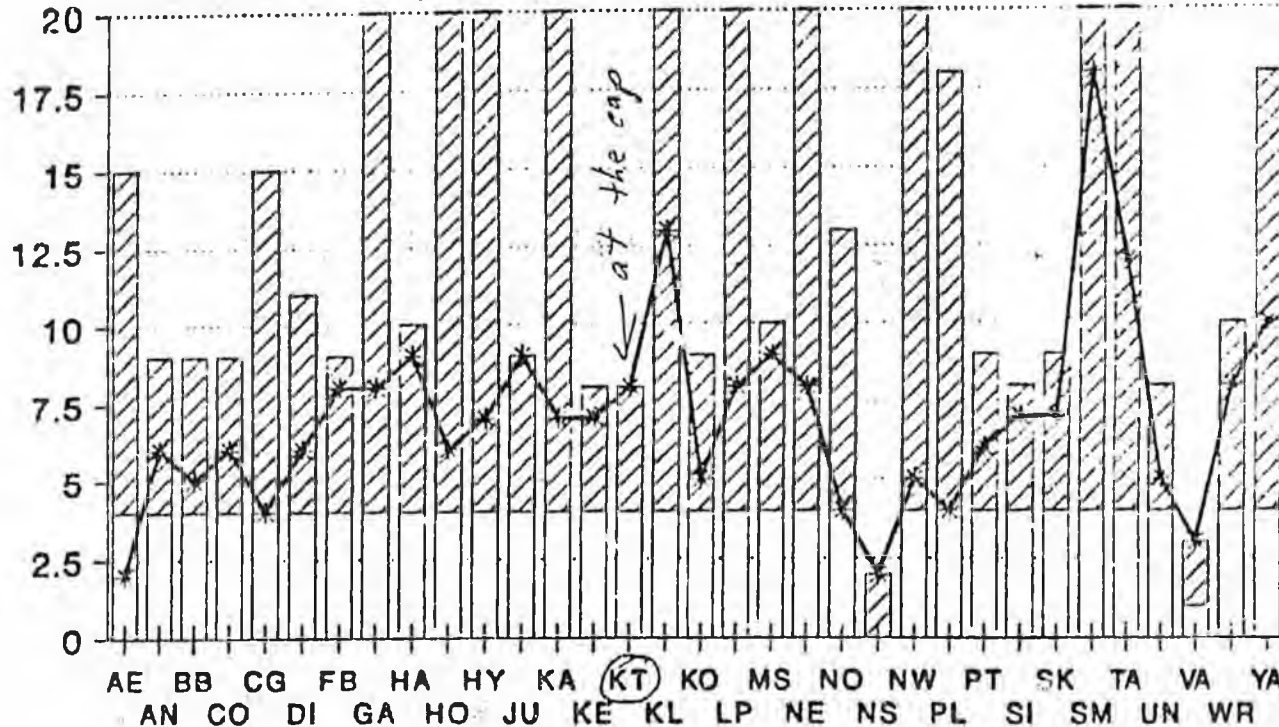
1990-91
 FY 91

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- Hoonah - HO
- Hydaburg - HY
- Juneau - JU
- Kake - KA
- Kenai - KE
- Ketchikan - KT
- Klawock - KL
- Kodiak - KO
- Lake & Peninsula - LP
- Mat-Su - MS
- Nenana - NE
- Nome - NO
- North Slope - NS
- Northwest Arctic - NW
- Pelican - PL
- Petersburg - PT
- Sitka - SI
- Skagway - SK
- St. Mary's - SM
- Tanana - TA
- Unalaska - UN
- Valdez - VA
- Wrangell - WR
- Yakutat - YA

15

MILL EQUIVALENT OF TAX EFFORT
 REQUIRED, ALLOWABLE EXCESS & BUDGETED LOCAL EFFORT



This chart has been limited to 20 mills.

□ MINIMUM
 required
 local effort

▨ ALLOWABLE
 EXCESS
 23% of
 basic need

* LOCAL CONTRIBUTIONS
 FY91 BUDGETED
 LOCAL REVENUE

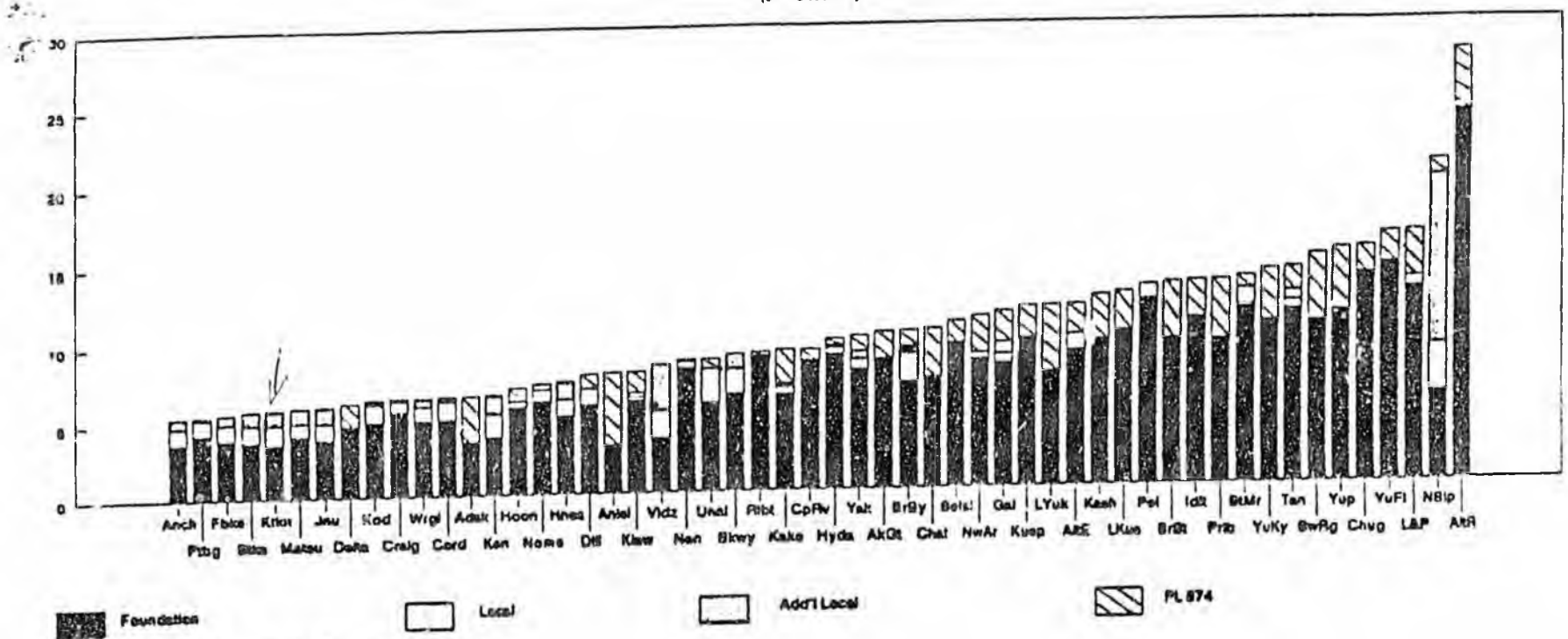
AS 14.17.250 (7) LOCAL CONTRIBUTI 5

Report of the Joint Committee on School Performance

FIGURE 6

Jan 1991

Estimated Per ADM Revenue from All Sources
(\$ Thousands)



Prepared by the Legislative Research Agency, December 1988 (91-607)

HB 85

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

LEGISLATIVE TESTIMONY: HOUSE HESS

FEBRUARY 23, 1993

TOPIC: House Bill 85: An Act relating to the public school foundation program.

The Anchorage School Board as part of its 1993 legislative priorities supports early and full-funding for education at an amount equivalent to at least a \$61,000 instructional unit value to meet growing service demands. If the School Foundation Program is retained, the Board supports rewriting the formula in a way that is more equitable for Anchorage than the existing one.

We recognize the difficulty in rewriting the Foundation Formula. However, the Alaska school price index as currently proposed in House Bill 85 does not provide a distribution of available resources which is more equitable for Anchorage. In fact, it is less equitable than the current program.

The Alaska school price index proposal calls for an additional \$12.5 million, or a 2.2% increase over the current amount allocated under the School Foundation Program. Of that amount, Anchorage's share is \$474,000, or .27%. If the same \$12.5 were added to the existing School foundation Program, it would raise the Instructional Unit Value from \$61,000 to approximately \$62,000.

For each \$1000 increase in the Instructional Unit Value, an additional \$3.75 million would come to the Anchorage School District to meet its operating needs. With a projected revenue shortfall of between \$10 - \$13 million, any increase in the Instructional Unit Value would greatly assist us in reducing this deficit.

We therefore respectfully request that the Alaska State Legislature rewrite the School Foundation Program in a manner which is both more equitable, not less equitable to Anchorage School District and provides for full and early funding for education

Post-It™ brand fax transmittal memo 7671		# of pages >
To	Don Sandler	From
Co.	Hess	Co.
Dept.		Phone #
Fax #	465-6795	Fax #



HB 85

Alaska State Legislature

Please enter into the record my testimony to the HOUSE HESS
 committee name
 committee on H.B. 85, dated FEB 23, 1993
 bill/subject

FIRST, I'D LIKE TO THANK GOVERNOR HICKLE, COMMISSIONER COVEY, AND THE DEPT. OF EDUCATION FOR THEIR LEADERSHIP IN THE PROCESS WHICH PROVIDED THE GENESIS FOR THIS BILL, BY WHICH I MEAN THE ALASKA 2000 INITIATIVE.

THE EXISTING FOUNDATION FUNDING LAW, WITH ITS AREA COST DIFFERENTIAL, IS WIDELY RECOGNIZED AS FLAWED IN ITS MEANS OF FAIRLY DIVIDING STATE EDUCATION DOLLARS TO ALASKA'S VARIOUS DISTRICTS.

THE "SCHOOL PRICE INDEX" USED IN H.B. 85 IS A MUCH MORE RATIONAL AND FAIR MEASURE OF NEED, SINCE IT REFLECTS THE ACTUAL COSTS OF SCHOOL OPERATION.

