

ALASKA LEGISLATURE COMMITTEE FILES 1993-1994 8672

8260 SENATE HEALTH EDUCATION & SOCIAL SERVICES



NEA-ALASKA

Affiliated with the National Education Association

February 11, 1993

TO: Sen. Steve Rieger, Chairman, and members of Senate HESS.

FROM: Rob Pfisterer, President
Anchorage Education Association *Rob*

RE: SB 61; *"An Act implementing certain recommendations of Alaska 2000 to improve the state's education system; and providing for an effective date."*

There are several parts of this bill that I believe are poorly thought out, and would have a negative impact on education in Alaska. Specifically, I feel that the central issues of school term, tenure reform, and charter schools all need closer scrutiny.

This bill purports to be a push by Alaska 2000, but one must ask in what arena this mandate for change developed? Is it responding to student needs? I think not.

The issue of extending the school year is a good example of what I mean. By the year 2000 students in public education will have a 200-day school year under this proposal. Yet today we don't mandate attendance to insure that students are in class. If the State wants children to be in school, it should begin by assuring students attend a minimum number of days to get credit for the year.

In Anchorage a student may miss 15 school days per semester. Additionally, the student may be excused or absent for school functions such as sporting events, music festivals and extra-curricular activities. This means during a 90-day semester a student can legally be absent in excess of 20 days, or 40 days per year.

By requiring students to simply attend more days during the present school term we would accomplish more expecting everyone to attend a longer academic year. Many districts would be impacted where families live on subsistence or fishing economies.

What would be the financial cost of adding 20 days to the present term? It probably would not be less than \$75 million. Is there not a more pressing educational need than extending the present school year?

I also question the need for advisory school boards as they might weaken the present school board structure. Parent participation in public schools is critical but to establish advisory boards at each school in Anchorage, for instance, would mean over 80 additional boards! Would it not be better to allow each community to decide whether additional boards are necessary? Isn't it a bit presumptuous on the State Board of Education and Department of Education's part to decide that Alaskan communities need more local boards?

What authority would these advisory boards have? Would they deal with budgets, curriculum and staffing? The implications of this part of SB 61 could be staggering to morale of teaching staff.

With regard to teacher tenure, I am totally amazed at DOE's disregard for current statutes. The very department which should be promulgating the evaluation process, and viewing evaluation as a means to improve teaching, has instead fallen back on the idea of primitive laws to bring people in line. Why would the DOE determine review committees are needed to consider tenure except for the purpose of outright teacher bashing?

If employers want to improve teaching or the products of public education in the 21st century, they must view employees as a resource. Either they work as a team or they must ball back into negativism and reprisals. This proposed tenure change has no redeeming features for employees but only continues old reactionary attitudes of the 1980's.

Why aren't administrators, principals and superintendents included in this bill? Are they above these provisions?

I would be interested in the number of tenure review committees which would be needed under this legislation. Would they be established on a building, service area or district-wide basis? In the Anchorage district, the bureaucracy created by this proposal would have substantial cost and logistic implications

With regard to the charter schools proposal I must ask why the Alaska DOE would want to create schools, using public funds, but having no requirement of following Alaska statutes? In Anchorage we have all manner of special schools, ranging from ABC Concept, SAVE I & SAVE II, REACH, Stellar Optional, Chugach Optional, and Birchwood to Whaley Center. In all of these examples, requirements of public education under state law are maintained.

Where would the funding come from for charter schools? If money follows the child, will schools losing students be compensated or will they have less money to operate with? Such a scenario would mean the DOE is proposing to diminish resources for children presently attending these schools.

Or is this charter school idea really a ruse for funding of private schools with public money? Presently any district can create successful alternative schools. There are regulations and a state constitution that prohibit the DOE from spending public dollars on private schools. I believe this is a very serious shortcoming of this bill.

Thank you for considering my testimony since I was unable to stay at the teleconference on February 10th. I would be happy to discuss further my concerns in the future.



NEA-ALASKA

Affiliated with the National Education Association

*Draft
2/17/93*

QUESTIONS - SB 61

SCHOOL TERM

General question:

Currently we have a 180 day school term. If the school term is increased to 200 days, what mandates will the Department of Education consider in order to insure that students actually attend school? Does Alaska have truancy laws? Is the Department of Education considering options to insure that students attend school?

Line 23-28 page 2: By 2000 students will be required to go to school an additional four weeks if this bill passes? Specifically how will increased opportunity for our children (line 13 page 1) be accomplished through four additional weeks of school?

Cost: To determine the cost of four additional weeks, did the Department calculate the current daily cost and multiply by 20? If so, the Department failed to inflation proof the estimate. If inflation is 3% per year, the cost could exceed \$80M?

How will colleges and universities adjust their schedules to accommodate a shorter period of time for teachers to work on advanced degrees or degree mandates during the summer months? (Remember line 4-5 page 2 allows a school to fix the beginning and ending date for a school term.) How will inservice of all school employees be handled with a longer school year? Students who utilize the summer for subsistence purposes or earn money for college will be affected.

FUND FOR THE IMPROVEMENT OF SCHOOL PERFORMANCE

Has the Department formulated tentative regulations to implement this provision? Note line 16-18 new amendment requires the board to adopt regulations concerning grants and grant awards procedures. What is the procedure now?

Line 31 page 2: (Current law) The commissioner has authority to make grants to school districts for the purpose of

improving public school performance. How many teachers have received grants under this program? How many principals? How much was granted in 91-92? 92-93?

ADVISORY BOARDS IN SCHOOL DISTRICTS

AS 14.12.035 provides that "borough school district boards may establish advisory school boards, and by regulation shall prescribe their manner of selection, organization, powers and duties" - How many borough school districts have established advisory school boards?

Line 21 page 3: This bill requires a city or borough school district in a community of 50 or more permanent residents shall establish an advisory board at each school.

If school districts can create advisory board now, why does the Department require each school to have a board? How many advisory school boards will be created under the 50 or more population test? Since each school will have a board that will advise the school district board on any matter concerning the schools in the district, how much money will the Department request to fund meeting expenses for each advisory board? What is the estimated cost to establish advisory school boards?

Anchorage has approximately 80 schools so they will have at least 80 advisory school boards. Will these boards be given any legal authority over the school districts budget, personnel, curricular program? How will problems between an advisory boards and the district board be resolved?

TENURE

Sec. 14.20.150 repeals current statute and establishes a new procedure to acquire tenure. Line 15 - 18 page 4 grandfathers teachers hired before July 1, 1993 who had not yet acquired tenure rights as of June 30, 1993.

Line 5 page 4: teacher must apply for tenure. The application process is outlined in Sec. 14.20.151 (new section) line 20-31 page 4; line 1-3 page 5.

Line 9 page 4: requires the local tenure review committee to consider employees for tenure. How will the tenure review board work to accomplish that objective?

Line 11 page 4: The teacher must be approved for tenure by the local school board. How is this different from current practice?

Tenure application procedure:

Line 20-22 page 4: Sec. 14.20.151 says a teacher may apply for tenure when the teacher has been offered a third consecutive full-year contract with the same school district. If a contract is offered, does that mean that the administration is recommending the teacher for tenure since a contract is being offered? Can the tenure review committee overturn the offer of a contract?

Line 23-29 page 4: Subsection (b) requires the teacher to submit a request for tenure, evaluations, recommendations and other materials to the superintendent who shall forward materials to the local board and the tenure review committee.

Will both the board and the tenure review committee review process be limited to the materials filed with them by the teacher? How will the teacher be assured that other written or recorded documents will not be considered?

Since the teacher makes application for tenure and voluntarily provides important confidential evaluations, etc. to the superintendent, is the teacher relinquishing his/her right to privacy. If the tenure review board fails to maintain adequate security over these records, what recourse will a teacher have? Does a teacher sue the school district or the tenure review board?

Will members of the tenure review board receive extensive training and certification in the tenure review process? Will they understand teaching methodology, classroom management, special programs, total educational goals of the school district, various approaches to teaching, etc.? Are regulations being considered by the Department of Education to implement this program in each district?

Will members of the tenure review committee be extensively trained in the school districts evaluation process along with the instruments used to evaluate teachers?

Will superintendents be subjected to the same process - two year probationary period, review by a committee similar to the teacher tenure review committee and a vote by the board? Are principals included in this bill?

Line 1-3 page 5: A teacher who is denied tenure will have an additional opportunity to resubmit another request. If the tenure review board denies tenure will specific and understandable reasons be given the teacher for the denial? Will the probationary teacher be assured that the school district will commit the resources (people and money) to insure that the person succeeds? Since the probationary teacher is new to the profession, will additional assistance

from the university be given the teacher? If the school district fails to assist the teacher either during the probationary period or during the denial period, does the teacher have recourse if the school district makes not effort to help the teacher succeed? Will the teacher be denied tenure for cause?

A teacher can reapply for tenure 120 days after the school board's disapproval - why 120 days? What happens during the 120 day period? During that period is the teacher under contract?

Local tenure review committee:

Line 4-16 page 5: Creates a new section allowing the local school board to appoint one or more tenure review committees of 5 to 9 members.

In Anchorage approximately 200 teachers are up for tenure each year. How many tenure review committees are needed - one per building (over 80 buildings in Anchorage)? How many administrative positions would have to be created to staff such bureaucracy, office space, printing, secretarial, etc.?

Will the Department of Education submit a budget request to the legislature for funding to assist districts in paying for this program?

What happens if the school board rejects the tenure recommendations from the tenure review committee?

The committee appears to be stacked and grants too much power to the local board of education. What prohibits them from appointing their friends and family. People who may share a common desire to remove a certain teacher or set in place a practice of granting minimal tenure or no tenure at all to teachers in a school district?

