

ALASKA LEGISLATURE COMMITTEE FILES 1995-1996 8672

8564 HOUSE HEALTH EDUCATION & SOCIAL SERVICES

**HAINES BOROUGH SCHOOLS**

P.O. Box 1289

Haines, Alaska 99827-1285

To: Honorable Members of the HESS Committee
From: Ronald W. Erickson, Superintendent *RWE*
Date: March 13, 1996
Subject: CSHB 465

The Haines Borough School Board and Administration strongly supports CSHB 465. This bill is vital in assuring continuing quality education to the students of Alaska. With the amendments made to the original HB 465 it appears that most of the recommendations from the Task Force on HB 217 have been addressed.

School districts, like the rest of the state agencies, have been required to find ways to control costs. One of these has been to reduce administrative costs. This results in the administrators picking up additional duties which impacts the amount of time that can be spent on direct classroom observations. The extension of the time for a teacher to gain tenure from two to three years benefits not only school districts but also teachers. Potentially excellent teachers have an opportunity to gain the skills necessary instead of being released because districts are not sure if this teacher will reach their expected potential. Positive changes can occur if the administration and teacher have adequate time to make the appropriate adjustments. CS HB 465 provides that time.

CSHB 465 also provides the flexibility that school districts need in determining and maintaining program continuity while providing fairness and protection to teachers. Current law does not allow school districts the ability to make staff reductions with student program needs as the priority. Tenure and seniority are the determining factors. That problem is rectified with this bill.

The other components of this bill dealing with teacher evaluation, de novo trials, and negotiations all are an improvement on the current situation. In short, we urge the committee to move this bill forward and to help see that it is moved successfully through the legislature and to the Governor. If our district can provide any information to help this along, please contact us.

cc: Jerry Mackie
Gail Phillips

Maria Browne & Bob Adkins
Elementary Principals
(907) 768-2811

Ronald W. Erickson
Superintendent
(907) 768-2844

Alan W. Heinrich
High School Principal
(907) 768-2411

From:

Nancy Harris
Legislative Liaison, Petersburg Board of Education
P.O. Box 750
Petersburg, AK 99833
772-4160
FAX 772-9360

March 14, 1996

To:

Rep. Con Bundy
Co-Chair, House HESS Committee

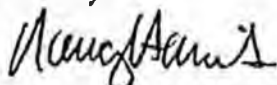
On behalf of the Petersburg Board of Education, I urge you to support CS HB 465. Passage of this measure will give our school board and administrators valuable tools for improving the quality of instruction for all children in this district.

The tenure acquisition and evaluation provisions will help assure that we maintain high expectations for all teachers in the district, while assuring that those who can improve, and choose to do so, are supported. The layoff procedures and nonretention standards will meet the needs of students while treating teachers fairly, and the elimination of de novo trials will remove another costly stumbling block to maintaining a quality teaching staff.

The citizens of Petersburg, and throughout the state, are looking to their school boards for improvement in the quality of public education. Passage of CS HB 465 will help us address many local concerns about the our schools. It is the result of a great deal of work by school boards, parents, teachers, administrators, the Governor's Task Force on Professional Excellence, and legislators. Please give it your support.

Thank you for your work on behalf of the citizens of Alaska.

Sincerely,



Nancy Harris, Petersburg Board of Education



NEA-ALASKA Position Paper

Teacher Tenure In Alaska

Alaskan teachers have enjoyed statutory tenure rights since at least 1960 [Alaska became a state in 1959]. The two year probationary period has remained constant. The reasons to justify dismissal of a tenured teacher - incompetency, substantial non-compliance, or immorality have remained unchanged. In 1966 the legislature adopted a bill that provided for a trial *de novo* for a tenured teacher who has been dismissed for one of those reasons. A trial *de novo* is a new trial in Superior Court to ensure a new and complete examination of the evidence and testimony against the teacher rather than a procedural review of the school board hearing that resulted in the teacher's dismissal. The objective of a trial *de novo* is to determine the facts of the dismissal and whether or not those facts support the charge of incompetence, substantial non-compliance, or immorality and, therefore, warrant dismissal.