SITKA, AS A SINGLE SITE DISTRICT, WOULD BENEFIT FROM PASSAGE OF H.B. 85, SO I URGE THIS COMMITTEE, AND THE HOUSE OF REPRESENTATIVES, TO SUPPORT ITS PASSAGE.

Signed: Michael Litman MICHAEL LITMAN

Testifier

SCHOOL BOARD OF SITKA SCHOOL DISTRICT

Representing (Optional)

P.O. Box 179 SITKA, AK. 99835

Address

(907) 747-3660 (WORK)

Phone No.

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MARCH 15, 1993

HOUSE BILL 85: An Act relating to the public school foundation program.

The primary concern of the Bill appears to be ensconced within its positive aspects. Gifted education has been removed from the realm of Special Education by creating a new Section (Sec. 14.17.048) within the law. The results of this change are that Gifted Education will no longer be mandated by the State of Alaska. As a result there are no safeguards to ensure the gifted student will be provided an education appropriate for the his/her needs.

A second concern is the funding made available to District's to provide such program needs. If this bill were to pass as is, the funding for Gifted Education would be significantly reduced.

There is no reason to expect the public demand for Gifted Education to end. However, what will no longer be assured is supportive funding to meet the demand for Gifted Education. As a result, we can not support this aspect of the Bill. We therefore recommend that Gifted Education be placed back with the mandates of Special Education.

... related issue, Myra Howe (D.O.E.) has informed me regarding a Bill (no sponsor or number) related to Special Education, whereas Gifted Education is being maintained within the Special Education mandates. This Bill we support since it has direct consequences to Federal funding, i.e. our Federal Funds will be in jeopardy if the legislature does not take action. The contents of this Bill are those in which Jim Rich tried to get passed by last years legislature. We were will into the 92-93 school year before we received approval, with assurances, of our Federal funds. I have only this morning received this proposed legislation, and have not had time to read it fully, however from what was explained to me by Myra, we would support this proposal.

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

P.O. Box 1092

Palmer, Alaska 99645

(H) 746-0249



Alaska State Legislature

House of Representatives

COMMITTEE ON HEALTH, EDUCATION
AND SOCIAL SERVICES

FEBRUARY 23, 1993

DATE: 1/23/93

PLACE: Capitol Room 106

SUBJECT OF MEETING:

HB 66: MUNICIPAL PROPERTY TAX EXEMPTION
(HELD FROM 2/22/93)

*HB 85: PUBLIC SCHOOL FOUNDATION PROGRAM
(HELD FROM 2/18/93)

NAME	REPRESENTING	BUSINESS/PERSONAL MAILING ADDRESS	ZIP	(H) PHONE	(W) PHONE	DO YOU WANT TO TESTIFY?		WHAT SUBJECT/ WHICH BILL?
✓ C. N. Rose	Assoc of AK Sch Bds.	Juneau	99801	6-1083	6-1083	<input checked="" type="radio"/>	<input type="radio"/>	HB 85
Harriet H. Roberts	AARP	"	"	463-3234		<input type="radio"/>	<input checked="" type="radio"/>	
Charlotta Brown	North Slope Borough School District	Barrow Ave	99725	822-3601	0260	<input type="radio"/>	<input checked="" type="radio"/>	
✓ DUNE GUILLEY	DOE ✓	Juneau	99801	5-2891		<input checked="" type="radio"/>	<input type="radio"/>	HB 85
Bob Bingham	AARP	157 Behronda Ave	99801	6-2120		<input type="radio"/>	<input checked="" type="radio"/>	
✓ Bruce Geraghty	DCRA	Juneau		4700		<input checked="" type="radio"/>	<input type="radio"/>	HB 66
						<input type="radio"/>	<input type="radio"/>	
✓ Marie Markie	NACFE	P.O. 2-1283 Juneau	99802			<input checked="" type="radio"/>	<input type="radio"/>	HB 66
						<input type="radio"/>	<input type="radio"/>	
✓ Kent Swisher	ANL	217 2nd St Juneau	99801		5861225	<input checked="" type="radio"/>	<input type="radio"/>	HB 66
						<input type="radio"/>	<input type="radio"/>	
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						<input type="radio"/>	<input type="radio"/>	

TCN: 30248 DATE & TIME: 02/23/93 15:00 TO 17:00 STATUS: 7 STATE: IN

PARTICIPANTS IN: JUNEAU

JNU

58	2	OBSERVE		OBSV. HB 85
			AK	(907)000-0000
59	2	OBSERVE		OBSV. HB 85
			AK	(907)000-0000
60	2	OBSERVE		OBSV. HB 85
			AK	(907)000-0000

PARTICIPANTS IN: MATSU

MAT

1 MS.	CARLENE SANDERS			OBSV. HB 85
	P.O. BOX 877492	WASILLA	AK	99687 (907)376-2912
2 MR.	JAMES SANDERS			OBSV. HB 85
	P.O. BOX 877492	WASILLA	AK	99687 (907)376-2912
3 MR.	VIRGIL POPPERT			OBSV. HB 85
	890 E. RAILROAD AVENUE		AK	99654 (907)376-5541
4 MS.	ROSE PALMQUIST			TSFY. HB 85
	TALKEETNA AVE.	WASILLA	AK	99687 (907)376-2274

PARTICIPANTS IN: NOME

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1 MS.	LINDA CONLEY			NOME CITY CLERK OBSV. HB 66
	P. O. BOX 281	NOME	AK	99762 (907)443-5242

PARTICIPANTS IN: SITKA

SIT

1 MR.	MIKE LITMAN			SITKA SCH. BRD. OBSV. HB 85
	BOX 1971	SITKA	AK	99835 (907)747-3660
2 MRS.	SUSAN LITMAN			OBSV. HB- 85
	BOX 1971	SITKA	AK	99835 (907)747-3660

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SOL

1 MR.	DICK SWARNER			KPBSD TSFY. HB 85
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1 MS.	CATHERINE WILSON			AKGTWY SCH DIST OBSV. HB 85
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VAL

1 MR.	GREG WILLIAMS			KCHU OBSV. ALL ITEMS
	P.O. BOX 467	VALDEZ	AK	99686 (907)835-4665
2 MR.	JOHN TONGEN			CITY SCHOOL OBSV. HB 85
	P.O. BOX 398	VALDEZ	AK	99686 (907)835-4357



Alaska State Legislature

House of Representatives

COMMITTEE ON HEALTH, EDUCATION
AND SOCIAL SERVICES

FEBRUARY 23, 1993

DATE: 2/23/93

PLACE: Capitol Room 106

SUBJECT OF MEETING:
 HB 66: MUNICIPAL PROPERTY TAX EXEMPTIONS
 (HELD FROM 2/22/93)
 *HB 85: PUBLIC SCHOOL FOUNDATION PROGRAM
 (HELD FROM 2/18/93)

NAME	REPRESENTING	BUSINESS/PERSONAL MAILING ADDRESS	ZIP	(H) PHONE	(W) PHONE	DO YOU WANT TO TESTIFY?	WHAT SUBJECT/ WHICH BILL?
✓ C. N. Rose	Assoc of AK Sch Bds.	Juneau	99801	6-1083	6-1083	(Y) N	HB 85
Harriet H. Roberts	AARP	"	"	463-3234		Y (N)	
Charles W. Brower	North Slope Borough School District	Barrow Ave	99775	852-3601	0260	Y (N)	
✓ DUNE GUILLEY	DOE ✓	JUNEAU	99801	5-2891		(Y) N	HB 85
Bob Berghill	AARP	157 Behrend Ave	99801	6-2660		Y (N)	
✓ Bruce Geary	DCRA	Juneau		4700		(Y) N	HB 66
						Y N	
✓ Marie Davlin	NARFE	Box 1283 Juneau	99802			(Y) N	HB 66
						Y N	
						Y N	
						Y N	



Alaska State Legislature

House of Representatives

COMMITTEE ON HEALTH, EDUCATION
AND SOCIAL SERVICES

DATE: FEBRUARY 23, 1993

PLACE: Capitol Room 106

SUBJECT OF MEETING:

HB 66: MUNICIPAL PROPERTY TAX EXEMPTIONS
(HELD FROM 2/22/93)
*HB 85: PUBLIC SCHOOL FOUNDATION PROGRAM
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						Y	N	
✓ Kent Swisher	ANML	217 2nd St Juneau	99801		5861725	<input checked="" type="radio"/>	<input type="radio"/>	HB 66
						<input type="radio"/>	<input type="radio"/>	
						<input type="radio"/>	<input type="radio"/>	
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ASSOCIATION OF ALASKA SCHOOL BOARDS

316 West 11th Street, Juneau, Alaska 99801-1510 • Tel. (907) 586-1083 • Fax (907) 586-2995

Advocates for Alaska's Youth

February 17, 1993

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Cathy Fliris

YUPIIT

Michael Williams

EXECUTIVE

DIRECTOR

Carl F.N. Rose

Representative Con Bunde
Representative Cynthia Toohey
Co-Chairs
House Health Education and Social Services Committee
Alaska State Legislature
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 4 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 provisionally 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 provisionally certificated employees.*
- *Provisionally 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 ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
ALASKA ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
ALASKA ASSOCIATION OF SCHOOL ADMINISTRATORS

• ALASKA COUNCIL OF SCHOOL ADMINISTRATORS •
326 Fourth St., Suite 404 Juneau, AK 99801-1101 (907) 586-9702 FAX (907) 586-5879

POSITION PAPER

HOUSE BILL 85 PUBLIC SCHOOL FOUNDATION PROGRAM

The Alaska Council of School Administrators supports the concepts of House Bill 85.

The challenge to redesign the existing school foundation formula is a great challenge. The Department of Education has attempted to address the several areas which have plagued the existing formula since it's beginning.

By establishing the school price index, the area cost differential will be replaced by a mechanism which is based on the actual cost of providing education rather than a very political set of numbers.

We support the meshing of the gifted and the vocational count into the general fund. This will reduce existing paper work and will allow more time working directly with students rather than being bogged down in the identification, screening qualified students and having to follow a very time consuming procedure.

We are concerned with the hold harmless clause as it effects 14 single sites districts. We have been working with the Department to rectify the situation. We believe that, since single site schools have been receiving supplemental appropriations for so many years, this supplemental calculation must be incorporated into the new formula.