Why is a student on the tenure review committee? The student ex-officio? The student member of the State Board of Education is ex-officio.

Duties of the Tenure Review Committee:

Line 17-31 page 5 and 1-14 page 6: New section 14.20.153 established the duties of the tenure review committee.

What about administrative appeal of a denial? If an administrator whose recommendations is overturned, be given an opportunity to question the tenure review board?

A just cause standard is needed for denial of tenure to a teacher under this process.

Line 13 page 6: If the drafters were trying to appear fair, they would at-least include the procedure for appeal after a denial.

Line 1-3 page 6: The teacher must be assured the right to representation at every level of this process.

Board Review of Committee Recommendations:

Line 20 page 6: Provides the school board shall set out in writing reasons for disapproval of tenure. The tenure review committee should be required to do the same. Reasons should be specific. The written reason for denial should also include specific description of how the teacher must improve in order to achieve tenure.

Denial should be based on just cause.

Breach of confidentiality by either the tenure review committee or the school board should be remedied by granting of immediate tenure status to the teacher.

What happens to the administrator in this process. The administrator has the responsibility to evaluate and direct staff. He/she is responsible for the development of staff. Under this section they have no responsibility specified. Since a major function of administration is being weakened though the tenure review committee process why continue the role of the principal. The board is the employer but the principal who is trained to evaluate and develop the performance of teachers will have no role to perform in recommending the tenure status of teacher her or she worked with throughout the two year period.

CHARTER SCHOOLS

Line 29-31 page 7, all of page 7, 8, 9 and line 1-19 of page 10: creates charter schools.

Line 1 page 7: Limits state to no more than 40 charter schools. What is the fiscal note associated with creation of up to 40 charter schools?

Cost items: Charter school board of directors
classroom space
personnel
administration
materials
textbooks
transportation

Line 30 page 6 and line 3 page 7: How is the initial board of directors of a charter school selected? The bill indicates how the permanent board is established. Note that

the initial board develops the program of the charter school, applies to the board for approval and negotiates a contract with the local board to operate the charter school (Sec. 13. (c) page 7. Why do they do all the work prior to the election of the permanent board?

Sec. 13 (d) page 7: The permanent charter school board is not elected until after the charter school has been approved by the state Board of Education and until after charter school classes begin. This conveniently allow the initial board to slide into the permanent positions. Because of election the permanent board has greater validity, that board should be elected first then proceed to implement the initial phases of the charter school.

Organization and operation of a charter school:

Line 11 page 7: Exempts charter schools from certain requirements. Specifically is a charter school exempt from the following Alaska statutes if this bill passes:

- 14.03.030 - School term
- 14.03.020 - School year
- 14.03.040 - Day in session
- 14.03.060 - elementary, junior high, and secondary schools
- 14.03.070 - school age
- 14.03.080 - free education
- 14.03.090 - sectarian or denominational doctrines prohibited
- 14.03.100 - use of school facilities
- 14.03.120 - education planning

Line 12 page 7: Charter school will operate under its own annual program budget as set out in the contract between the board and the charter school. How does that work? Will money be taken from other programs to fund the charter school? If money follows the child (line 30-31 page 8), will a school losing children to a charter school be compensated or adjusted for the loss in aid? Will the Department of Education fund charter schools from the improvement of school performance fund? specific funding request? Does the local board of directors have the authority to totally control the charter school budget?

Line 21 page 8: The term of the charter school contract will not exceed a term of three years. Do student's return to their original schools after the three year term? How will students be integrated back into their original programs to avoid academic disruption?

Line 19 page 8: Teacher to student ratio - Is the Department recommending an elementary and secondary ratio?

Line 14 page 8: method by which the charter school will account for receipts and expenditures - Will the Department standardize reporting systems? What review procedure will the public have over such receipts and expenditures?

Line 7 page 9: Will transportation costs for charter school students be paid by the charter school?

Line 8 - 10 page 9: Will charter schools be audited annually?

Line 18-19 page 9: The charter school and the local school board shall attempt to accommodate all of those applicants by considering providing additional classroom space and assigning additional teacher from the district to the charter school - Who pays for the additional classrooms and for the additional teachers reassigned?

Line 23 page 9: Charter schools will not discriminate in selection of students on the basis of intelligence, achievement, aptitude or athletic ability - what about sex, handicap, income level, race, ethnic, etc.? Why just intelligence, achievement, aptitude, athletic ability

Line 26-28 page 9: Why limit bargaining a provision to allow teachers who have seniority the opportunity to transfer to a charter school?

Line 29-31 page 9 and line 1-2 page 10: Will a designated evaluator have opportunities to observe teaching performance? Will the designated evaluator have an opportunity to inter-react with a charter school teacher on a daily basis? Does this not weaken the evaluation process?

02/10/93
14:12:10

LEGISLATIVE TELECONFERENCE NETWORK SYSTEM
PARTICIPANT LIST (ALL PARTICIPANTS)
TCN:30209 SCHEDULED FOR:02/10/93 13:30 TO 15:30
PUBLIC HEARING SENATE HEALTH, EDUCATION & SOCIAL SERVIC

LTN1150
BY:ANC
FOR:ANC

LOCATION: ANCHORAGE

SB 61	✓ RICH	KRONBERG	TESTIFY
SB 61	✓ DAVID	SCHWANTES	TESTIFY
SB 61	✓ ROB	PFISTERER	TESTIFY
SB 61	✓ KATHY	MCCORD	TESTIFY

02/10/93
13:49:13

LEGISLATIVE TELECONFERENCE NETWORK SYSTEM
PARTICIPANT LIST (ALL PARTICIPANTS)
TCN:30209 SCHEDULED FOR:02/10/93 13:30 TO 15:30
PUBLIC HEARING SENATE HEALTH, EDUCATION & SOCIAL SERVIC

LTN1150
BY:FBX
FOR:FBX

LOCATION: FAIRBANKS

SB 61	✓ BONNIE	BARBER	FEA	TESTIFY
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02/10/93
14:27:56

LEGISLATIVE TELECONFERENCE NETWORK SYSTEM
PARTICIPANT LIST (TESTIFIERS ONLY)
TCN:30209 SCHEDULED FOR:02/10/93 13:30 TO 15:30
PUBLIC HEARING SENATE HEALTH, EDUCATION & SOCIAL SERVIC

LTN1150
BY:MAT
FOR:MAT

LOCATION: MATSU

SB 61	MS ✓ PAMELA	CONRAD	TESTIFY
SB 61	MR RONALD	BERGEY	TESTIFY
SB 61	MR ✓ JOHN	CYR	TESTIFY

02/10/93
13:30:41

LEGISLATIVE TELECONFERENCE NETWORK SYSTEM
PARTICIPANT LIST (ALL PARTICIPANTS)
TCN:30209 SCHEDULED FOR:02/10/93 13:30 TO 15:30
PUBLIC HEARING SENATE HEALTH, EDUCATION & SOCIAL SERVIC

LTN1150
BY:SQL
FOR:SQL

LOCATION: KEN/SQL

SB 61	✓ MRS. MARY	RUBADEAU	KFRSD	TESTIFY
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Richard Kronberg 522-1080

3511 Chiniak Bay Drive 02/05/93

Anchorage AK 99515 C

VOTE TO DEFEAT SB 61. WHATEVER PROBLEMS PUBLIC
EDUCATION HAS THIS BILL WILL ONLY MAKE THEM WORSE.
FOR EXAMPLE, POLITICIZING TENURE DECISIONS WILL
NOT IMPROVE TEACHING IT WILL ONLY PRODUCE MINDLESS
TEACHERS. I URGE YOU
TO DEFEAT THE BILL.

Kris Mutholland 344-4875

337 Bailey Avenue no 30 02/05/93

Anchorage AK 99515 C

I STRONGLY ENCOURAGE A NO VOTE ON SB 53 AND SB 55.

Defeat SB 61
110

(1)
Passed

8-GS1033VA.3
Ford
2/15/93

A M E N D M E N T

OFFERED IN THE SENATE

BY SENATOR SALO

TO: SB 61

Page 3, line 1:

Delete "[TO A DISTRICT LOCATED IN THE STATE]"

Insert "to a district located in the state"

TENURE AMENDMENT

- (a) Except as provided in (c) of this section a teacher acquires tenure rights in a district when the teacher:
- (1) posses a standard teaching certificate;
 - (2) has been employed as a teacher in the same district continuously for two full school years and is reemployed for the school year immediately following the two full school years.
- (b) The tenure rights acquired under (a) of this section become effective on the first day the teacher performs teaching services in the district during the school year immediately following the two full school years.

Sec. 10. AS 14.20.150 is amended by adding new subsections to read:

- (c) A school district that has a non-tenured teacher evaluation program may extend the probationary period of a non-tenured teacher who is employed in the school district by one year if the district has satisfied the requirements of this subsection and based on the evaluation of the teaching performance of the non-tenure teacher. The provisions of (a) and (b) of this section apply to non-tenured teachers except that a teacher in a third year of probation does not acquire tenure rights unless reemployed for the school year immediately following the three full continuous school years. The district may extend the period of non-tenure for one additional year (1) if the evaluator conducts the evaluations according to Administrative Code, Chapter 19; and according to provisions of this section and (2) if a non-tenured teacher is making progress toward tenure.

The district shall strictly comply with this sub-section by providing a non-tenured teacher, during each year of the teacher's non-tenure, with a minimum of two formal observations and two evaluation sessions to include:

- (1) pre-observation/evaluation conference
- (2) a formal visit by an evaluator to the teacher's instruction site to observe the teacher while the teacher is teaching
- (3) Post observation/evaluation conference to discuss the teacher's instructional delivery, planning, interpersonal skills, knowledge of the subject matter and other professional qualities.