The records indicate that the legislative thinking at the time this legislation was enacted included at least the following points:

- ◆ Academic freedom requires more than the usual employment protections - otherwise teachers will avoid, for their own security, studies of controversial issues, innovative approaches to instruction, or even disciplining students if it might prove to be too difficult.
- ◆ Teachers often have valuable ideas or viewpoints about educational systems, and policies that must be heard - even if contrary to the ideas or viewpoints of school administrators or school boards. In order to ensure that teachers would contribute their ideas and viewpoints there has to be protection from those who have the power to terminate the employment relationship.
- ◆ There needed to be a system by which the hearing process was fair for a dismissed teacher. It is fundamentally unfair that the accuser is also the

judge and jury. School board members do not usually have the expertise or skills to ensure that the hearing is fair and impartial.

- ◆ Continuity in the teaching staff and instructional program was important enough to justify greater employment protections for teachers. Frequent and/or massive turnovers because a new superintendent or school board members decided to use their authority to hire and fire in order to employ friends or political allies was deemed to be not in the best interests of children or the society as a whole.

These discussions about providing tenure and trial *de novo* for teachers took place in a decade of turbulent political debate. The Vietnam war, Cold War politics, and civil rights activism permeated American life including life in Alaska. The legislators understood very well that schools were caught up in the national debate on these and other volatile topics. They also understood that teachers courageous enough to engage in these debates - and courageous enough to ensure that the locally unpopular position in the debate was given a fair hearing - needed the added employment protections of tenure and trial *de novo*.

Are these protections antiquated? No longer needed in the 1990's? Certainly not. As much as ever, school personnel, curriculum, access, academic freedom and funding have their critics and are focal points of controversy. Teachers - what they say and how they teach - have never been free of critical scrutiny or litigious challenge and the future promises no relief. Tenure and trial *de novo* continue to be the most reasoned and fairest approaches to protecting our society's interest in educating our youth for their participation in a democracy that values much individual freedom [but that is inherently controversial] - and still see to it that competent, disciplined, and moral teachers are not fired for political or personal reasons.

TENURE - MYTHS AND REALITIES

MYTH # 1: Tenure means a life time job.

REALITY: The term tenure applies to a teacher who has successfully passed the two year probation period and can only be dismissed for specific failures as a professional employee. A teacher who is incompetent, insubordinate, or immoral can be terminated. The incompetence, insubordination, or immorality needs to be documented and provable. Prior to acquiring tenure a teacher can be dismissed for any cause the employer deems appropriate, even if the teacher's evaluations have been outstanding. Also, a teacher dismissed for gross moral misconduct potentially could have her/his teaching certificate suspended or revoked by the Professional Teaching Practices Commission [PTPC].

MYTH # 2: Tenure means a teacher can slack off or coast on the job.

REALITY: There is simply no evidence that shows that tenure causes teachers to become lazy in their professional pursuits. However, if any teacher - tenured or not - slacks off or coasts on the job, the school district administration should identify the lack of performance in that teacher's evaluations. If the teacher's performance does not improve, the administration has established the documentation and proof necessary to terminate the employee for incompetence, or possibly insubordination.

MYTH # 3: Tenure protects bad teachers

REALITY: If a "bad teacher" is defined as one who is incompetent, insubordinate, or immoral then tenure does nothing what-so-ever to protect that teacher [see above points].

Administrators who have the power to evaluate, but fail to do so - or fail to do so fairly and objectively - or overlook shortcomings because of a personal relationship with the teacher - are the real protection for incompetent teachers.

If, however, a "bad teacher" is defined as one who addresses curriculum-related controversial issues in the classroom, or who, for whatever reason, is unpopular with the administration - then the protections of tenure are absolutely necessary.

MYTH # 4: Two years is an inadequate probationary period - it ought to be longer

REALITY: Probationary periods are generally much shorter for other employees - three to six months for other district employees and not more than a year in most other industries. Dismissal after the probationary period must generally be for cause - incompetence, insubordination or moral fault. Two school years is sufficient to make a decision - and if the district administrators or board members have any doubts about the teacher's abilities, current law allows them to terminate that teacher for any cause they deem appropriate.

MYTH # 5: Tenure benefits only the teachers - not the students or the society at large

REALITY: While it is true that tenured teachers do enjoy increased job security over non-tenured teachers, they are not the only beneficiaries. The interests of our democracy are better served when teachers feel secure enough to address controversial issues in the classroom and to engage in critical discussion of policies and procedures. Another benefit accrues when students and schools do not have to endure the stress of frequent turnovers in the faculty because of a new administration or local politics.