We have also requested the Department of Education of revisit the funding community issue. However, at this time their intention is to retain the existing funding community count which is provided in the new formula.

We also know that this new funding proposal cannot be implemented without full funding to meet the changes recommended in the formula and believe that the funding must follow the formula change through the entire legislative process. Without the funding, the formula changes will not be effective.

With these recommended changes, we believe the new formula will continue to provide equity among districts, resolve the single site issue, provide a mechanism for reducing some administrative record keeping and infuse some additional financial resources into many of the school districts.

Stephen T. McPhetres
Executive Director

Family, friends keep federal retirees in Alaska

How well are federal retirees doing in Alaska? And why do they stay in the state after they retire?

That was the focus of a survey conducted by the Alaska Federation of the National Association of Retired Federal Employees (NARFE) of its members over the past two years.

The 1990-91 survey, sent to 1,347 retired federal workers, survivors of workers and current workers, brought 458 responses - a 34 percent rate of return, according to a recently-released report on the findings.

"Why they remain in Alaska had many answers, but family and friends, and the Alaska lifestyle were priorities," said Marie Darlin, federation president.

One third of those responding to the survey had been here over 40 years and consider Alaska their home.

"The comments included, 'I was born here,' 'quiet lifestyle,' 'room to move around,' 'I love it,' and even 'my wife won't let me leave.'

Some said they could not afford to leave and others listed the benefits available to Alaskan seniors as good reasons to stay.

Many of those answering the survey were worried about the effects of inflation on their retirement income and how long they could afford to remain in Alaska, Darlin said.

Comments indicated that perhaps 40 percent would be forced to leave Alaska if current benefits

Retain benefits, give more recognition

The 1990-91 survey of federal retirees, survivors and workers conducted by the National Association of Retired Federal Employees contained a number of recommendations for state policy makers. Among them:

Retain:

- Senior benefits such as licenses, tuition and ferry travel as much as possible;
- Longevity Bonus (if necessary, provide a phase-out period);
- property tax exemptions (if necessary, lower the cap on assessed value or raise the age of eligibility);
- renter's rebate program.

Provide:

- Long-term care and health care facilities to meet current and future needs;

- income tax exemptions on pensions and annuities;
- congregate housing, ("since 25 percent of seniors live alone");
- help with home maintenance;
- more community and health services to allow retirees to remain in their homes as long as possible.

Develop:

- programs to provide help on legal, tax and medical forms for retirees and others;
- a roster, or talent bank, of qualified retirees willing to serve on local and state boards, commissions and committees.

Give:

- more recognition of volunteer efforts and contributions.

exemptions and Longevity Bonuses, were not available.

Take away the cold . . .

The weather was one of the chief gremlins of retirement life in Alaska.

"When asked what makes it difficult to stay in Alaska, the weather was often mentioned because it makes home maintenance and getting around in winter harder to manage as you get older," Darlin said. "It also has an impact on retirees' health. Even cabin fever was mentioned."

The high cost of transportation - whether for visiting family outside Alaska, for enjoyment, or for medical reasons - was another problem. Lack of adequate

medical treatment also was a concern for retirees in some areas of the state.

Others cited high heat and utility bills; lack of running water and laundry facilities in bush communities; and difficulty finding jobs to supplement their retirement checks.

Better housing options

What would make retirement in Alaska more satisfactory?

There were many comments about the need for better senior housing facilities, with emphasis on housing for medium-income seniors, especially congregate housing with some meals provided.

Others said they need help with home maintenance; better transportation systems; improved access to buildings; better street lighting and more sidewalks.

Longevity Bonus restrictions on absence from the state also received several comments, Darlin said.

"Some felt that when an Alaska home is maintained and one is a resident at least nine to ten months of the year, there should not be a penalty on Longevity Bonus payments," she said. People commented that the cold, wet weather had an impact on older persons' health and their ability to get around.

Retirees also had comments

about volunteerism.

"One suggestion was that more recognition be given for the many hours of volunteer work," Darlin said, "as well as for seniors' financial contributions to the overall economy of Alaska." Federal civilian retirees alone receive gross monthly annuities of \$6.93 million, Darlin said, and over 5,600 military retirees receive a similar amount.

Some spoke to the needs of others who are disabled or in need of assistance to remain in their homes as long as possible, Darlin said, and for individuals and organizations such as NARFE to unite to improve services to this population.

NARFE survey results

Among the findings of a recent survey of Alaskan federal retirees, survivors and current workers:

- 56 percent had been hired in Alaska; 6 percent in California, 4 percent in Washington state.

- 34 percent were Federal Aviation Administration retirees; 31 percent civilian military; 13 percent U.S. Forest Service; 10 percent Bureau of Indian Affairs.

- 37 percent had been in Alaska over 40 years; 23 percent more than 30 years.

- 54 percent were veterans.

- 42 percent had over 30 years of federal service.

- 32 percent had been retired for over 10 years; 6 percent for over 20 years.

- 87 percent said they intend to remain in Alaska as long as possible.

- 7 percent were still federally employed but plan to retire by, 2000.

- 57 percent were over 65 years; 8 percent were over 80.

- 64 percent were married; 17 percent were widowed.

- 92 percent owned their own home; 25 percent lived alone.

- 41 percent had college degrees; 18 percent had post-graduate degrees.

- 97 percent were voters; 85 percent reported they always vote.

- 10 percent had incomes under \$20,000; 10 percent over \$60,000; 25 percent between \$20,000 and \$30,000. (14 percent of respondents chose not to answer this question. Half of those who did answer the question said

page 11 please

from page 10

the figure given represents combined income.

- 12 percent of respondents were survivor annuitants.

- 9 percent are still working to supplement their pension income.

- 44 percent received some type of Social Security benefit.

- 9 percent received both a state and federal pension.

- 87 percent spent at least 11 months of the year in the state.

- 89 percent used the airlines to travel an average of two to three times a year.

- 52 percent used Alaska state

ferries more than once a year.

- 17 percent said they ate an occasional meal at a senior center; 5 percent ate at a senior center at least half the time.

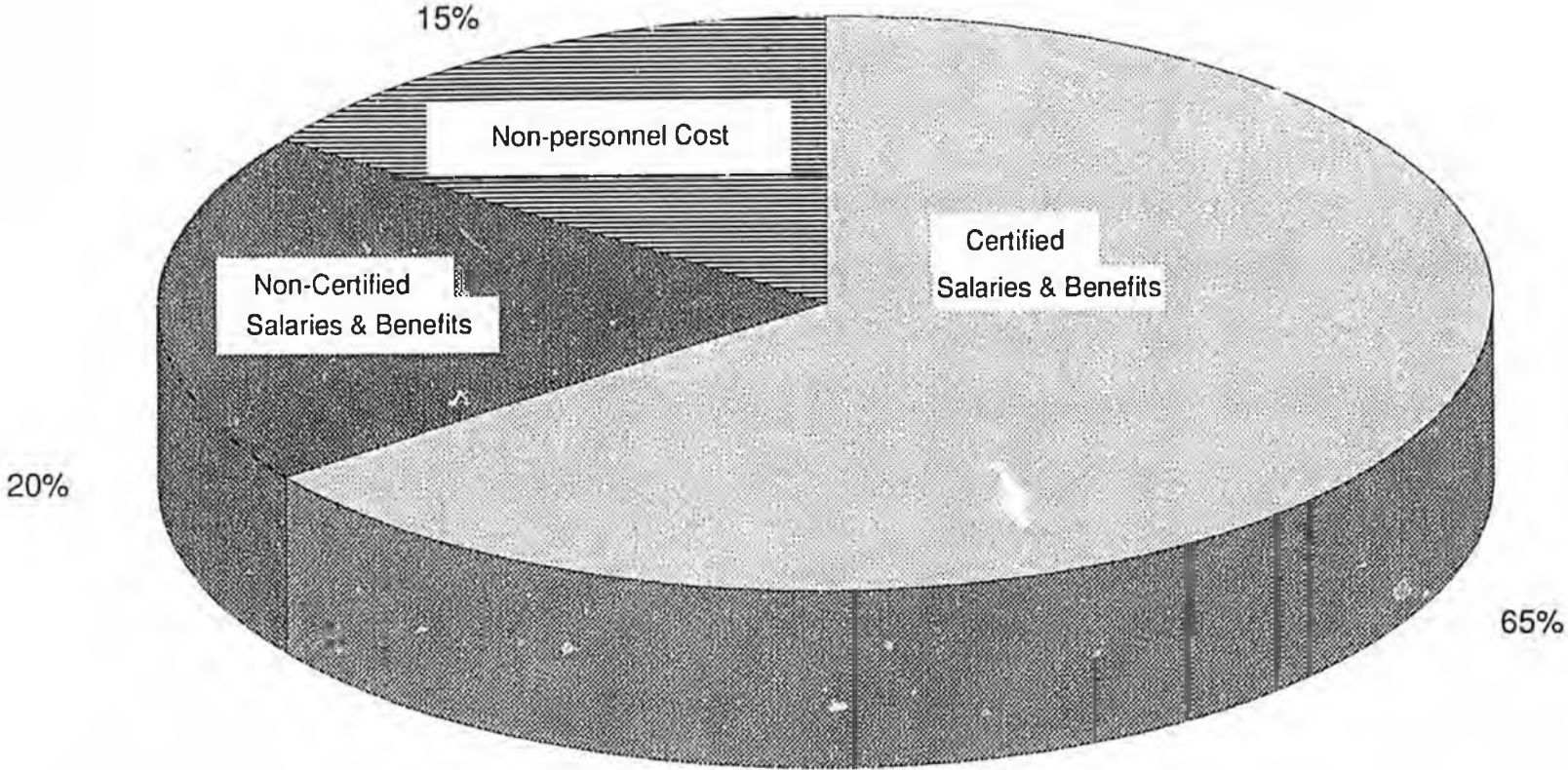
- 70 percent used libraries on a regular basis.

- 25 percent had taken university courses.