- (4) For non-tenured teachers who are not performing successfully, specific measurable and relevant objectives that the non-tenured employee must achieve to be successful, will be identified.
 - (5) Evaluators will receive or demonstrate they have received inservice training on the evaluation policy and procedure of the school district.
 - (6) Each school district shall invite, obtain, and consider community input, including that of students, parents, teachers and administrators in the design of the procedure and content for evaluation
- (d) A teacher who was hired by a district before July 1, 1993, who had not yet acquired tenure rights on June 30, 1994 and who was continuously employed by the district from the date of hire acquire tenure rights in the district in accordance with AS 14.20.150 as it existed on June 30, 1993.
- In this section, "probationary teacher" means a teacher who has not acquired tenure rights.

02/08/93
13:32:42

LEGISLATIVE TELECONFERENCE NETWORK SYSTEM
PARTICIPANT LIST (ALL PARTICIPANTS)

LTN1150
BY:ANC
FOR:ANC

TCN:30182 SCHEDULED FOR:02/08/93 13:30 TO 15:00
PUBLIC HEARING SENATE HEALTH, EDUCATION & SOCIAL SERVIC

LOCATION: ANCHORAGE
SB 61

ABBY

HENSLEY

PTA

TESTIFY

ALSO JUDY NORTON (AT ANOTHER SITE)

FEB 10 '93 09:18

P.O. Box 129
Russian Mission, AK 99007
February 8, 1993

RE: SB 61 (Education 2000)

Gentlemen:

While many of the components of SB 61 have merit, they each need to be considered separately, as some issues have not been carefully thought out--thus creating new problems even more serious than the present situation.

Passing SB 61 would be like rushing to remedy a broken arm by putting on a cast--without first resetting the bone: at first glance, the reinforcement would seem to strengthen the limb, but without an internal "straightening" the result would be worse than no help at all.

One issue we feel needs to be re-examined especially is the longer school year. "More" is not "better" if there has been little prior planning. Tacking on an addition 20 days without a complete change in curriculum and approach would be useless.

How could teachers keep current in their field when they usually attend summer classes themselves? Without the extra month it would be difficult or impossible to schedule needed summer school study.

Also, the question of how this would be financed has not been addressed. Educational funds are lacking now, so where would the extra dollars come from?

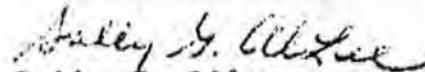
The above examples address only one of the bill's inadequacies. As professional educators of more than 16 years, we agree education needs revamping, but not by rushing in with a band-aid solution.

Just as a knowledgeable person would not attempt surgery without experienced medical personnel, the state should not try to remedy our educational problems without greater input from professional educators, who were greatly underrepresented in the formation of this bill. The issue needs further study with a stronger representation of the professionals who must implement the plan.

~~We urge you to veto this bill.~~ As currently written, SB 61 does not meet the needs of the people it is meant to serve--~~our~~ future generations. The legislature needs to reconsider our priorities, then formulate a more well-thought-out solution.

Sincerely,


Guy L. AlLee
K-12 School Counselor


Sally C. AlLee
4-12 English/Reading teacher

SB

65

8-LS0302N
Ford
3/29/93

CS FOR SENATE BILL NO. 65()
IN THE LEGISLATURE OF THE STATE OF ALASKA
EIGHTEENTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): SENATOR DUNCAN

A BILL

FOR AN ACT ENTITLED

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

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

4 * Section 1. AS 14.16 is amended by adding a new section to read:

5 ARTICLE 2. CENTRALIZED CORRESPONDENCE STUDY.

6 Sec. 14.16.100. CENTRALIZED CORRESPONDENCE STUDY. (a) The
7 state centralized correspondence study program is a public school of the state. A
8 school term for a student enrolled in a centralized correspondence study program
9 operated by the department consists of a minimum of 180 days, unless the
10 commissioner approves a shorter term.

11 (b) The board shall establish the salaries and benefits to be paid centralized
12 correspondence study teachers employed by the department and shall establish
13 procedures for teacher evaluation and training.

14 (c) The following provisions apply with respect to the operation and

1 management of the state centralized correspondence study program as if it were a
2 school district:

- 3 (1) AS 14.14.105 and 14.14.107 (relating to sick leave);
4 (2) AS 14.17.080 (relating to student count estimates);
5 (3) AS 14.17.082 (relating to school operating fund balances);
6 (4) AS 14.17.160 - 14.17.200 (setting out the procedure for payment
7 of financial assistance and imposing general requirements and limits on money paid);
8 (5) AS 14.20.095 - 14.20.120 and 14.20.215 (relating to freedom of
9 speech and the employment of teachers);
10 (6) AS 14.20.220 (relating to the salaries of teachers employed);
11 (7) AS 14.20.280 - 14.20.350 (relating to sabbatical leave provisions
12 for teachers);
13 (8) AS 23.40.070 - 23.40.260 (authorizing collective bargaining by
14 certificated employees) except with regard to teachers who are administrators and
15 except that the board may delegate some or all of its responsibilities under those
16 statutes.

17 * Sec. 2. AS 14.17.022 is amended to read:

18 Sec. 14.17.022. MONEY FOR CENTRALIZED CORRESPONDENCE
19 STUDY. Money for providing centralized correspondence study programs for students
20 not enrolled in an approved school district correspondence study program includes an
21 allocation from the public school foundation account in an amount calculated by
22 multiplying the instructional unit value in AS 14.17.056 by the total number of
23 instructional units, as determined by applying the number of correspondence students
24 to the formula [FOR ELEMENTARY SCHOOLS] in AS 14.17.041(b)
25 [AS 14.17.041(b)(1)], then multiplying that product by 65 percent.

26 * Sec. 3. This Act takes effect July 1, 1993.

SENATE BILL NO. 65
IN THE LEGISLATURE OF THE STATE OF ALASKA
EIGHTEENTH LEGISLATURE - FIRST SESSION

BY SENATOR DUNCAN

Introduced: 1/25/93
Referred: HES. CRA, FIN

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7 of financial assistance and imposing general requirements and limits on money paid);

8 ~~(5) AS 14.20.095 - 14.20.215~~ ¹²⁰ (relating to the employment ^{freedom of speech and}
9 of teachers); ~~(6) AS ~~14.20.215~~ 14.20.215~~ ^(Definitions)

10 ~~(7) AS 14.20.220~~ (relating to the salaries of teachers employed);

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14 certificated employees) except with regard to teachers who are administrators and
15 except that the board may delegate some or all of its responsibilities under those
16 statutes.

17 ~~(d) A person employed as a teacher in the state centralized correspondence~~
18 ~~study program on July 1, 1993, acquires tenure rights under AS 14.20.150 and~~
19 ~~14.20.155 as though the person had been employed by a school district.~~

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25 multiplying the instructional unit value in AS 14.17.056 by the total number of
26 instructional units, as determined by applying the number of correspondence students
27 to the formula [FOR ELEMENTARY SCHOOLS] in AS 14.17.04 (b)
28 [AS 14.17.041(b)(1)], then multiplying that product by 65 percent.

29 * Sec. 3. This Act takes effect July 1, 1993.

Section 1

Department position: Reference to the statutes contained in the proposed language for 14.16.100 (a)(1-8) are unnecessary for the following reasons:

(1) AS 14.14.105 (re: Sick Leave Bank) is already collectively bargained on behalf of the CCS teachers;

(2) AS 14.14.107 is unnecessary because DOE employees are already covered by reference.

~~(3) AS 14.17.080 is unnecessary because the enrollment numbers are part and parcel of the division's budget planning requirements for the Department of Education budget. Regardless of its status as a "school district," CCS is a division of the Executive Branch.~~

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(5) AS 14.17.160 - .220:

14.17.160: no argument

14.17.170: no argument

14.17.190: no argument

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~~14.17.210: does not apply to CCS; CCS is not now, nor will it be an REAA~~

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~~district~~

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14.20.110: unnecessary; sets penalty for 14.20.100

14.20.120: no argument

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14.20.148: not applicable

14.20.150: unnecessary; tenure laws were established to provide job security for teachers; CCS teachers have the protection of contractually mandated permanent status

14.20.155: unnecessary; see 14.20.150.

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(9) AS 23.40.070 - .260: It is the position of the State of Alaska, Department of Administration, Division of Personnel/EEO, Labor Relations Section, that the employees of CCS are already covered by 23.40.070 - 23.40.260.

FISCAL NOTE

STATE OF ALASKA
1993 LEGISLATIVE SESSION

BILL NO. SB 65

Revision Date: _____
Title: Centralized Correspondence Study

Department Affected: Department of Education
BRU: Centralized Correspondence School
Component: _____

Sponsor: Senator Duncan
Requestor: Senator Duncan

COMPONENT SERIAL NO. _____ 172

Expenditures/Revenues:

(Thousands of Dollars)

OPERATING	FY 94	FY 95	FY 96	FY 97	FY 98	FY 99
PERSONAL SERVICES	135.0	148.5	155.4	170.4	187.4	205.4
TRAVEL	5.0	5.0	5.0	5.0	5.0	5.0
CONTRACTUAL	95.0	110.0	130.0	143.0	154.0	165.0
SUPPLIES	108.4	120.3	132.1	146.7	165.5	187.9
EQUIPMENT	8.0	3.0	3.0	3.0	3.0	3.0
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	351.4	386.8	425.5	468.1	514.9	566.3

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

REVENUE FUND SOURCE:						
-----------------------------	--	--	--	--	--	--

FUNDING:

(Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1006 GF/MHTIA						
Other Foundation	351.4	386.8	425.5	468.1	514.9	566.3
TOTAL	351.4	386.8	425.5	468.1	514.9	566.3

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of current year (FY93) impact: \$None

ANALYSIS: (Attach a separate page if necessary.)