P.O.Box 157 Hoonah, Alaska 99829 (907) 945-3611 Fax (907) 945-3614

March 21, 1996

PUBLIC OPINION MESSAGE

We offer our full support of HB465. The amendments having to do with teacher evaluation improved the bill considerably. Allowing public input into the evaluation of teachers, yet not being a part of the formal written evaluation, is already done by most school districts; however, the amendment addressing that promotes clarification.

Hoonah City Schools Board of Education
Jacqueline Dick
Mary Peterson
Grace Hillman
Leona Lindhoff
Cynthia Skaflestad
Superintendent of Schools
Dr. Virgie L. Fryrear

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

TO: HOUS: HESS COMMITTEE

FROM: *LAW* LAWRENCE A. WIGET, DIRECTOR
GOVERNMENT RELATIONS

SUBJECT: HB 465: CORRECTION TO TESTIMONY 3/14/96

DATE: MARCH 15, 1996

Following my testimony of March 14, 1996 before the Committee regarding HB 465, I realized that I ~~had~~ erred in my closing statements regarding "open negotiations." *may have*

It was not my intent to state that the District supported "open negotiations," but rather that the requirements for public involvement in school district negotiations outlined in Sec. 23.40.235 should be applied to all public sector bargaining negotiations, not just school district negotiations.

Thank you.



ALASKA STATE LEGISLATURE

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20

PLEASE ENTER INTO THE RECORD MY TESTIMONY TO THE H.F.S.S.
COMMITTEE ON House Bill 465 DATED 3/14/96
COMMITTEE NAME

BE/SUBJECT
Our laws already cover the language in this bill. Leave it alone!!
I am a teacher who was fired by the school board in Kenai, against legal counsel and also against Superintendent recommendation. I went to court and won my case. I am back in the classroom; but have been harassed - not enough to go through the hell of legal action, yet I have been given assignments that other teachers were not expected to do, and remarks such as have been made that I should get out of Kenai since "you're not that kind," and "what you need is a man" by my supervisor.

Having read over your proposed legislation I am appalled that De novo Trial is to be denied by ~~of~~ this bill. Our Teachers Truly Second class citizens? your language on evaluation has very vague and non-measurable standards - (that is a lack of standards).

We teachers are already being backed by a very powerful right-wing movement which is trying to control what we can and do teach - Please - do not take our right to a fair trial away -

SIGNED Debra L. March - Coghill
TESTIFIER

S.L.S.
REPRESENTING (OPTIONAL)

PO Box 497 Kenai, Ak. 99760
ADDRESS/PHONE NUMBER

P.S. You are leaving me wide open for loss of my position when evaluation is left in the wide open, under my language in this bill.



ALA:

Post-it Fax Note	7671	Date	3/14/96	# of pages	24
To	Rep. Buode	From	FBX LIO		
Co./Dept.	HHS Co-Chair	Co.			
Subject	WRITTEN TESTIMONY FOR HB465				

JRE

PLEASE ENTER INTO THE RECORD MY TESTIMONY TO THE HHS

COMMITTEE ON CSHB 465

COMMITTEE NAME
DATED 3-14-96

BILL/SUBJECT

I am a retired teacher. My whole teaching career was in Alaska and at the same high school in the ^{same district} Fairbanks. During my 20 years there were five (5) different superintendents - one of whom was bought out of his contract after the community erupted over his unethical activities. Each superintendent brought a different approach to instruction. In my last ten (10) years there were six (6) different principals at my high school - again with his or her own approach to instruction and student discipline. Not all of these principals left the position voluntarily. If a principal on a plan improvement should he/she evaluate teachers?

In the course of my 20 years teachers consistently asked many questions about the instructional shifts being imposed upon us, and even questioned the wisdom of some of those approaches. They were not popular with some administrators for doing so; yet their questions were not only legitimate they were on target about the weaknesses in some of those approaches to instruction or discipline. For example one principal directed us as teachers not to set deadlines - or if we did, not to enforce them - for getting in homework, class projects or taking make up tests. Her philosophy was that it was more important for students to get the work done than getting it done on time. Many of us questioned this because it seemed to us that it was important for students to learn to get work done in a timely fashion as well as learning the lesson presented in the work. We believed this was consistent with expectations in the world of work.

My point is that teachers need the latitude and the protection to speak up on instructional and student discipline considerations. *

In my opinion CSHB 465 would, at best, chill teachers' willingness to do so if their ideas are different than the administration's. At worst, the bill would create totalitarian environments in schools where the administration is in measure, dictatorial, or vengeful. Such administrators do exist in our schools and this bill gives license for them to use the evaluation procedure to squelch any ideas but their own and fire any teacher they want for any reason they want.