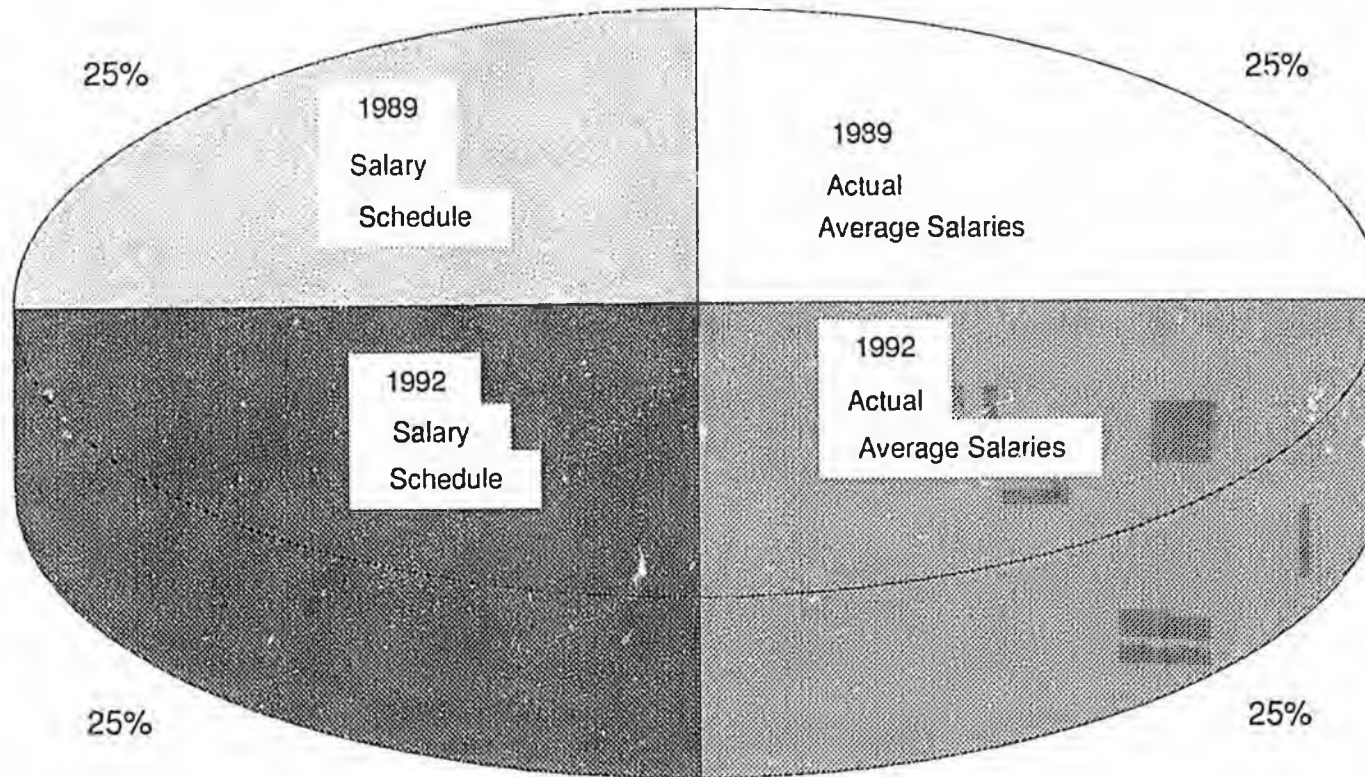
- 41 percent were volunteers.

- 72 percent said the Alaskan lifestyle was their reason for remaining in Alaska; 67 percent cited family and friends; 50 percent said the quality of life is why they stay; 45 named the Longevity Bonus and other benefits; and 14 percent said community services kept them where they are.

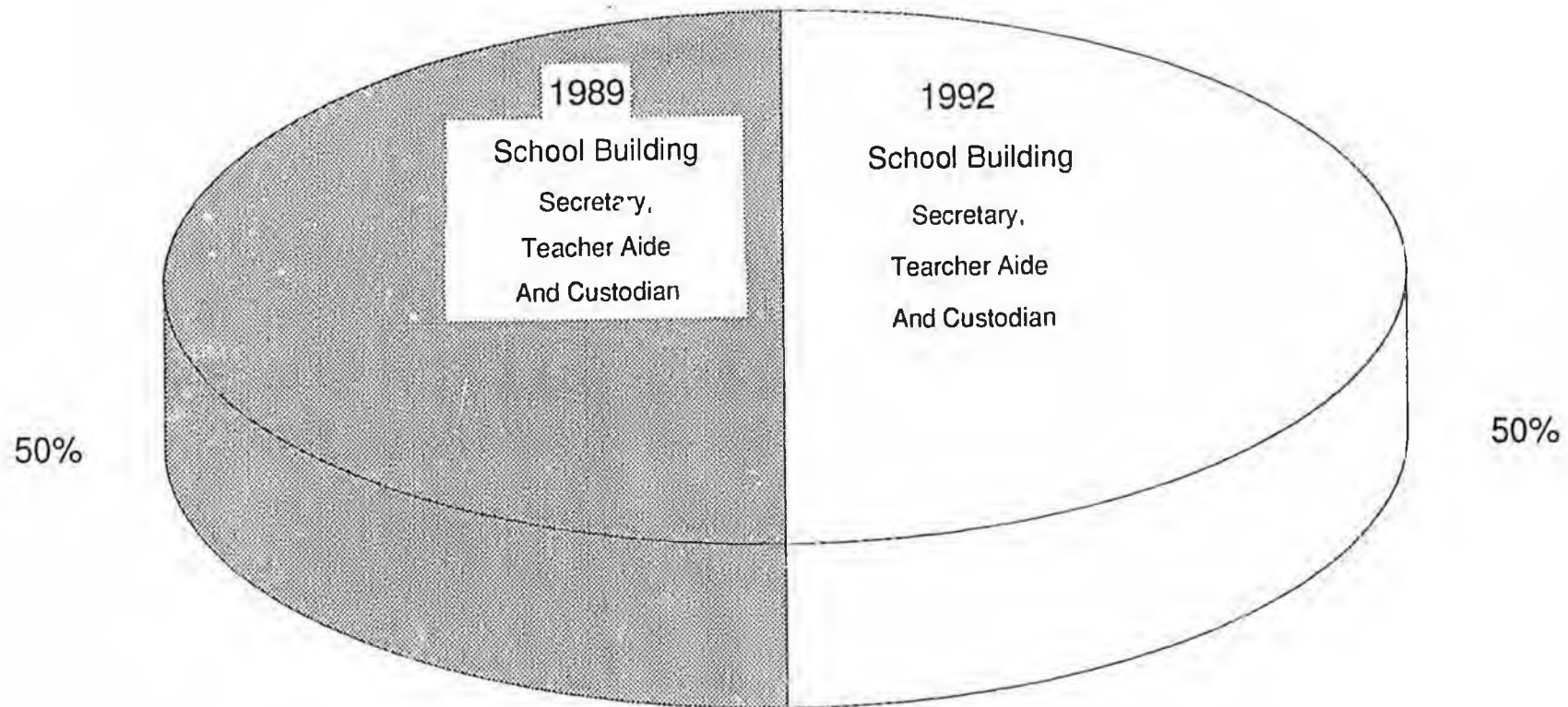
ALASKA SCHOOL PRICE INDEX



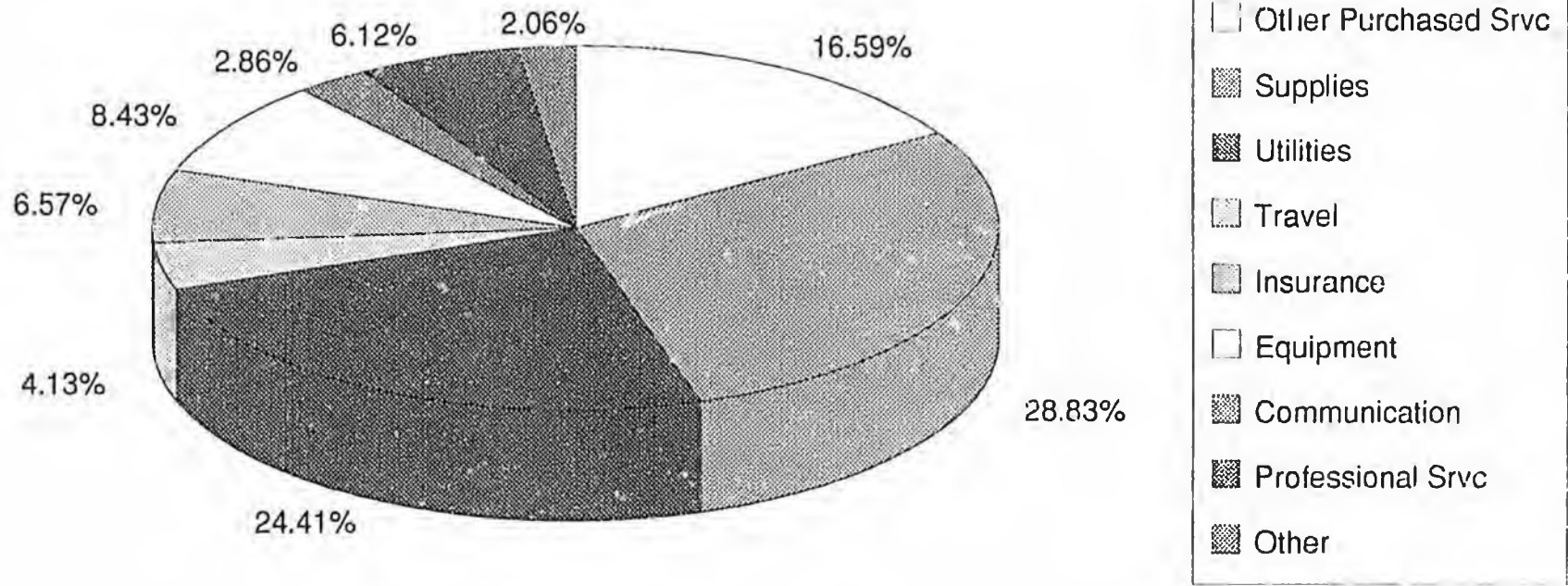
CERTIFIED SALARIES & BENEFITS



NON-CERTIFIED SALARIES & BENEFITS



NON-PERSONNEL



Nonpersonnel Differential Market Basket

Professional and Technical Services (Code 400)

- Inservice Training Professional Services
- Legal Services
- Audit Services

Communications (410)

- Long Distance Telephone
- Local Telephone
- Postage

Insurance (415)

- Property Insurance
- Liability Insurance

Travel (420)

- Intradistrict Administrative Travel
- Outside of District Administrative Travel

Utilities (430)

- Electricity
- Heating Fuel
- Other Utilities

Other Services (440)

- Equipment Repair and Maintenance Service

Supplies, Materials and Media (450)

- Teaching Supplies
 - Tablets
 - Copying Paper
 - Elementary Workbook
- Office Supplies
 - Legal Pads
 - Copying Paper
 - Envelopes
- Maintenance and Janitorial Supplies
 - Paper Towels
 - Toilet Paper
 - Floor Compound
 - Disinfectant

Textbooks

- Textbooks
- Teacher's Manual

Equipment (510)

- Computer
- VCR
- VCR Camera
- Copier



Alaska State Legislature

Please enter into the record my testimony to the HOUSE HESS
 committee name
 committee on H.B. 85, dated FEB 23, 1993
 bill/subject

FIRST, I'D LIKE TO THANK GOVERNOR HICKLE, COMMISSIONER COVEY, AND THE DEPT. OF EDUCATION FOR THEIR LEADERSHIP IN THE PROCESS WHICH PROVIDED THE GENESIS FOR THIS BILL, BY WHICH I MEAN THE ALASKA 2000 INITIATIVE.