This fiscal note is based on a yearly increase of 10% in student enrollment.

Prepared by: Darby Anderson/Mike Maher
Division: Centralized Correspondence School

Phone: 465-2835
Date: 2/8/93

Approved by Commissioner: *Jerry Covey*
Agency: Education

Date: 2-9-93

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Analysis of Funding

SB 65: Centralized Correspondence School

Personnel

102.0	Advisory Teachers
12.0	Warehouse Stockhandler (25%)
9.0	Clerk Typist III (25%)
<u>12.0</u>	Registrar (25%)
135.0	

Travel

1.5	Administer Student Testing Juneau to Anchorage 3 @ \$500
.5	Parent training Juneau to Anchorage 1 @ \$500
1.5	Student Activities 3 students @ \$500
.5	Secondary Teacher Training 1 @ \$500
<u>1.0</u>	Student Visitation for At-Risk 2 @ \$500
5.0	

Contractual

4.5	Userids for secondary students on UACN
5.0	Telephone and postage
83.5	Printing of secondary courses and educational materials
<u>2.0</u>	Printing of secondary courses and educational materials
95.0	

Supplies

70.4	Textbooks, course materials, educational supplies
<u>38.0</u>	Purchasing secondary course materials for electives
108.4	

Equipment

8.0	IBM Word Processing Terminals for data, student records and lessons 2 @ \$4,000
-----	---

Comment on CS for SB 65

Title 14 Reference	Topic	Dept. Position	Reason
14.14.105	Sick Leave Bank	con	Sick bank language already in place in negotiated agreement; this language less advantageous to teachers
14.14.107	Sick Leave Transfer	con	CCS teachers are already covered by this section as DOE employees
14.17.080	Student Count Estimates	neutral	
14.17.082	Fund Balance	pro	DOE supports
14.17.160	Student Counting Periods	neutral	
14.17.170	Distribution Of Foundation Aid	neutral	
14.17.190	Restrictions/ Receipt And Expenditure	neutral	
14.17.200	Regulations	neutral	
14.20.095	Right To Comment/Criticize Not/Restricted	neutral	Constitutional right; contractual right by collective bargaining
14.20.097	Duty-Free Time	neutral	This language is mirrored in collective bargaining agreement
14.20.100	Unlawful Require/Religious/Political Affiliation	neutral	Mirrored in current contract language, federal Title VII
14.20.110	Penalty For Violation Of As 14.20.100	neutral	Civil and criminal remedies already exist under contract and Title VII
14.20.120	Statement Of Qualifications	neutral	
14.20.215	Definitions	neutral	terms are defined in collective bargaining
14.20.220	School Experience For Salary Scales	con	CCS teacher salaries are collectively bargained
14.20.280-350	Sabbatical Leave and Other Leave	con	CCS teachers have negotiated language dealing with professional development, leaves of absence, military leave, etc.
23.40.070	Organization/Collective Bargaining	neutral	DOE believes that CCS teachers are already covered by AS 23.40

POSITION PAPER: DEPARTMENT OF EDUCATION

Division Centralized Correspondence School Bill Number SB 65

Bill Title Centralized Correspondence Study

Sponsor Senator Duncan

Position Statement: Explain briefly what the bill does, its impacts and Department's position, i.e., a) support, b) do not support, c) neutral or d) oppose.

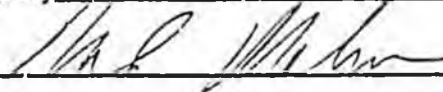
See attached.

APPROVED:

Director Darby Anderson Division Centralized Correspondence School

Signature  Date 2/22/93

Commissioner/Deputy Mike Maher

Signature  Date 2/23/93

SB 65 recognizes the Centralized Correspondence (CCS) program as a public school of the State and makes adjustments in the funding to make it equitable for secondary students. The school was established 53 years ago to provide an option for students that wanted to go to school at home.

Section 1

The Department position on Section 1 is that the majority of references to statutes contained in the proposed language for 14.16.100 (2) (1-8) are unnecessary. The formal recognition as a school and being able to operate with a fund balance (3) AS 14.17.082 are the relevant points. Please see the attached summary that provides the justification for the Department position on this section.

Section 2

The following changes in the program justify the need to change the funding to provide equitable resources to serve secondary students:

- The school operates primarily on foundation funds based on the number of students served.
- The school is allowed to use 65% of the elementary formula.
- The average cost per pupil for FY93 is \$2,600.
- The school is the 15th largest school district, if it were compared to the other 54 school districts.
- Over 51% of the students are in the Anchorage, Matsu and Fairbanks areas.
- The enrollment in the school increased by 70% since 1979.
- Secondary students now make up 50% of the enrollment.
- Teachers have developed more secondary courses to meet the needs of secondary students. The costs associated with preparing the courses, publishing the materials, ordering text books, distributing the material and teaching the courses have increased.
- A portion of the secondary students are considered at-risk and require more counseling services and instructional alternatives.
- Secondary students require more time for career development, identifying academic and vocational options. This means there is often a greater cost for secondary courses and materials.
- Since 1987, the Summer School by Mail funds supplemented the basic secondary program. The program was cut by 2 million dollars in 1992 and lack of secondary support was more apparent.

The school needs to be able to access secondary funds to provide a basic quality of service for secondary students. The funding change is needed to maintain and continue the secondary program. Secondary students deserve equitable funding. The Department supports SB 65 with the amendments to Section 1.

Section 1

Department position: Reference to the statutes contained in the proposed language for 14.16.100 (a)(1-8) are unnecessary for the following reasons:

(1) AS 14.14.105 (re: Sick Leave Bank) is already collectively bargained on behalf of the CCS teachers;

(2) AS 14.14.107 is unnecessary because DOE employees are already covered by reference.

(3) AS 14.17.080 is unnecessary because the enrollment numbers are part and parcel of the division's budget planning requirements for the Department of Education budget. Regardless of its status as a "school district," CCS is a division of the Executive Branch.

(4) AS 14.17.082: no argument

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14.20.145: unnecessary; CCS teachers holding collectively bargained "permanent status" enjoy the job security and rights as 'tenured' teachers.

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14.20.150: unnecessary; tenure laws were established to provide job security for teachers; CCS teachers have the protection of contractually mandated permanent status.

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DIVISION OF LEGAL SERVICES

LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

130 Seward Street, Suite 409
Juneau, Alaska 99801-2105

M E M O R A N D U M

March 2, 1993

SUBJECT: Sectional Summary of SB 65

TO: Senator Jim Duncan

FROM: Michael F. Ford *M.F.*
Legislative Counsel

You have requested a sectional summary of the above-described bill.

As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents. If you would like an interpretation of the bill as it may apply to a particular set of circumstances, please advise.

Section 1. Adds a new section of law that would establish the state centralized correspondence study program as a public school of the state. Provides for a minimum school year of 180 days, and for establishment of teacher salaries, benefits, and training. Provides that the correspondence study program shall be treated as a school district for purposes of funding, collective bargaining, tenure, and other provisions listed in subsection (c).

Section 2. Increases the funding for the correspondence study program, by including students in secondary school (AS 14.17.041(B)(2)) within the formula determining the money allocated to correspondence study.

Section 3. Effective date.

MFF:gc
93-180.glc



Alaska State Legislature

SENATOR JIM DUNCAN

MEMORANDUM

Date: March 1, 1993

To: Senator Steve Reiger, Chair
Senate Health, Education and Social Services Committee

From: Senator Jim Duncan

Re: SB 65, relating to centralized correspondence study

I request that you schedule SB 65, relating to state centralized correspondence study for a hearing as soon as possible.

Currently, the Centralized Correspondence Study program receives its funding under 14.17.022 which only allows counting of elementary students and is prorated at 65 percent of the unit value. This funding scenario has created an inequity because they provide services to over 1,160 students, half of which are in high school. The result is that the Correspondence Study program is grossly under funded to continue the valuable service it provides throughout the state. The current year proposed cuts to the summer school program further exacerbate the problem.

This bill will amend the centralized correspondence study statutes to recognize the Correspondence Study program as a public school of the state with a term of 180 days. With the bill, the State Board of Education serves as the school board for correspondence study teachers, and these teachers will be fully recognized as public school teachers rather than state employees.

I believe this bill will acknowledge the valuable contribution made to education in this state by the Centralized Correspondence Program and enable it to continue. Thank you for your favorable action on this request.

Attachments

3195

L 81100-093

LEGISLATIVE TELECONFERENCE NETWORK

PAGE 1

8440202

CONF: 3000V

DATE & TIME: 03/02/93 3:30 PM

15:20

STATUS: ANNOUNCED

*** UPDATED SUMMARY ***

TOPIC: SHEET METAL HEALTH, ED CAYTON & SOCIAL SERVICE CHAIRS WARE

CONF: 022-708 PUBLIC HEALTH

CONTACT: SPENCER CRONIN TEL: 1-971-931-2470

CHAIRMAN: JIM JONES OR TEL: 1-971-931-2470

DATE: 03/02/93 3:30 PM

SPEAKER REMARKS(PUB): TESTIMONY ALLOWED

3-MINUTE LINE

SPONSOR REMARKS(LID): BACKUP MATERIAL IN MEETING IN PROGRESS - LOCAL SITES

21-03 MAY 2, 93

TOPIC WILL BE PRESENT UNTIL 2:30 PM

TOPIC CANCELLED ON 03/02/93 AND 03/01/93 DATES

*** AGENDA ***

1. 03-05 CENTRALIZED CONFERENCE STUDY

*** FACILITATING LIST ***

* JIM JONES

CHRISTOL

03/05

LOCAL STAFF

*** COORDINATOR & OFFICE STAFF ***

022-01-01

01-01-01

01-01-01

01-01-01

*** SCHEDULING NOTES ***

CONF 2 WNS THE 1-LL FREE 03/05 FOR DE MET ON 2-27-93

*** UPDATED ***

03/02/93 10:53:08 ANNOUNCING TELECONFERENCE

02

BS

POSITION PAPER: DEPARTMENT OF EDUCATION

Division Vocational Rehabilitation Bill Number SB 70

Bill Title An act establishing a loan guarantee and interest rate subsidy program for Assistive Technology.