What is the educational environment you want to foster? What is the public interest you are serving?

SIGNED

TESTIFIER

Jean Kruse

REPRESENTING (OPTIONAL)

^{Residence}
1333 Kuykendall, Fairbanks (907) 458-8212
ADDRESS/PHONE-NUMBER

* Alaska's history has shown the value having protection for teachers who speak out on controversial issues - from teaching Alaska Native languages in our schools, to ensuring female students enjoy equal educational opportunities with males, to due process considerations both for students and employees.

KLAWOCK CITY SCHOOL DISTRICT

MORRIS D. VERVERS
Superintendent

P. O. Box 8
Klawock, Alaska 99926
907-755-2228

FACSIMILE TRANSMISSION SHEET FAX # 907-755-2913

Date: 03-15-96 Number of pages (incl. cover pg): 2

SENT TO: HOUSE HESS COMMITTEE FROM: KCSD

ATTENTION: REPRESENTATIVE: TOOHEY

FAX # SENT TO: 465-2137

MESSAGE:

RE: SUPPORT OF ^{CS} HB 465

IF YOU HAVE HAD A PROBLEM RECEIVING THE COMPLETE FAX, PLEASE CALL
US AT (907) 755-2228 OR 755-2220. THANK YOU.

TODAY'S EDUCATION... MEETING TOMORROW'S CHALLENGES

KLAWOCK CITY SCHOOL DISTRICT

MORRIS D. VERVERS, Ed. D.
Superintendent

TIM MACDONALD
Principal

P.O. Box 9
Klawock, Alaska 99925
907-755-2228

March 14, 1996

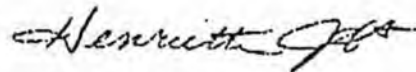
Representative Cynthia Toohey, Co-Chair
HOUSE HESS COMMITTEE
Alaska State Legislature
State Capital, Room 104
Juneau, Alaska 99801-1182

Dear Representative Toohey,

I am the Board President and the Legislative Liaison for the Klawock City School District. I wish to take this opportunity to urge your support of CS HB 465. While this Bill does not address all of the difficult issues related to tenure it does make an important step toward shifting the focus to issues that support quality instruction in the classroom.

Our District strongly supported HB 217 last year. While CS HB 465 differs somewhat, we believe the major issues are addressed in this Bill and we strongly urge your support.

Sincerely,



Henrietta Kato,
Board President

HK:ps

TODAY'S EDUCATION... MEETING TOMORROW'S CHALLENGES



Alaska State Legislature

Please enter into the record my testimony to the HOUSE HESS
committee name
committee on 465, dated March 12, 1996
bill/subject

3 pp following
this page

Signed: LUCY HOPE
Testifier
MAT SCH. EDUCATION ASSOCIATION
Representing (Optional)
P.O. BOX 870887 WASILLA AK 99687
Address
376-4796
Phone No.

My name is Lucy Hope, and I am president of Mat-Su Education Association, representing 856 teachers. I want to talk about the provision in 465 regarding layoff of tenured teachers. A week ago, I received official notice of the Mat-Su School Districts' intent and plan to layoff 170 teachers. All of these teachers are nontenured, and all of these teachers are facing the permanent loss of a job, an ability to earn a living here, and the possibility of moving their families even though many of them recently moved here to teach in this community.

Mat-Su School District would qualify every year as having significant, demonstrated reduction in per-pupil expenditures due to a decrease in revenue from one year to the next. With state funding formula frozen since 1989, and the growth our district experiences each year, of course the per-pupil expenditures are decreasing. Our borough contribution has shown a decrease each year in per-pupil funding since 1990. This means that in our district, teachers every year who have achieved tenure will be subject to nonretention, even though they are excellent teachers, and even though their performance is judged to be acceptable.