THE EXISTING FOUNDATION FUNDING LAW, WITH ITS AREA COST DIFFERENTIAL, IS WIDELY RECOGNIZED AS FLAWED IN ITS MEANS OF FAIRLY DIVIDING STATE EDUCATION DOLLARS TO ALASKA'S VARIOUS DISTRICTS.

THE "SCHOOL PRICE INDEX" USED IN H.B. 85 IS A MUCH MORE RATIONAL AND FAIR MEASURE OF NEED, SINCE IT REFLECTS THE ACTUAL COSTS OF SCHOOL OPERATION.

SITKA, AS A SINGLE SITE DISTRICT, WOULD BENEFIT FROM PASSAGE OF H.B. 85, SO I URGE THIS COMMITTEE, AND THE HOUSE OF REPRESENTATIVES, TO SUPPORT ITS PASSAGE.

Signed: Michael Litman MICHAEL LITMAN
 Testifier

SCHOOL BOARD OF SITKA SCHOOL DISTRICT

Representing (Optional)

P.O. Box 179 SITKA, AK. 99835

Address

(907) 747-3660 (WORK)

Phone No.



Alaska State Legislature

Please enter into the record my testimony to the HOUSE HESS
 committee name
 committee on H.B. 85, dated FEB 18th, 1993
 bill/subject

I THANK GOV. HICKLE, COMMISSIONER COVEY, AND THE DEPT. OF EDUCATION FOR THEIR LEADERSHIP IN THE PROCESS WHICH PROVIDED THE GENESIS FOR THIS BILL, NAMELY THE ALASKA 2000 INITIATIVE.

THE EXISTING FOUNDATION FUNDING FORMULA, WITH ITS AREA COST DIFFERENTIAL, IS WIDELY SEEN AS FLAWED. THE SCHOOL PRICE INDEX IN H.B. 85 IS A MUCH MORE RATIONAL AND FAIR MEASURE OF NEED, SINCE IT REFLECTS THE ACTUAL COSTS OF SCHOOL OPERATION

SITKA, AS A SINGLE-SITE DISTRICT, WOULD BENEFIT FROM PASSAGE OF H.B. 85.

I URGE THE COMMITTEE TO SUPPORT ITS PASSAGE

Signed: MICHAEL LITMAN
 Testifier
SITKA SCHOOL DISTRICT BOARD
 Representing (Optional)
P.O. Box 179 SITKA, AK 99835
 Address
(907) 747-3660
 Phone No.

VICKIE BEVENS
PTA; PARENTS FOR EDUCATION - KETCHIKAN
215 WHITE CLIFF ST
KETCHIKAN, AK 99901 (907) 225-0770

EDUCATION BILL TELECONFERENCE
Thursday, February 18, 3:00

My name is Vickie Bevens and I am the Southeast Regional Vice President of State PTA as well as Ketchikan's PTA Council Representative and White Cliff grade School's PTA President. I am also a member of Parents for Education Committee here in Ketchikan. Thank you for giving us an opportunity to speak. I appreciate the fact that you are giving the public a chance to participate, that you are listening to the public and that you are giving your time.

We are concerned about Education for our State and specifically concerned that the choices made are those of the majority-all people, including Teachers, PTA's and Parents. We do not find this bill to be a representation of that ideal. The Alaska 2000 Committees were not a true representation of the majority. Surveys were sent out to many people, but the items that are in this bill were at the bottom of the list of the answers given. There were at least 50 items ahead of the items on this bill that the people of Alaska wanted and they are not acknowledged, addressed or included at all.

We believe the School Construction and Improvements are necessary and valid and we encourage this portion of the bill to be studied and considered.

We believe that extending the school year will increase the needed contact time only in number of days, but adding days is useless until we solve the more important and valid problems of class ratio, formula

value base, funding and basic education in general. We can improve the days we have with less in-service programs or by lumping those in-service days before or after the school year. They are a general interruption to the school day, many of them are pointless and children lose valuable school time with constant interruptions. We can also extend the days we have now so that children and teachers have a decent amount of time to digest their lunches, exercise and regroup so that their afternoon study time is worthwhile. Extending the year at this time will change nothing until we make constructive changes from within. It is worthless without the tools of basic and correct education in place.

We do not believe public money should be provided for anything but public schools. Charter schools are private schools and should be set up with private funds. We believe Charter schools will create exclusiveness in our country and state that already has too many divisions and is beginning to look like the Caste System of India. While we appreciate and acknowledge the special intelligence and talents and interests of all people; ours is a free country where people can start private schools for their specific needs, but our government needs to spend their money on the needs of the majority of all children by improving the public education system for all equally. While this portion of the bill speaks about being fair to all, it is set up to create human nature problems of special favors and cheating - stacking the deck, etc.

We do need to work toward more family involvement, community involvement and teamwork between school

Districts, School Boards, Teachers, Communities and Families and Parents and Students. While we believe in the concept of advisors, I must say that we should not recreate the wheel and use the resources we have in place such as the organization of PTA and we should encourage policies of Parent and Family Involvement to be in every School District as PTA tries to do and advocate for all children. We should mandate where there are not mandates for these kinds of policies and make each school district be accountable for their efforts in these areas. We need policies that will instruct Districts in promoting these important concepts and we should use the resources we have so carefully established such as PTA. In several districts already, the School District has PTA, Teacher and Community Advisors on all School Board standing committees - every District should. Several Districts have PTA Councils who are representatives from each school and these people work directly with the district and board in establishing good education - every district should be doing this. We do not need to start over - we simply need to acknowledge what we have and expect districts to work this way. PTA representatives, Teachers and Community Members together with the school board and district administrators creates a more equal and evenly distributed voice in education. In our District alone, we have formed a PTA at every public school this year as well as a Council of PTAs and we are working with the School Board to develop advisors. Our board has held a town meeting to ask our opinions and our Parents are beginning to feel some ownership in the public school system as they should. Our District has a long way to go, while others have crossed some of these milestones. Putting Parent Involvement Policies into

legislation will help the cause of a better education system.

Funding grants for school improvement is not a bad thing and it is important to encourage trying new things, but do not take regular funding to do this. Our schools, teachers, buildings and children barely have enough materials and books to learn the basics. Programs that encourage kids to enjoy school are constantly being cut and social programs that should be the responsibility of Parents and Community are slipping into the education pot leaving us with less money for a good basic education.

We have not taken a position on Tenure except that we feel this area of the bill needs more consideration.

We ask the question- what problems are the parts of this bill trying to fix. We believe we have a lot to fix before we can start creating the new. We feel this bill tries to cover too many areas, too many items that most people do not want and it does not accomplish anything that will truly help education except in the area of building and improving the school buildings.

We appreciate your time. We know you have many decisions to make. We feel education is important and we are happy to see such an effort be made to improve it, but let us be cautious in how we spend and why we spend and let's make sure we remember this is the public school system and it is for all children.

Thank you, Vickie Bevins, 215 White Cliff St., KTN99901
225-0770



ANNETTE ISLANDS SCHOOL DISTRICT

P.O. Box 7 • Metlakatla, AK 99926

Accredited by Northwest Accreditation Association

High School Principal's Office

(907) 886-6000

FAX: (907) 886-5120

Superintendent's Office

(907) 886-6332

FAX: (907) 886-5130

Elementary Principal's Office

(907) 886-4124

February 15, 1993

TO: Honorable Members of the Alaska State Senate and
House of Representatives

FROM: Annette Islands School District
Board of Education

RE: Support Regarding Legislation in the 1993 Session

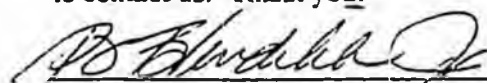
The Annette Islands School District Board of Education, speaking on behalf of the Metlakatla Indian Community respectively requests your support for legislative issues which will result in improved educational programs and facilities for our students. The legislation of interest to us is as follows:

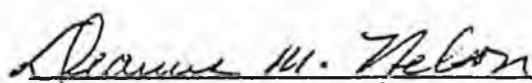
Priority 1. Support SB 62/HB 85. It is felt that the bill benefits the Annette Islands School District in several ways. It eliminates the need to lobby annually for the single site funding. It also supports the concept of flooring a district, so no district is negatively impacted by the formula changes. The minimum level of funding for vocational educational at one unit is acceptable; it means no less than what we have been receiving.

Priority 2. Support for SB 60/HB 83. The Annette Islands School District ranks 14th for the Number One priorities as recommended by the Department of Education. The recommendation to fund this includes Annette Islands School District. The funding would remove life and safety issues for students of the district in the elementary and middle schools. The attached information outlines the professional opinions related to the project.

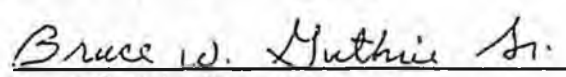
Priority 3. Support for Reappropriation of FY 90 Funds. The 1990 legislature appropriated \$285,000 for the installation of a sprinkler system. An amount of this appropriation was utilized to install a computer lab in the high school. The reappropriation request adds language that would retroactively allow for such an expenditure. The attached backup speaks to the request.