Sponsor Senator Duncan

Position Statement: Explain briefly what the bill does, its impacts and Department's position, i.e., a) support, b) do not support, c) neutral or d) oppose.

The Department of Education supports this bill. It would meet an identified need by a group of individuals in the State of Alaska which is not now being addressed. It is recommended that the mechanics of the loan guarantee and interest subsidies be clarified. Other than student loans by the Commission on Post Secondary Education, the Department is not in the loan business, and does not have the infrastructure to support significant responsibilities in this area. This would best be handled by banking institutions.

WHAT THE BILL DOES:

This bill would provide two types of assistance to individuals who need help in order to acquire assistive devices:

LOAN GUARANTEE

This bill provides for the state to guarantee loans issued to individuals who need assistive devices. The process for accessing the guarantee is as follows:

1. The individual completes an application available from their local assistive technology office.
2. The local office personnel will evaluate the degree to which the individual meets pre-established criteria for acquiring a loan and certifies those who qualify.

continued, see attached

APPROVED:

Director Keith J. Anderson Division Vocational Rehabilitation

Signature *Keith J. Anderson* Date February 11, 1993

Commissioner/Deputy *M. K. MCKER*

Signature *Mark Mcker* Date 2/18/93

Postition Paper: Department of Education

Bill Number: SB 70

Division of Vocational Rehabilitation

Bill Title: An act establishing a loan guarantee and interest rate subsidy program for Assistive Technology.

Sponsor: Senator Duncan

continued from page one:

3. The individual presents the certification, along with an application for a loan, to a bank of his/her choice.
4. The bank acts on the application. After the loan is made it is treated as any other loan. If the person defaults on the loan, the state is liable to meet the outstanding obligation.

SUBSIDIZED INTEREST

Based on the ability of the individual to repay the loan, the state can subsidize the interest rate up to that required by the loaning institution.

IMPACT OF THE BILL:

If passed, this bill would make it possible for citizens of the State of Alaska to gain access to technological devices necessary for them to function more independently in their homes and communities. It is estimated that there are approximately 4,000 persons in the state who are in need of these devices. The cost of these devices vary broadly from a few dollars to several thousand dollars.

FISCAL NOTE

STATE OF ALASKA

BILL NO. SB 70

1993 LEGISLATIVE SESSION

Revision Date: _____

Department Affected: Education

Title: An Act establishing a loan guarantee and interest rate subsidy program for Assistive Technology

BRU: Vocational Rehabilitation

Sponsor: Senator Duncan

Component: Assistive Technology

Requestor: Senator Duncan

COMPONENT SERIAL NO. _____ 1202

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						
MISCELLANEOUS	100.0	-0-	-0-	-0-	-0-	-0-
TOTAL OPERATING	100.0	-0-	-0-	-0-	-0-	-0-

CAPITAL						
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REVENUE FUND SOURCE:						
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FUNDING:

(Thousands of Dollars)

1002 Federal Receipts	100.0	-0-	-0-	-0-	-0-	-0-
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1006 GF/MHTIA						
Other						
TOTAL	100.0	-0-	-0-	-0-	-0-	-0-

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

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

ANALYSIS: (Attach a separate page if necessary.)

See attached.

Prepared by: Keith Anderson, Director *Keith Anderson*

Phone: 465-6932

Division: Vocational Rehabilitation

Date: February 11, 1993

Approved by Commissioner: *Jerry Covey*

Jerry Covey

Agency: Education

Date: February 11, 1993

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FISCAL NOTE

State of Alaska
1993 Legislative Session

BILL NO. SB 70

Title: An Act establishing a
loan guarantee and interest rate
subsidy program for Assistive
Technology.

Department Affected: Education
BRU: Vocational Education
Component: Assistive Technology

Sponsor: Senator Duncan
Requestor: Senator Duncan

The Assistive Technology of Alaska (ATA) Advisory Board has recommended to the division that we investigate using federal funds generated through the ATA project to fund the Technology Loan Fund. With this direction we have proposed to the federal funding agency a plan to fund the loan program by using federal receipts instead of state capital or general funds.

If approved ATA's fourth year grant includes a plan by which grant funds can be used to establish the loan fund. This would provide seed money to establish the loan fund. If this bill becomes law, the division can, by July 30, provide approximately 100.0 for this purpose. It is our understanding that this amount of money can be leveraged into as much as 750.0 as a guarantee and interest buy down depending on how the banking industry recommends the loans be set-up. This legislation forms a partnership between private industry and government to meet the needs of Alaskans with disabilities.

No additional staff cost.

Initial funding 100.0 from federal receipts, one year capitalization only.



Alaska State Legislature

SENATOR JIM DUNCAN

MEMORANDUM

Date: February 9, 1993

To: Senator Steve Rieger, Chair
Senate Health, Education and Social Services Committee

From: Senator Jim Duncan

Subject: SB 70, An Act establishing a loan guarantee and interest rate subsidy program for assistive technology.

Please schedule the earliest possible hearing for Senate Bill 70 by the Senate Health, Education and Social Service Committee. This legislation establishes the Assistive Technology Loan Guarantee Program. The program will assist persons with disabilities or their employers to purchase durable equipment, adaptive aids, and assistive devices to obtain or maintain employment or to live more independently.

The program will allow the Division of Vocational Rehabilitation to guarantee loans from private institutions. The division works with financial institutions to extend the time during which the loan is paid back. It can also buy down interest rates to make payments more manageable for consumers. An applicant's Permanent Fund Dividend can serve as collateral.

The disabled person must be unable to obtain the needed equipment through the Division of Vocational Rehabilitation, Medicare, Medicaid or other funding sources such as insurance companies. In making decisions about eligibility, the division must determine that the person requesting a loan guarantee is unable to obtain equipment or device from a free or less costly source. The division office conducting the initial screening must provide this documentation.

The division is responsible for evaluating the applicant's ability to make loan payments based on income and general credit history. It makes an initial determination of eligibility for the loan guarantee program and contacts the applicant and a local financial institution to initiate the loan process. The lending institution processes the loan pursuant to its standard procedures by incorporating the division's offer to guarantee the loan and buy

down the interest rate to make payments affordable. The division retains the discretion to deny the loan guarantee should the lender's review reveal additional information that reflects negatively on the applicant's ability or willingness to repay the loan.

A person with a disability or their parent or legal guardian may also apply for a vehicle loan under terms of the bill. The loan can be used for purchase or modification of a vehicle. The person must live independently or with their parents or guardians and be employed a minimum of one year before the date of the initial loan request.

I have requested a fiscal note, sectional analysis, and departmental position paper. Your favorable consideration of this request is appreciated.

DIVISION OF LEGAL SERVICES

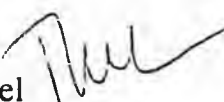
**LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA**

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

130 Seward Street, Suite 409
Juneau, Alaska 99801-2105

MEMORANDUM

March 11, 1993

SUBJECT: Sectional Summary of SB 70 (Assistive Technology)
TO: Senator Jim Duncan
FROM: Terri Lauterbach 
Legislative Counsel

You have requested a sectional summary of the above described bill.

As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents.

This summary is brief. If you would like an interpretation of the bill as it may apply to a particular set of circumstances, please let me know.

Section 1. Establishes a program in the division of vocational rehabilitation in the Department of Labor under which the division could guarantee 90 percent of a loan or subsidize the interest rate of a loan guaranteed by the division for appropriate assistive technology that is designed to enable a handicapped individual to either be employed or otherwise live more independently.

TML:pl
93-184.plm

Governor's Committee on Employment of People with Disabilities
P.O. Box 107018
Anchorage, Alaska 99510-7018
(907)269-4877: Voice (907)269-4879: Text Telephone

March 19, 1993

Representative Pat Carney
Court, Room 607
Juneau, Alaska 99801-1182

Dear Representative Carney:

The members of the Governor's Committee on Employment of People with Disabilities would like to express their support of Senate Bill No. 70 and its companion House Bill No. 139. The Governor's Committee is interested in any legislation which may enable individuals with disabilities to gain, retain or advance in employment.

This legislation addresses a significant population of individuals in Alaska - the approximately 58% of individuals with disabilities who do not have access to the equipment which can help them live more sufficient lives. By providing low-interest, longterm loans which when repaid will continue to stimulate economic growth for years to come, this legislation can benefit people with disabilities, their families and employers.

By providing a guarantee of up to 90% of the loan principal amount or subsidizing the interest of a loan principal to a state or federally chartered financial institution, persons with disabilities, their families or businesses will be able to make direct application to their local bank for an assistive technology loan. Additionally, the anticipated federal funding will initially cover the activity with no immediate impact on the current state budget. However, the impact on the lives of individuals utilizing assistive devices as simple as eyeglasses, hearing aids, or walkers or as complex as talking computers, may be immeasurable.