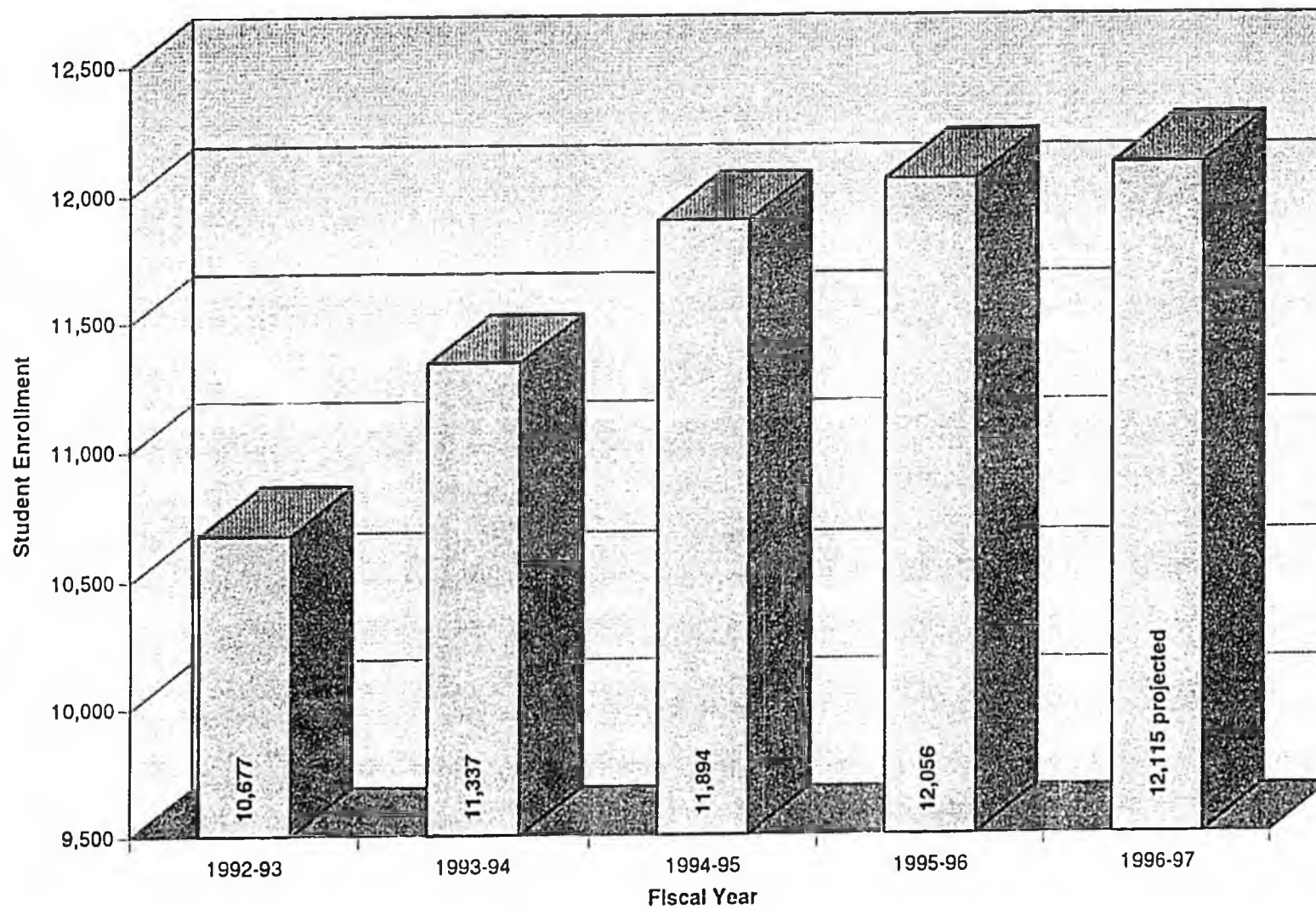
The anxiety these layoffs have produced in our school community has been intense.

This has resulted in very low morale, and it is certainly affecting children in our classrooms. There are another 500+ teachers who have anxiety about what their job will look like next year, but not about whether they will be without a teaching position. I hate to think what morale would be for employees and students if all of these teachers felt at risk for losing their jobs, just because of a decrease in per pupil expenditures. I know that many teachers who are going to be laid off are applying for jobs in neighboring districts, or Outside, and that is what all teachers who feel at risk will be doing every spring, every year, if a law like this is passed.