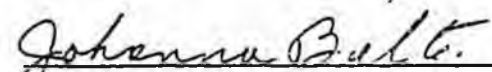
The Board of Education appreciates your support of these issues. If additional information is necessary, please feel free to contact us. Thank you.

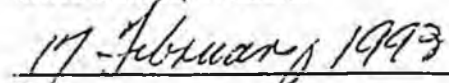

Paul T. Brendible, President


Deanna Nelson, Vice President


Frieda Damus, Secretary


Bruce Guthrie, Treasurer


Johanna Bolton, Member


Date



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

February 17, 1993

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

Dear Representative Bunde:

This letter is to indicate support for the comprehensive education-related legislation which Governor Hickel has recently introduced. For your information, I am in my twelfth year as Superintendent of Southeast Island School District. This is the first time in those years that I have seen a proposal from an administration which is addressing a number of critical issues facing education in Alaska in a comprehensive manner.

My specific comments are as follows.

1. SB 60/HB 83: Construction and Major Maintenance

It should be clear from the growing backlog in school construction throughout the state of Alaska that a commitment does need to be made now to construct needed facilities. I realize that additional refinement needs to occur with respect to the amount of available funding, appropriate funding sources, and the project list itself. However, it is refreshing to see recognition of a large gap between existing and needed facilities, as well as a sensible plan to do something about it, so that critical facility needs in both urban and rural Alaska begin to be addressed.

2. SB 61/HB 84: Alaska 2000 Recommendations

A number of the recommendations which the Governor is proposing in order to implement his Alaska 2000 program have the potential for positive impacts on education in Alaska.

A. Research and Development Grants: I think it is important to education in the state of Alaska that there be a mechanism whereby the Department of Education can approve research and development grants which are directly linked to school improvement. It seems to me that this will be a very cost effective manner of introducing successful model projects for student learning, which after development can then be replicated in other school districts in the state at minimal cost.

B. Charter Schools: A charter school approved by the local school board makes sense if the result is that appropriate decision-making occurs at the local school level to the greatest extent possible. I would suggest consideration of some technical changes. For example, Section 13 (a) should be modified so that the listed exemptions are permissive, not automatic, i.e. there may

Testimony

Representative Bunde

Page 2

February 17, 1993

be a mutual desire for exemption from some, but not all, of the specified local requirements. The bottom line, however, is that, if state and/or local requirements are impeding student performance, a waiver or exemption process within the context of charter schools is most appropriate.

C. Tenure: I have some questions as to how the changes proposed in sections 9 and 10 would be efficiently implemented in a regional school district.

3. SB 62/HB 85: School Foundation Program Changes

After many years of examining available data, there is no question in my mind that the current area differentials are based upon inaccurate, if not obsolete, data, and are therefore inequitable. In order to have equitable school programs throughout the state, the Legislature must assure that the basic school foundation formula itself addresses equity. The proposed school price index is based upon recent data, including key areas of actual school costs, as opposed to arbitrary area differentials lacking support from objective data. For those reasons I strongly support the concept of the Alaska school price index as a replacement for area differentials.

In closing, I ask that you give support to the concepts embodied in these proposals, with further refinement of details as is appropriate to each piece of legislation.

Sincerely,



Robert Weinstein
Superintendent

RW:eb
cc: Commissioner of Education

STATE OF ALASKA

DEPARTMENT OF EDUCATION

WALTER J. HICKEL, GOVERNOR

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

House Bill 85

"An Act relating to the public school foundation program"

The following information is provided to the House HESS Committee:

Summary of House Bill 85	Page 1
Sectional Analysis of House Bill 85	Page 2
Governor Hickel's transmittal letter	Page 4
Fiscal Note from the Department of Education	Page 7
Information on the Alaska School Price Committee	Page 9
Information on the Alaska School Price Index	Page 10

House Bill 85

"An Act relating to the public school foundation program"

Alaska School Price Index

- The Alaska School Price Index (ASPI) will replace the current area cost differential in calculating the districts' foundation support.
- The ASPI is a weighted price differential based on expenditures as reported by districts during FY 89 and FY 92.

Vocational Education/Gifted Instructional Units

- Vocational education instructional units will be calculated by multiplying enrollment in grades 9-12 by a revenue weighting factor.
- Gifted and talented instructional units will be calculated by multiplying the enrollment in grades K-12 by 4 1/2%, and then multiplying that product by a revenue weighting factor.

Hold Harmless

- To ensure that no district is negatively impacted by the proposed changes, a school district's basic need, for fiscal years 1994-96, will not be less than the amount received in FY 1993.

Student Enrollment Projection

- To improve state budget planning, a later date is established for school districts to submit student enrollment projections.

Forward Funding

- To provide a forward funding mechanism, a district may, upon the Commissioner's approval, use a counting period from the preceding school year to calculate the district's foundation support, if it generates more revenue.

SECTIONAL ANALYSIS

House Bill 85

"An Act relating to the public school foundation program; and providing for an effective date."

Section 1 amends AS 14.17.021(b) to conform to the new section AS 14.17.049, by substituting the terms Alaska school price index for area cost differential.

Section 2 is a technical change clarifying the source of funding for centralized correspondence study.

Section 3 amends AS 14.17.024(a) to conform to the new section AS 14.17.049, by substituting the terms Alaska school price index for area cost differential.

Section 4 allows for an editorial change in the introductory subsection of allowable instructional units. This section also adds a new paragraph which includes a consideration of the number of units for gifted and talented education as determined under the new section AS 14.17.048.

Section 5 changes the method for calculating vocational educational instructional units so that a calculation will be based on multiplying the secondary student enrollment in a funding community by a supplemental revenue weighting factor specified in regulations adopted by the department. Each district will receive a minimum of 1.00 instructional unit for the district's vocational educational program.

Section 6 excludes gifted children from the special educational instructional unit calculation.

Section 7 adds a new section to calculate gifted and talented instructional units. The formula multiplies by .045 the elementary and secondary student enrollment by a supplemental revenue weighting factor specified in regulations adopted by the department.

- A new section defines the Alaska school price index, which is based on average expenditures for educational goods and services as reported by a district in fiscal year 1989 and 1992.
- Categories are weighted based on salaries and benefits and other expenses for educational goods and services.

- The Alaska school price index will be adjusted in fiscal year 1997 and every three years thereafter based on a national school price index.
- Districts may be required to submit uniform expenditure reports.
- A new district index will be based on a comparison to similarly situated districts.

Section 8 postpones the districts submittal of the student count estimate from October 15 to November 20th. It is the expectation that districts will then be able to utilize current data to make estimations for the succeeding fiscal year.

Section 9 allows the commissioner, upon written request, to permit a district to use a 20 day student counting period from the same year.

Section 10 adds a new subsection to allow the commissioner, upon written request, for good cause to allow some flexibility in the district student counting period.

Section 11 repeals three statutory sections as follows:

- Subsection (b) of AS 14.17.031. Allowable instructional units.
- The section on the area cost differential.
- The section on state's support of programs for gifted children.
- The repeal sections are nullified by changes outlined in other sections of the bill.

Section 12 is a hold harmless clause that district funding shall not be less than the amount of the district's basic need as calculated for fiscal year 1993 except in cases of a reduction in student enrollment.

Section 13 allows for the department to adopt regulations to implement the Act.

Section 14 allows for a separate effective date for sec. 13.

Section 15 provides for an effective date for the remainder of the bill.

WALTER J. HICKEL
GOVERNOR



STATE OF ALASKA
OFFICE OF THE GOVERNOR
JUNEAU

January 22, 1993

The Honorable Rick Halford
President of the Senate
Alaska State Legislature
State Capitol
Juneau, AK 99801-1182

Dear President Halford:

Under the authority of art. III, sec. 18, of the Alaska Constitution, I am transmitting a bill that makes statutory changes to improve the public school foundation program, which aids our public schools. The bill implements certain recommendations of the finance committee of Alaska 2000, as approved by the state Board of Education. Alaska 2000 represents a year-long study of the public school system in Alaska by Alaskans to recommend improvements and new directions.

The public school foundation program has been the subject of much debate in Alaska. The public school foundation program represents a significant portion of Alaska's operating budget. This bill improves this financing program and addresses many concerns of the school districts, the public, and the state Board of Education.

Sections 1 and 3 replace the words "area cost differential" with "Alaska school price index" to conform to the substantive changes made by new AS 14.17.049. New AS 14.17.049, in sec. 7 of the bill, creates the Alaska school price index to replace the existing area cost differential in AS 14.17.051 for determining public school foundation program support. The index will be calculated based on a weighted average of actual expenditures for fiscal years 1989 and 1992 for educational goods and services reported by a district or group of similar districts. The index will be adjusted every three years, beginning in fiscal year 1997, by a national elementary and secondary school price index as designated in regulations adopted by the Department of Education. This change should make it easier for a district to estimate its support from the foundation program, subject to legislative appropriation. Also, the amount of the support should be more reflective of actual expenditure history and school needs than is the area cost differential currently fixed in statute.

The Honorable Rick Halford
January 22, 1993
Page 2

The bill also makes adjustments to the way centralized correspondence study students are counted for determining foundation support. Presently, all centralized correspondence study students are counted only as elementary students, even though they may be enrolled in the centralized correspondence study program as a secondary student. Section 2 of the bill allows secondary correspondence students to be properly classified.

The bill also addresses the need for additional vocational education in the public schools. The bill revises the foundation aid program to base financial support on total secondary student enrollment, rather than on the number of students enrolled in vocational education courses. Also, each district is assured of a minimum of one instructional unit for vocational education under the foundation program. See sec. 5 of the bill.

The bill also makes adjustments to the foundation program for calculation of financial support to a district for its gifted and talented program. Under the bill, the district receives support on a flat percentage rate of total student count. Presently, financial support is based on each student identified and served as a gifted child by the district. The bill also repeals a provision (AS 14.30.315) that requires the department to approve a district's program for gifted children in order for the district to be eligible for state foundation aid. The changes are designed to give districts more flexibility and to remove incentives to identify students as gifted in order to receive additional state aid. See secs. 6, 7, and 11 of the bill.