The Governor's Committee supports the intent of SB-70 and HB-139 and urges your approval of this legislation when it comes before your committee for hearing.

Sincerely,



Don Brandon, Chair

Governor's Committee on Employment of People with Disabilities
P.O. Box 107018
Anchorage, Alaska 99510-7018
(907)269-4877: Voice (907)269-4879: Text Telephone

March 19, 1993

Senator Jim Duncan
Capitol, Room 119
Juneau, Alaska 99811-1182

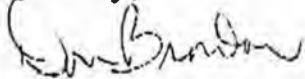
Dear Senator Duncan:

The members of the Governor's Committee on Employment of People with Disabilities would like to express their support of Senate Bill No. 70 and its companion House Bill No. 139. The Governor's Committee is interested in any legislation which may enable individuals with disabilities to gain, retain or advance in employment.

As you know, this legislation addresses a significant population of individuals in Alaska - the approximately 58% of individuals with disabilities who do not have access to the equipment which can help them live more sufficient lives. Not only will this assist individuals with disabilities, but also their families and businesses.

The Governor's Committee supports the intent of SB-70 and HB-139 and will be monitoring its progress as it makes its way through committee. If we can be of assistance in any way, please let us know.

Sincerely,



Don Brandon, Chair

ASSISTIVE TECHNOLOGIES OF ALASKA

A report on the need for tools that enable Alaskans with disabilities to live, learn, work and play more independently



ASSISTIVE TECHNOLOGIES OF ALASKA

ASSISTIVE Technology Background



ASSISTIVE TECHNOLOGIES OF ALASKA

The goal of Assistive Technologies of Alaska (ATA) is to increase awareness of specialized equipment that can enhance the independence of people with disabilities, and to provide access to this equipment and technology.

ATA works in a direct and complementary role with other service providers. It plans to establish channels for information on new technologies and resources to be shared by various organizations and distributed to those who may benefit from them.

Four significant findings pave the way for ATA

This document summarizes a study conducted in the spring of 1991 by the Institute of Social and Economic Research (ISER), at the University of Alaska, Anchorage.

Surveyors polled Alaska residents at random by telephone, uncovering the following four major findings. These findings are significant in setting the goals and directions for Assistive Technologies of Alaska.

- **Communications devices represent Alaska's largest single assistive technology need.**
- **Almost 4,000 Alaskans with disabilities lack current information regarding assistive technology.**
- **Alaska Natives exhibit a much higher need for assistive technology than do other races.**
- **Rural Alaskans with disabilities experience the greatest need for all forms of assistive technology.**

Complete survey results follow. It is important to note that the telephone poll may have resulted in low figures for deaf persons and those living in rural areas where telephone service is limited. The survey also excluded persons living in institutional settings. The numbers presented in this booklet are arrived at by a method known as statistical inferences.

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ASSISTIVE TECHNOLOGIES OF ALASKA

A report on the need for tools that enable Alaskans with disabilities to live, learn, work and play more independently



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ASSISTIVE Technology Background

This booklet has been paid for with federal funds as part of a grant from the National Institute on Disability and Rehabilitation Research, U.S. Department of Education, and was administered by the Alaska Division of Vocational Rehabilitation.

For more information, additional copies or a non-print format of this document contact Assistive Technologies of Alaska at the following address:

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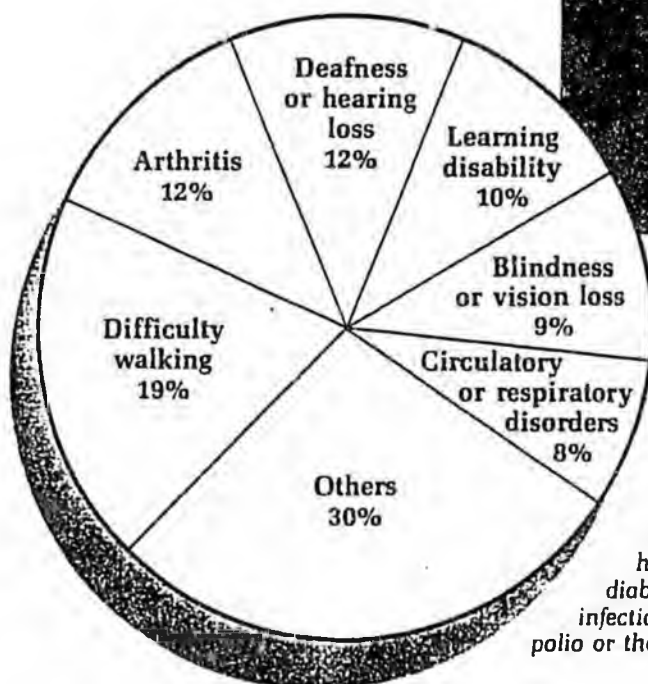
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More than 22,000 Alaskans with disabilities live on their own

The Institute of Social and Economic Research, at the University of Alaska, Anchorage, found 22,220 Alaskans, 4 percent of the state population, have disabilities and live outside of institutions. Their survey found that many of these Alaskans could benefit from additional equipment or services to help them become more self sufficient.

Difficulty in walking is the most common disability

Although Alaskans with disabilities often have more than one, the inability or difficulty in walking is the most common. This is followed by arthritis, deafness or hearing loss, learning disabilities, blindness or vision loss, and circulatory or respiratory problems.



Other disabilities include those with emotional or communicative disorders, head injuries, developmental disabilities, diabetes, stroke, seizure, drug/alcohol addiction, infectious disease, amputation, Alzheimer's disease, polio or the HIV virus.

Many services can help Alaskans with disabilities improve their lifestyles

One of the central goals of persons with disabilities is to live a more independent lifestyle. Alaskans with disabilities expressed a need for many of the following services. Most of the 22,220 identified are getting medical care, but 15 percent (3,416 Alaskans) are not receiving adequate medical care.

Persons Who Need Service	Service	% Not Receiving Service
13,013	Newsletters informing them of services	81%
6,355	Support groups	76%
14,007	Equipment for daily living and information on new products	58%
10,548	A centralized information source	55%
14,092	Help getting benefits available to them	37%
11,456	Job training	32%
10,505	Counseling	32%
7,224	Information on their disabilities	30%
13,790	Advocates to make their problems known	28%
22,220	Medical care	15%

14,000 Alaskans with disabilities would benefit from special equipment

About 14,000 Alaskans felt that special equipment could help them live, learn, work and play more independently. However, these same persons said they were not aware of all of the available equipment and need information on newer products.

More than half are not getting the special equipment they need

Of the 14,007 Alaskans with disabilities who need special equipment, 7,608 (58%) do not have access to the equipment that can help them live more self sufficient lives.

This equipment, called assistive technology, is often far from technical

The equipment available to help persons with disabilities function more independently is called "assistive technology." Some people associate this technology with complex computers or robotics. While these are forms of assistive technology, most Alaskans with disabilities could benefit from very simple tools that help with daily living. Some of the most common types of assistive technology include items that help people hear, such as hearing aids; read, with glasses or magnifiers; communicate, through voice synthesizers; or move, with the aid of walkers or wheelchairs.

Assistive technology is needed most often for communications

The task in which the greatest number of Alaskans with disabilities need assistance is in face-to-face communication with others. More than 1,900 Alaskans could benefit from assistive technology such as hearing aids and voice synthesizers.

Help with long distance communication was the second greatest need. Almost 1,700 Alaskans could benefit from tools such as TDDs or speaker phones.



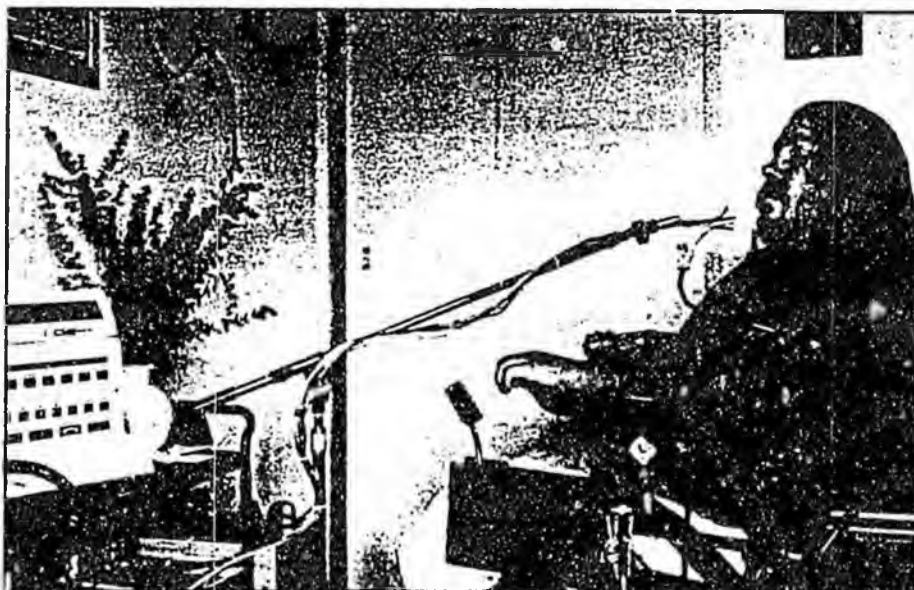
Alterations in the home or office are also important

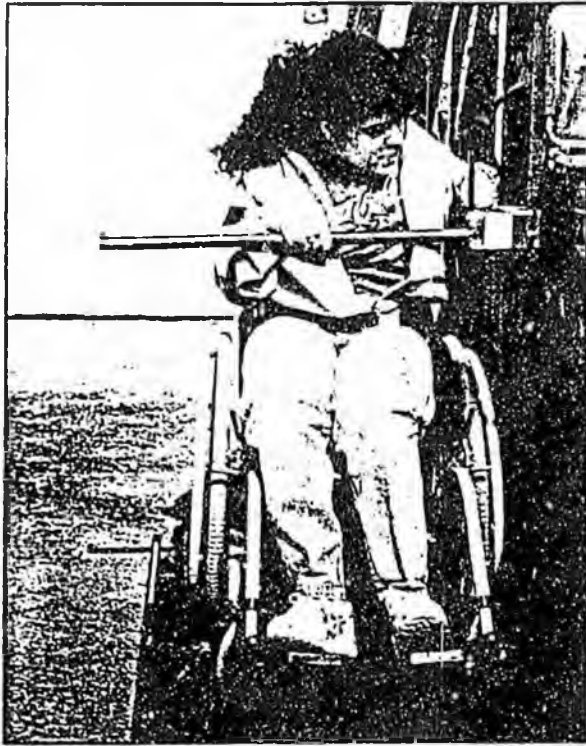
More than 1,600 Alaskans with disabilities need changes to their home or office, including building modifications or special appliances. Assistive technology designed for these uses includes wheelchair ramps, chair lifts, grab bars, pull down door knobs, tables, desks or cabinets that are raised or lowered, and similar devices.