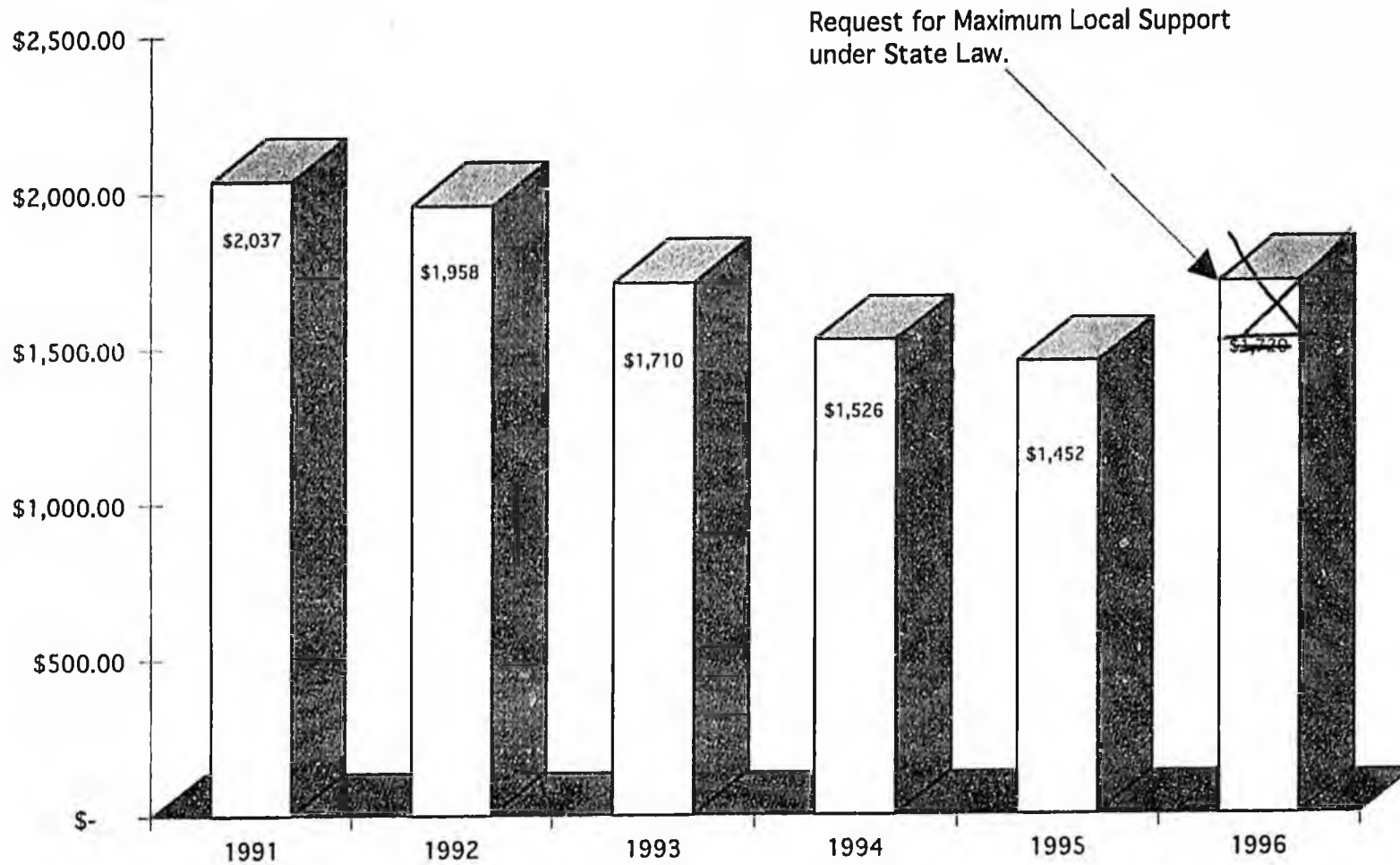
I urge you to hold this bill in committee, and bring all parties affected by this bill together to address these concerns.

Lucy Hope

Mat-Su Borough School District Enrollment



Borough Funding per Student





Alaska State Legislature

Please enter into the record my testimony to the House HESS
committee name

committee on HB 465, dated 3/13/96
bill/subject

I am a tenured teacher in Mat-Su School District and have taught for 33 years. I would like to think that those 33 years have given me experience which is valuable to my school district. There are however those who for economic reasons only to hire a "Green" new teacher to replace me. If there is a desire to make it easier to purge older teachers, why don't we consider the array of Retirement Incentives instead of H.B. 465. Further, the current Tenure laws are dismissal procedures which are not being used. Why will new procedures make any difference in the quality of professional teachers? Further, why are we working on dismissal procedures to simplify and sacrifice teacher rights at the same time we are studying the issue of lengthening the years to retirement. I believe that most schools and districts have ample opportunity for public and professional input. Why are we stuck in another legislative death grip

Signed: Dennis Bergan
Testifier

Representing (Optional)
PO Box 3807 Palmer AK 99645
Address
745-4871
Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House Hess
committee name
 committee on HB 465, dated 3-12-96
bill/subject

I would like you to know that I am adamantly opposed to this bill. Please reconsider the Governor's Compromise Bill as I feel it addresses this matter realistically. I am concerned about the disregard for negotiated language and 3rd party review of non-retention as there would be no judge or arbitrator.