The bill also establishes a later date for school districts to submit to the department the student count estimates on which foundation support is based. This additional time should facilitate more accurate estimates and eliminate the need for districts to submit numerous amended estimates in order to reflect actual enrollment more accurately. See sec. 8 of the bill.

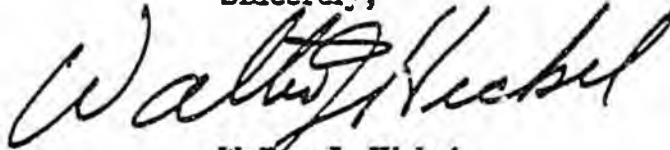
Additionally, the bill authorizes a district to request use of a different 20-school-day counting period to determine the student enrollment on which school foundation support is based. Presently, a district must use a 20-school-day counting period in October or February of a school year or, alternatively, another 20-school-day period in the same school year if the district receives permission from the commissioner of education. The existing counting periods provide little flexibility to a district that is experiencing decreased enrollment in the current school year. The bill would allow the district to receive permission to use the preceding school year's actual enrollment during the October, February, or other 20-school-day counting period, in order to allow for more predictable financial support and less volatility in receipt of state aid. This provision of the bill is intended to operate as a forward funding mechanism, so that districts can obligate themselves in the spring and summer for the following school year without fear that a lower actual enrollment will occur which will substantially decrease foundation aid, after the district has committed itself to certain contractual obligations. See secs. 9 and 10 of the bill.

The Honorable Rick Halford
January 22, 1993
Page 3

Finally, since the bill makes some major adjustments in how foundation aid is calculated, sec. 12 of the bill protects a district so that its basic need for aid under AS 14.17.021(b) for fiscal years 1994, 1995, and 1996 will not be less than the amount calculated under the present formula, unless there is a reduction in student enrollment.

This bill represents the collective wisdom of the many Alaskans through Alaska 2000 to improve the way the state provides financial aid to school districts. Given the amount of the state budget at stake in this important program, it is essential that the program be run efficiently and effectively to benefit all Alaskans, especially the children of Alaska. I urge your early consideration of this important legislation.

Sincerely,

A handwritten signature in black ink, reading "Walter J. Hickel". The signature is written in a cursive style with a large initial "W".

Walter J. Hickel
Governor

FISCAL NOTE

No. 1
 Bill Version: HB 85
 (H) Publish Date: 1/22/93

STATE OF ALASKA
 1993 LEGISLATIVE SESSION

Revision Date: _____
 Title: An Act relating to the public school foundation
program: and providing for an effective date.
 Sponsor: Governor
 Requestor: Governor

Department Affected: Education
 BRU: School Finance
 Component: Foundation Program

COMPONENT SERIAL NO. 141

Expenditures/Revenues:

(Thousands of Dollars)

OPERATING	FY 94	FY 95	FY 96	FY 97	FY 98	FY 99
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS	12,463.9	12,936.7	13,428.4	*13,296.3	13,828.1	14,381.3
MISCELLANEOUS						
TOTAL OPERATING	12,463.9	12,936.7	13,428.4	*13,296.3	13,828.1	14,381.3

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

REVENUE FUND SOURCE:						
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FUNDING:

(Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	12,463.9	12,936.7	13,428.4	*13,296.3	13,828.1	14,381.3
1005 GF/Program Receipts						
1006 GF/MHTIA						
Other						
TOTAL	12,463.9	12,936.7	13,428.4	*13,296.3	13,828.1	14,381.3

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of current year (FY93) impact: \$0 _____

ANALYSIS: (Attach a separate page if necessary.) This fiscal note assumes a 4% annual increase in the GF appropriation for the Foundation Program due to projected increases in student enrollment. The appropriation necessary for the hold harmless in Section 12 does not increase by 4%. Sectional analysis is attached.

*Note: Hold harmless to FY93 Basic Need is discontinued in FY97. See Sec. 12.

Prepared by: Duane Guiley
 Division: School Finance

Phone: 465-2891
 Date: 1/14/93

Approved by Commissioner: 
 Agency: Education

Jerry Covey
 Date: 1-15-93

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Sectional Analysis

Sec. 2

Amends AS 14.17.022 to allow Centralized Correspondence Study to utilize both the elementary and secondary tables to generate the number of instructional units for foundation funding. CCS computes instructional units utilizing the elementary table under the existing formula.

Sec. 3

The proposed Alaska School Price Index for the adjacent school district is greater than its existing area cost differential of 1.00. As in current law, Mt. Edgecumbe would also benefit from this increase.

Sec. 4

This section amends the current formula to include Gifted and Talented as allowable instructional units as computed under AS 14.17.048.

Sec. 5

This section amends the method of computing the Vocational Education instructional units, and eliminates the need for full time equivalent student calculations and individual course weights.

Sec. 6

This section removes Gifted and Talented instructional units from the existing Special Education unit computations.

Sec. 7

AS 14.17.048, establishes a new section and method for computing the Gifted and Talented instructional units.

AS 14.17.049, establishes the Alaska School Price Index as the adjustment applied to the total number of instructional units for determining basic need and state aid allocations. The Alaska School Price Index is based on actual average expenditures for staff and educational goods and services in individual school districts.

Sec. 8

Changes the reporting date of foundation projections from October 15th to November 20th. This will allow school districts to use current year data to more accurately prepare the foundation projections.

Sec. 9

This section limits an alternative student count period to a 20 consecutive school day period within the current school year.

Sec. 10

This section will allow school districts upon approval of the Commissioner to use prior year student data to compute current year foundation entitlements.

Sec. 11

This section repeals the following sections of statute:

AS 14.17.031(b) is the existing hold harmless provision for declining enrollment, which has been replaced with the option of utilizing prior year student data.

AS 14.17.051 is the existing area cost differentials to be replaced by the Alaska School Price Index.

AS 14.30.315 requires a school district to have a Gifted and Talented plan approved by the Department in order to receive Gifted and Talented funding through the foundation program.

Sec. 12

This section is the transitional hold harmless section for the proposed changes. Under the proposed changes, if a district's BASIC NEED is less than it was in FY93 the district is held harmless at the 1993 BASIC NEED for 3 years.

Alaska School Price Index Committee

One major criticism of the existing formula for distributing state aid is the area cost differential, primarily because it is based on geographic differences of *household costs of living*, not the costs of delivering *comparable educational programs*. In response to this concern, the Alaska 2000 Finance Committee recommended and the Board of Education approved formation of the Alaska School Price Index (ASPI) Committee to further study the issue. Represented on the committee were school district superintendents, assistant superintendents and business managers, NEA/Alaska, the Association of Alaska School Boards, Office of Management and Budget, Department of Labor and individuals from private enterprise having specific knowledge of school district needs and related expenditures.

The committee was charged with defining an educational market basket of goods and services, by expenditure type, necessary to provide an Alaskan education to each student, regardless of location. For analysis of each component in the defined market basket as to expenditure mix and unit price, the committee selected the eight districts which currently have an area cost differential of 1.00 as the base. In the base, the expenditure mix was calculated to be 65% certified salaries and benefits, 20% non-certified salaries and benefits and 15% non-personnel expense. The justification given for the three components was that expenditures represented by each component vary differently when comparing individual school district unit prices of each expenditure type to the base. The committee suggested that each district's actual unit price be compared against the average of the base and that the data selected for analysis needed to be readily available and defensible.

In addition, the committee identified the specific data needed from each district to perform the comparative analysis and how it should be collected and validated. Direct pricing methodology was selected, holding the percentage of each budget component equal to that of the average percentage of the base districts, as opposed to reverse pricing which was utilized in setting the current area cost differentials. Direct pricing provides incremental increases in revenue for each market basket component as its individual unit price varies from the average base, rather than one incremental increase in total dollars.

The Public School Foundation Formula will retain the instructional unit measure of revenue. The ASPI will replace the current area cost differential utilized in the formula to adjust units. It will serve as the adjustment factor needed to ensure that each student has reasonable access to a comparable educational program. The instructional unit total will be multiplied by the new Alaska School Price Index to determine basic need and the resulting state aid.

Alaska School Price Index

- * Is the result of an Alaska 2000 Finance Committee recommendation
- * Replaces the current area cost differential in the public school foundation formula
- * Reflects the current expenditures of individual districts
- * Is based on a weighted educational goods and services market basket
- * Weights market basket mix - 65% certified salaries, 20% non-certified salaries and 15% non-personnel expenditures, based on the actual expenditures of eight base districts
- * Compares each district's expenditures in fiscal years 1989 and 1992 to the average expenditures of Anchorage, Mat-Su, Kenai, Juneau, Ketchikan, Sitka, Petersburg and Wrangell for certified salaries and non-certified salaries for three representative measures
- * Weights certified salaries 50% for 2 year average of published salary schedule for 3 pay ranges; BA, 0 years, MA, 7 years and MA + 36 hours, 10 years and 50% for two year average paid salaries
- * Weights non-certified salaries based on 2 year average of entry level step for custodian, school secretary and instructional aide
- * Weights non-personnel expenditures based on 1988 McDowell Group non-personnel unit price differential market basket, of 30 items common to all school districts
- * Adds weight for additional resource input needs as Districts get small, based on 1984 resource cost model study

HB

88

HOUSE COMMITTEE REPORT

(9)

Date Referred: January 25, 1993

FURTHER REFERRALS:

Date of Committee Action: 2/3/93

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered:

HB 88

HOUSE BILL NO. 88

MAY 1 IS FAMILY DAY/MAY IS FAMILY MONTH

"An Act establishing May 1 as Family Day and the month of May as Preservation of the Family Month."