About 1,100 felt a need for specialized control switches for lights, appliances and other environmental control systems.

Computers are adaptable tools

Nearly 1,700 Alaskans with disabilities could use some type of adapted computer equipment. Computers are easily adapted with assistive technology such as magnifiers for the video screen, braille keyboards or verbal input/output devices.





Accessible transportation is needed

Modifications to vans, buses and cars such as hand controls and wheelchair lifts can often make it easier for persons with disabilities to get around. An estimated 1,400 Alaskans see a need for this kind of transportation.



Alaskans with disabilities would like to enjoy recreation activities

A new sense of freedom and ability is often experienced by persons with disabilities when they are better able to enjoy their leisure time through the aid of recreational equipment. Almost 1,200 Alaskans desire access to equipment such as cycle chairs and adapted skis.

Tools that help with personal care are needed by a few people

Assistive aids that help with personal care and hygiene include catheters, bathing aids and commode chairs. This is a significant need for close to 1,000 Alaskans.



Technology can make persons with disabilities better workers

By raising a desk to accommodate a wheelchair, adding screen enlargement software to a computer, or installing pull down door knobs and wheelchair ramps, an employee with disabilities can become a more productive worker. Almost 800 Alaskans believe these assistive aids could help them.

Some Alaskans need help getting around

Slightly more than 700 Alaskans with disabilities need mobility aids. These may include basic wheelchairs, walkers or a guide dog for a blind person.

Type of Assistive Technology	Persons Not Receiving Needed Tools
Face-to-face communication	1,901
Long distance communication	1,686
Adapted computer	1,686
Braille identification	1,637
Accessible entrance	1,383
Residential devices	1,167
Handheld unit	1,124
Personal care	987
Work accommodations	777
Medical equipment	75

Almost 4,000 Alaskans with disabilities lack the information they need

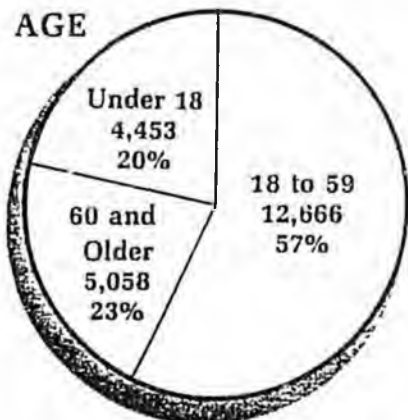
In order to get the assistive aids they need, Alaskans with disabilities need help finding information on what's available and obtaining financial assistance to buy or lease equipment. Almost 4,000 lack current information about new forms of assistive technology that could help them live more independently.

Category	Persons Not Receiving Needed Tools
Information on new assistive technology	3,900
Financial assistance to buy or lease equipment	3,800
Information on where to get assistive aids	3,700

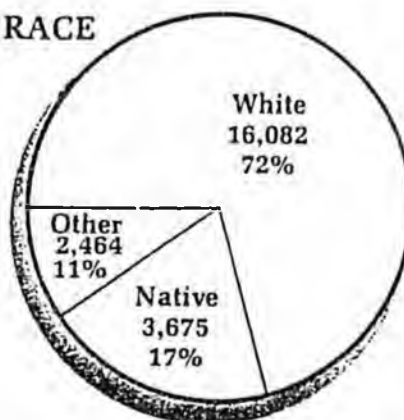
A profile of Alaskans with disabilities

Most Alaskans with disabilities are white, between 18 and 59 years of age and live in Southcentral Alaska. However, a significant number of Alaskans with disabilities are Native, many are 60 years or older and many reside in rural or Bush Alaska.

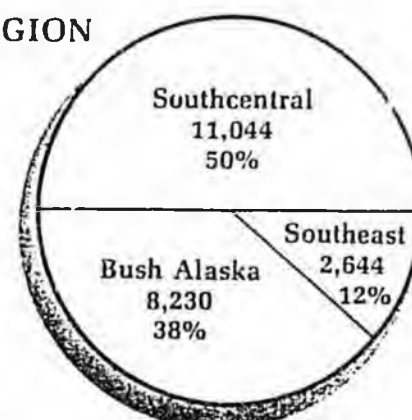
AGE



RACE



REGION



Younger Alaskans with disabilities see a need for computer-related aids

Alaskans with disabilities under 18 years-old seemed to show the greatest interest in technology adapted to computers. However, this younger group showed less interest in other forms of assistive technology, as did persons who were 60 years or older. This may be because many of their needs are being met by a parent or other member of their household.



Assistive technology is a big need for persons of working age

Technology in the workplace and at home was requested most often by persons with disabilities in the 18-59 age bracket. This is not surprising, since 18-59 is the average span of working years and a time when people usually live independently.

Alaska Natives have a greater need for assistive aids than other races

Alaska Natives, who represent 17% of Alaskans with disabilities, have a greater need for all forms of assistive technology. Their greatest need was for equipment to improve their ability to move around. Natives represented 41% of all Alaskans with disabilities requesting mobility assistance. The second greatest need expressed by Natives was for assistive technology in the home. Accessible transportation, aids to help with face-to-face communication and personal care assistance were the next greatest needs, in that order.



Rural Alaskans with disabilities represent the largest unmet need

A much larger number of rural Alaskans with disabilities require assistive technology of all kinds, compared to the state's major cities. Southcentral Alaska residents showed less need for assistive aids, possibly indicating a greater availability to residents in this region compared to the rest of the state.

The right tools must be found to meet these needs

The ISER study clearly shows that Alaskans with disabilities have many needs that are not being met for all forms of assistive technology. However, the study did not ask exactly how people expected to use this technology to meet their needs. As a result, it is difficult to determine what specific kinds of devices are required. In the case of computer-related technology, specific uses should be determined before deciding what role this often complex equipment may take.

Information services can help determine which tools are best

Access to information about the most current technology available to help with an individual's unique disability will help Alaskans make wiser decisions regarding which forms of assistive technology can best meet their needs.

Major findings from congressional hearings

The following points were documented during Congressional hearings prior to the adoption of the Technology-Related Assistance for Individuals with Disabilities Act in 1988.

- Technology is a powerful force in the lives of most U.S. residents.
- Technology can provide tools to make performing tasks quicker and easier.
- Assistive technology is a necessity that enables individuals with disabilities to engage in many tasks.
- There exists already a substantial number of assistive technology devices.
- The use of assistive technology devices and services can reduce the cost of disabilities to society.
- Many individuals with disabilities do not have access to assistive technology devices and services that would allow them to function commensurate with their abilities.
- There are insufficient incentives for commercial pursuit of the application of devices because of limited markets.
- There is a lack of coordination at the federal level among agencies that provide or pay for the provision of assistive technology devices and services.

The above findings were provided by the RESNA Technical Assistance Project, 1101 Connecticut Avenue, N.W., Suite 700, Washington, DC 20036.

Photo credits: All but two of the enclosed photos were taken by Gina Murrow, additional photography was done by Frank Flavin.

"TOOLS FOR LIFE" FACT SHEET

WHAT ARE THESE "TOOLS"?

*Daily Living Aids: Self-help devices that enable people who experience a disability to be more independent around the house-eating, cooking, maintenance, etc...

*Augmentative Communication: Electronic and non-electronic devices that help people without speech to express themselves verbally as well as receive communication.

*Computer Applications: Devices that enable people with disabilities to use a computer-headsticks, alternate keyboards, special software, etc...

*Environmental Control Systems: Usually electronic systems that enable someone to control household appliances, thermostat, TV, stereo, door locks, etc...

*Home/Worksite Modifications: Usually structural adaptations in the home or work such as ramps, raised tables, etc...

*Prosthetics and Orthotics: Braces, artificial limbs and other equipment that replaces or augments missing or malfunctioning body parts.

*Seating and Positioning: Accommodations to a wheelchair or other seating system to provide the user with greater body stability, support, posture, etc...

*Aids for Vision/Hearing Impaired: Aids for people with specific disabilities including magnifiers, Braille devices, hearing aids, etc...

*Wheelchairs/Mobility Aids: Manual and electric wheelchairs, and other equipment that assists people with disabilities to move about.

*Vehicle Modification: Hand controls, wheelchair lifts, modified vans, etc.

*Recreation Devices/Adaptations: Assist people to recreate more independently.

*Adaptive Toys: Toys useable by children who experience a disability.

obtain these vital "tools" as their needs and technology changes, the state will have lost one of their most vital natural resources.....people who with some assistance can and will make contributions to our education, economic as well as community systems.