Signed: Katherine P. Erickson
Testifier

Representing (Optional)
P.O. Box 872847 Wasilla, AK 99687
Address
907-373-6683
Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House HESS
committee name
 committee on HB465, dated 3/14/96
bill/subject

I am concerned about many of ~~the provisions~~ things included in this bill. I am especially troubled by the provision allowing for the layoff of tenured teachers with no guidelines or plan for how a district would be able to do this.

And mostly I am dismayed that the legislature is disregarding the time, effort, and thought of the Governor's committee (comprised of a cross section of interested parties) ^{PTA, School Board Assoc, Teachers, etc.} in working out a compromise last summer. It's sad to see the legislature consider going back to ground zero and beyond then forge ahead with all the serious issues confronting the wellfare of our state.

Signed: Lucy BIKULCS
 Testifier

Representing (Optional)
PO Box 870634 WASHILLA, AK 99687
 Address
376-7425
 Phone No.



Alaska State Legislature

Please enter into the record my testimony to the

House HESG

committee no. 11E

committee on

HB465

, dated

3/12/96

bill/subject

What happened to your compromise?
This proposal is worse than the original
proposal.

I especially dislike the section of this
bill dealing with "NE 3rd party review
of non-retention". What happened to
farmer / an arbitrator / review board /
judge etc?

Signed:

Steven E. Abbott

Testifier

Representing (Optional)

HC 313 Box 3028 Wasilla AK

Address

376-3848

Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House Hess
 committee name
 committee on HB 465, dated 3-12-96
 bill/subject

I am strongly against HB 465, 512, and 93. They are detrimental to quality education. HB 465 is too vague in too many areas to be of any help to teachers, education, or anyone. It raises more questions, than problems it solves. For example: what criteria is used to measure acceptable performance?, why exclude a tenured teacher who may be dismissed from a plan of improvement?, How will parents provide observations about the performance of teachers when very few parents observe teachers in the classroom? all these concerns and others need to be addressed before this bill does anything positive for education.

Signed: Don Campbell
 Testifier

Representing (Optional)

P.O. Box 871045 Waukegan, IL 99687

Address

376-2261

Phone No.



Alaska State Legislature

Please enter into the record my testimony to the HOUSE HESS
 committee name
 committee on HB465, dated 12 MARCH 96.
 bill/subject

As a teacher in the MAT-SU
 School district - I urge you
 to reconsider Gov. Knowles compromise
 bill of last summer. ~~the~~ ~~are~~ I am
 against HB465 as it currently
 is written - and feel there is
 not enough time to get it into
 shape - so can it - and go
 back to what's already been worked
 out.

Signed: Edith K. Gilbert
 Testifier

Representing (Optional)
P.O. Box 870892, Wasilla, AK. 99687
 Address
(907) - 373 - 1360.
 Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House Hess
 committee name
 committee on HB465, dated March 12, 1996.
 bill/subject

I am adamantly opposed to HB465 because of the process by which a tenured teacher is evaluated, and possibly dismissed from his/her position as a teacher. When a teacher spends his/her life preparing and applying himself in his profession, the teacher's performance should not be at the ~~the~~ mercy of individuals who may not be fully informed of the teacher's performance.

Signed: Sally du Bois
 Testifier

Representing (Optional)
P.O. Box 876116, Wasilla, AK 99687
 Address
746 4628
 Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House Hess
 committee name
 committee on HB465, dated March 12, 1996
 bill/subject

When a person invests in a career, they deserve an opportunity (a year) to make corrections if they make mistakes. To simply fire someone due to a personality conflict is totally unjust. If I get my master's degree to improve my abilities, I don't feel that I should be a target for being fired because I have moved up on the pay scale. This country is based on innocence until proven guilty. I want changes made to this

Signed: Cathy Bower
 Testifier

Representing (Optional)
P.O. Box 874453
 Address
373-0693
 Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House HESB
committee name
 committee on HB 465, dated Mar 13, 1996
bill/subject