RECOMMENDATIONS:

be replaced with _____ the same title
 a new title

have attached amcndments(s)

do pass

do not pass

no recommendations

individual recommendations

additional referral to the _____ Committee

ADOPTS: _____ letter of Intent

ATTACHES NEW FISCAL NOTE(S): (Dept) _____

APPROVES PREVIOUS: (Dept/Date) _____

fiscal impact _____

fiscal note(s) _____

zero fiscal note _____

zero fiscal note(s) _____

SIGNING DO PASS	DP	OTHER RECOMMENDATIONS	DNP	NR	AM
<i>[Signature]</i>	✓	Bettye Davis		X	
<i>[Signature]</i>	✓	Wendy Nicholas		X	
<i>[Signature]</i>	✓	Tam Briel		X	
<i>[Signature]</i>	✓				
<i>[Signature]</i>	✓				

[Signature]
 CHAIRMAN'S SIGNATURE



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

DATE: FEBRUARY 3, 1995

PLACE: Capitol Room 106

SUBJECT OF MEETING:
 HB 79 DAMAGE TO PROPERTY BY MINORS
 HB 88 MAY 1 IS FAMILY DAY/ MAY IS FAMILY MON

NAME	REPRESENTING	BUSINESS/PERSONAL MAILING ADDRESS	ZIP	(H) PHONE	(W) PHONE	DO YOU WANT TO TESTIFY?		WHAT SUBJECT/ WHICH BILL?
Jay Frank	State Farm Allstate	431 N. Franklin St Juneau	99801		6-5777	<input checked="" type="radio"/>	N	HB 79
J Massoud Shadred	PROMPT Folliard	P.O. Box 22234 Juneau	99802	463-2698	Same	Y	N	HB 88
						Y	N	
						Y	N	
						Y	N	
						Y	N	
						Y	N	
						Y	N	
						Y	N	
						Y	N	



PROMPT Foundation, Inc.
PO BOX 22234
JUNEAU, AK 99802

I am requesting the passage of this Bill.

This is why I believe that it is so important!

Today more than ever the institution of Family needs our individual and global attention! Why? Because family is the core of the Society and when the institution of family is falling apart, the whole Society is collapsing!

In my last twenty-five years of observation and research in this country I have noticed a gradual disintegration of the institution of family not only in the United States of America, but in the whole world.

I urge each of us to pay our immediate attention to preservation of this very basic and important institution in our Society by calling May-day on family and asking you to call upon May 1st of each year as the "Family Day" and the month of May as the "Preservation of the Family Month".

Family is where as children we all learn our basic and very important positive values such as loving, caring, sharing, and socializing.

In the last few decades the institution of family has been torn apart from outside with poverty, unemployment, lack of proper medical care, suitable housing, prejudice, ignorance, violence and a fast growing social disease called apathy; and from inside family has been disrupted by lack of education, drugs, alcohol, physical, sexual and psychological abuse, a total collapse of family time, communication and above all a rapid growth in a philosophy of "I ism" and self centeredness.

We can no longer indulge ourselves with a constant demand for our rights when we are not taking our obligations and responsibilities seriously as an individual within our homes or communities, states, country, and the whole world as one big family.

Inside each one of us there is a little unattended child who feels abandoned in the spirit. This child desperately needs to be loved and to love; to be needed and to do his/her part for the rest of the community, state, country, and the whole world as one big family in order to feel good and right in the self. Some experts have called it a sense of belonging, some others have called it a sense of purpose. What is important, is that we can no longer ignore these needs as we have been paying a high price for neglecting them for a long time.

Let us set aside a day called "Family Day", May 1st of each year a May day to remind ourselves of the seriousness of the situation; and in a such a day we try to take time to celebrate the institution of family and focus on peace and harmony within our homes, community, state, and country as one big family.

A day chosen to make a contribution and to do something good for our homes, family members, a neighbor, or a fellow human being in order to rejuvenate our faith in good and goodness; loving, caring and peace.

Therefore let us feel good about ourselves in doing such right things for others and realizing how important and useful we can be to each other at home, at work, in our community, state, our country, and even in the world.

Because each one of us can make a difference no matter how little it may seem! It is not for us to underestimate the good, misjudge the result and get discouraged, for together we can make a big difference.

Let us set a mark in history that it simply can be done; So, with a little effort from each one of us!

Let us set a whole month aside, as "Preservation of the Family Month", Month of May in which flowers grow all over and spring is at its peak; and let us say to each other at our homes or at our place of work, in our communities, and in our country, or to a fellow human being on this planet of earth that we care as an individual, as a group of people in a community, state or as a leading and peace loving nation, about each other's health, stability and welfare.

Let us be a pioneer individual, community, state and nation in this peace loving effort for the sake of a better tomorrow for our children.

Let our children and their generations after, to say; that it all began with a flash of an idea, a spark of hope, little prayer, and combined efforts of those who cared! And let us continue to care a little more and do a little more as an individual or as a group, community, state, or nation, because it can simply be done!

So, let us give it our best effort during this selected day of May 1st, "Family Day", and this dedicated Month of May as the "Preservation of the Family Month" to get involved in doing a little extra; something good for each other from within our homes, to the community, state, our country, and that of the whole world and light a candle of hope and prayer for peace and bring some more goodness around us and begin a construction of a caring and loving home and a better world for our children to live in; we certainly can not neglect this least effort for their best interest as well as ours.

I sincerely urge you to pass this Bill.

Thank-you.

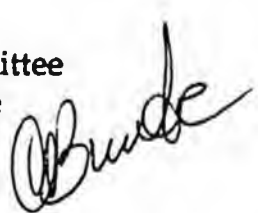
Massoud Shadzad, M.A.
PROMPT Foundation, Inc.

House of Representatives

MEMORANDUM

DATE: January 26, 1993

TO: Representative Cynthia Toohey, Co-Chair HESS Committee
Representative Con Bunde, Co-Chair HESS Committee

FROM: Representative Con Bunde, Co-Chair HESS Committee 

RE: Sponsor statement HB 88 "An Act establishing May 1 as Family Day and the month of May as Preservation of the Family Month."

The purpose of HB 88 is to permanently designate a day and a month that would focus attention on the family. By designating May 1 as Family Day, and the month of May as Preservation of the Family Month our state will be giving families the recognition and attention they deserve.

Families are the fiber that bind our society together, they are the core of our way of life. In every way we, as a state, should support the family unit and strengthen its position and standing. The passage of HB 88 is important to the 132,837 families in Alaska and to all the Alaskan families of the future.

Family Day, and Preservation of the Family Month have been introduced as a bill to give this day and this month a permanent spot in Alaska law. A resolution, if introduced, would only bind this legislature to the extent that a resolution can bind. Therefore, I urge the the passage of HB 88, as a permanent measure to focus awareness on the family.

SPONSOR STATEMENT



STATE OF NEW JERSEY
EXECUTIVE DEPARTMENT

Proclamation

WHEREAS, *May-Day is a call for help, alerting others of distress and danger; and*

WHEREAS, *the institution of the family has been in great danger of a gradual disintegration for a long time and we need to pay our immediate attention to it; and*

WHEREAS, *in the month of May we also celebrate Mother's Day, which should remind us of the famous quotation, "The hand that rocks the cradle rocks the world; and we all agree on the importance of the parental role in any society and the impact of a loving and caring family as the best environment for the healthy growth of our children; and*

WHEREAS, *May 1st follows the month of April which is designated for "Prevention of Child Abuse"; and*

WHEREAS, *May also represents early spring, growth of flowers and rejuvenation of plants, life and activities in nature again;*

NOW, THEREFORE, I, JIM FLORIO, Governor of the State of New Jersey, do hereby proclaim

MAY, 1992

as

PRESERVATION OF THE FAMILY MONTH

in New Jersey, and encourage all citizens to join in this observance.

GIVEN, under my hand and the Great Seal of the State of New Jersey, this sixth day of May in the year of Our Lord one thousand nine hundred and ninety-two and of the Independence of the United States, the two hundred and sixteenth.

J. Florio
GOVERNOR



BY THE GOVERNOR:

Daniel J. Dalton

DANIEL J. DALTON, SECRETARY OF STATE

Office of the Governor

PROCLAMATION

* PRESERVATION OF THE FAMILY MONTH *

WHEREAS, the family unit is the most important and basic institution in any society and must be safeguarded against the danger of disintegration; and

WHEREAS, May-Day is a signal signifying distress or danger; and

WHEREAS, in the month of May, Mother's Day is celebrated, reminding us of the quotation, "The hand that rocks the cradle rocks the world;"

NOW, THEREFORE, I, Fife Symington, Governor of the State of Arizona, do hereby proclaim May, 1992, as

* PRESERVATION OF THE FAMILY MONTH *

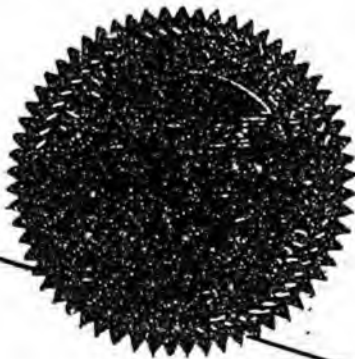
in Arizona.

IN WITNESS WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Arizona.

DONE at the Capitol in Phoenix on this thirteenth day of April in the Year of Our Lord One Thousand Nine Hundred and Ninety-two and of the Independence of the United States of America the Two Hundred and Sixteenth.

ATTEST:

Richard Anthony
Secretary of State



A Proclamation

by
Caston Caperton
Governor of the State of West Virginia

- WHEREAS, family is the most important institution in any society, and it is where children learn their basic values and the art of civilization; and,
- WHEREAS, the importance of the parental role in the safe discipline of our children was very well said in the famous quotation, "The hand that rocks the cradle rocks the world"; and,
- WHEREAS, a loving and caring family is the best environment for the healthy growth of our children; and,
- WHEREAS, it is fitting that official recognition be given to the importance of the preservation of family loyalties and ties; and,
- WHEREAS, even the strongest of families face serious difficulties, and, on occasion, face the danger of disintegration, not only in the United States of America but also in the world; and,
- WHEREAS, families have been threatened by outside factors such as violence and crime; unemployment; lack of education, medical care and housing; poverty; drug abuse and alcohol;

NOW, THEREFORE, Be it Resolved that I, Caston Caperton, Governor of the State of West Virginia, do hereby proclaim May 1992 as:

Preservation of Family Month

in West Virginia and encourage all citizens to join in this observance.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of West Virginia to be affixed.

DONE at the Capitol, City of Charleston, State of West Virginia, this the Twenty-ninth day of March, in the year of our Lord, One Thousand Nine Hundred Ninety-two and in the One Hundred Twenty-ninth year of the State.



Caston Caperton
CASTON CAPERTON
Governor

By the Governor

Ken Hebler
SECRETARY OF STATE