WILL "TOOLS FOR LIFE" WORK?

There are expanding "success stories" happening at this very moment in other states and across the nation where persons with disabilities are accessing monies to purchase assistive technologies through loans and to a lesser degree grants.

In Maine, The Adaptive Equipment Loan Program (AELP) has been operational since 1988. Bonds totalling \$5,000,000 were sold and support a revolving loan fund which is available to its citizens and businesses to provide assistive technology. Administered through their state Finance Authority, AELP has closed a total of 129 loans effective July 1991 at \$1,286,510, based on an average interest rate of 6.04%. They have experienced only one default.

Kurzweil/Xerox joined forces with the American Foundation for the Blind in a unique, private-public cooperative venture to make \$2,000,000 available to blind consumers for purchase of their reading machines. Through the Bank of Boston, they have made available over 85 loans and have experienced no defaults! Rising interest earnings from these transactions will be used to expand this effort further into offering grants to more high-risk borrowers to meet their down payments.

The California Department of Rehabilitation administers two assistive technology financing programs. The first, the Handicapped Transportation Loan Guarantee Program (HTLGP), was established by their state legislature in 1981 with a \$300,000 appropriation. It encourages banks to extend credit to children with disabilities and their families who use wheelchairs to purchase vehicles and other special adaptive equipment. Over 43 loans have been guaranteed with 8 defaults and the fund has now grown to \$430,000.

The second program, Assistive Technology Guarantee Program (formerly the Supported Employment Loan Guarantee Program), was actually "seeded" with \$200,000 from the HTLGP and its resources are now \$296,000. Furthermore, borrowers who are disabled may utilize monies towards employment devices as well as for

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WHO NEEDS THESE "TOOLS"?

According to a recently conducted random, digit-dial phone survey conducted by the University of Alaska's Institute of Social and Economic Research (ISER), March, 1991, there are more than 4,000 Alaskans with disabilities who can benefit from assistive technologies. This figure considered very low because it does not include individuals living in institutions, without phones or who are deaf or hard-of-hearing.

The U.S. Center for Disease Control is now reporting that 1 in every 6 Americans experiences a disability and that this rate is increasing as a result of the "greying" of our society and advancing medical research and treatment. This would then suggest that a more accurate estimate of Alaskans of any age who are disabled would approximate 91,850 persons. As many as 25%, or 22,963, may have disabilities severe enough to benefit from assistive devices and strategies. These tools, both "low" and "high tech, would vastly improve their independence.

AREN'T THESE "TOOLS" EXPENSIVE?

The President's Committee on Employment of People with Disabilities found in a nationwide survey of employers that most jobsite modifications for workers cost under \$600. Some of the most common "tools", eyeglasses and hearing aids, run between \$100 and \$300. Frequently, devices under \$10, such as hand grippers or extended tongs, provide individuals with disabilities more access. And, sometimes, solutions can even be at no-cost...like reorganizing one's work or living space or labeling a stove with embossed plastic tape.

WELL, THEN WHY DO WE NEED A ASSISTIVE TECHNOLOGY LOAN OR GRANT PROGRAM?

Though Alaska has a highly developed network of public, private, non-profit and for-profit agencies and organizations attempting to assist individuals of any age who are disabled become more independent and self-sufficient, they do not have the fiscal resources to continue to meet the ever, expanding assistive technology needs of persons with disabilities, their families and employers. The ISER study referenced earlier, shows but the "tip of the iceberg" of need. If Alaskans with disabilities cannot

obtain these vital "tools" as their needs and technology changes, the state will have lost one of their most vital natural resources.....people who with some assistance can and will make contributions to our education, economic as well as community systems.

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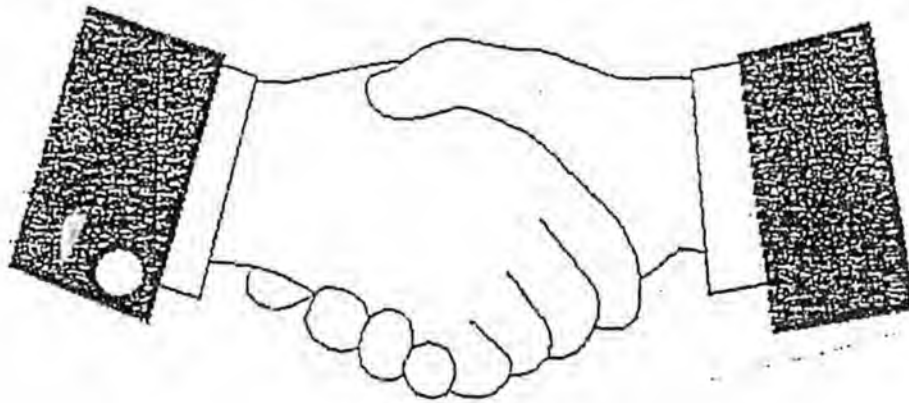
independent living. California Vocational Rehabilitation is presently looking at starting a third fund for fleet van purchases for adult consumers.

For four years Rhode Island's Vocational Rehabilitation office has administered a state appropriated revolving fund, Equipment Loan Fund, which started at \$100,000 and has now gone to \$120,000. At an interest rate of 5%, about 35 residents who are disabled have have been serviced with 8 more on the current waiting list. Individual loans may not exceed \$5,000.

Easter Seal Systems in Chicago, Illinois, has just received a Federal grant under the Technology-Related Assistance for Individuals Who Are Disabled Act, P.L. 100-407, to develop a replicable, national model for loan funds. From a base of \$50,000, they have made 10 loans to date and have 8 more under processing. Each loan must be for computer equipment only and cost no more than \$3,000. So far, they have had zero defaults and no payment delays.

Though just becoming functional, Vermont has enacted legislation to start an Adaptive Equipment Revolving Fund which is quite innovative. They have a base of \$50,000 and a 3-tiered approach, ranging from non-repayable grants for up to \$1,000 to fund raising through a designated non-profit corporation for items in excess of \$5,000. Another, Nevada, has just started a loan fund initiative in private sector cooperation with Valley Bank of Nevada. They are working from a "seed" of \$100,000 and an individual loan cap of \$3,000. They are hopeful of expanding into offering grants too for those that cannot qualify through even lenient credit guarantees.

The movement does not stop there. Minnesota, Utah, Arkansas, North Carolina, Hawaii, Virginia, Georgia, Florida and Mississippi have assistive technology loan funds under study at this moment within their state legislatures.



"TOOLS FOR LIFE" FACT SHEET

What is "Tools for Life"? It is an emerging public-private sector partnership to establish a guaranteed loan fund, "Tools for Life", which will enable persons with disabilities to purchase assistive technologies necessary to their independence now known as Senate Bill 70 and House Bill 139!

Who Will Be Affected? Persons with disabilities, their families, employers and businesses

Explain The Term Assistive Technologies (AT)? Simply put, these are devices and services that can help people live, learn, work and play within their communities. These tools range from simple eyeglasses, hearing aids and walkers to computers that talk and lift-equipped vans.

Why Do We Need This Fund? From a '91 study by the University of Alaska, over half of all persons with disabilities (58%) in the state do not have access to the equipment which can help them live more sufficient lives.

What Are The Benefits?

*Through "Tools", low-interest, longterm loans will be repaid and funds will continue to stimulate economic growth for years to come.

*Businesses will be enabled to improve accessibility of their facilities through these loans and expand customer and labor markets.

*Employment and re-employment of disabled or injured workers will be promoted, reducing workers' compensation costs and developing additional work force that can be tapped.

*Through the use and development of technology to improve independence and productivity of persons who are disabled, need for public support will be reduced.

*Inclusion of persons with disabilities will occur allowing all Alaskans to make a valuable contribution to their community.

(see next page)

How Will "Tools" Work? The State of Alaska will guarantee up to 90% of the loan principal amount or subsidize the interest of a loan to a state or federally chartered financial institution. Persons with disabilities, their families and employers will be able to make direct application to their local bank for a "Tools" loan.

What About The Costs? Anticipated Federal funding of \$100,000 is will "seed" this initiative with no immediate impact on the current state budget.

What Can I Do To Help?

**Call your regional Independent Living Program for more information below:*

*Southcentral Alaska 248-4777, voice/text type
Northern Alaska 479-7940, voice/text type
Kenai Peninsula 235-7911, voice/text type
Southeast Alaska 789-9665, voice/text type*

**TALK, WRITE, OR SEND A PUBLIC OPINION MESSAGE TO YOUR STATE REPRESENTATIVE AND SENATOR NOW IN SUPPORT OF SENATE BILL 70 AND HOUSE BILL 139. Call your local Legislative Affairs Office listed under the State of Alaska for more information.*

**SHARE THIS FLYER WITH OTHERS AND ENCOURAGE THEM TO ACT NOW!!!*



PUBLIC HEARING

SENATE HEALTH, EDUCATION & SOCIAL SERVIC

LOCATION: FAIRBANKS

SB 70

MR.

GARY

ROTH

DENALI BANK

TESTIFY

03/22/93
13:35:18

LEGISLATIVE TELECONFERENCE NETWORK SYSTEM
PARTICIPANT LIST (ALL PARTICIPANTS)
TCN:30424 SCHEDULED FOR:03/22/93 13:30 TO 15:30
PUBLIC HEARING SENATE HEALTH, EDUCATION & SOCIAL SERVIC

LTN1150
BY:ANC
FOR:ANC

LOCATION: ANCHORAGE

SB 70	MS.	JOYCE	GUEST	AK CHAP. M.S.	OBSERVE
SB 70	MS.	CAROLYN	MORRIS	GOV COMM PWD	TESTIFY