This bill needs a great deal of reworking → wording is confusing.
 - Where is the Governor's Compromise bill in this proposal
 a teacher can be dismissed if the
 → example principal ~~example~~ does not do his/his job of evaluating teacher
 no third party de novo hearing to review dismissal

This version is totally unacceptable as legislation

Signed: Edmund E. Sherwood
Testifier
Mat-Su District
Representing (Optional)
HCO-1 Box 10437 Palmer
Address
376-2869
Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House Hess
committee name

committee on HB 465, dated 3/12/96
bill/subject

I would like to voice my opposition to HB 465. I feel that laying off tenured teachers is a terrible idea. The ramifications to communities and school districts are enormous. I am also concerned that there is no 3rd party review in the case of non-retention. Please reconsider Governor Knowles' compromise bill.

Signed: Maureen Kelly
Testifier

Representing (Optional)
P.O. Box 4168 Palmer AK 99645
Address
(907) 745-5997
Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House Hess
committee name

committee on HB 465, dated March 12, 1996
bill/subject

I am adamantly opposed to HB 465 because tenured teachers can be subject to lay offs if funding decreases. A lay off plan needs to be bargained - not randomly decided.

Also, there is no 3rd party review for nonretention. Again, the process is apt to be random.

Signed: [Signature]
Testifier

Representing (Optional)
4130 N. Bull Moose Dr. Wasilla, AK
Address
(907) 376-4238
Phone No. 99654



Alaska State Legislature

Please enter into the record my testimony to the House Naval
 committee name
 committee on HB465, dated 3-11-96
 bill/subject

I strongly oppose this bill, HB465
 and what it does to hard
 working teachers.

Signed: *James Robert*
 Testifier

WHS
 Representing (Optional)

551 Lucas #2 Was. Hg, AK 99654
 Address

907-378-6675
 Phone No.



Alaska State Legislature

Please enter into the record my testimony to the Debbie Neenan
 committee name
 committee on HB465, dated 3-11-96
 bill/subject

I strongly oppose HB 465
 based on the fact that
 our current system addressing
 tenure is adequate.

Signed: Roger A. Nelles
 Testifier

Representing (Optional)
PO Box 871215 Wasilla, Ak
 Address 99687
376-3170
 Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House Dept
 committee name
 committee on HB465, dated 3-11-96
 bill/subject

I strongly urge you to veto HB 465,
 in law tenure issues covered and in place
 and we need no new-tenure laws -
 especially when the proposal usurps much
 of the control that the teachers have over
 their own position.

Signed: Mary Kay Flynn
 Testifier

 Representing (Optional)
141 Delinck pl
 Address
Anchorage AK 99501
 Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House News
 committee name
 committee on HB465, dated 3-11-96
 bill/subject

I oppose HB465 based on the fact
 that our current system addressing
 tenure is inadequate.

Signed: [Signature]
 Testifier

Representing (Optional)
PO Box 870004, Wasilla, AK
 Address
396-2017
 Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House Naval
 committee name
 committee on HB465, dated 3-4-96
 bill/subject

*Please join me in opposing
 this bill. Instruction isn't
 remotely ~~improvement~~ improved by it.*

Signed: Bill Stearns
 Testifier
Wasilla High / PSEA
 Representing (Optional)

 Address

 Phone No.



Alaska State Legislature

Please enter into the record my testimony to the Alaska News
 committee name
 committee on HB465, dated 3-4-96
 bill/subject

We have more than adequate means and measures to deal with tenure. There is no reason to seek a new procedure. What we already have is a good instrument to deal with (procedure) tenure.

Signed: Susan P. Fisher
 Testifier

MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT

Representing (Optional)

125 WEST EVERGREEN

Address

PALMER, AK

Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House News
 committee name
 committee on HB465, dated 3-11-96
 bill/subject

Please oppose the House Bill 465
 on "Tenure." I feel confident in our present
 system.

Signed: Frede L. Stier
 Testifier

myself -
 Representing (Optional)

HCO4 Box 9743-B Palmer, AK 99645
 Address

746-2199
 Phone No.



Alaska State Legislature

Please enter into the record my testimony to the Nouvo Neou
 committee name
 committee on HB405, dated 3-11-96
 bill/subject

I oppose this tenure bill. It is not only vindictive but unworkable. As a professional person I feel that I am entitled to professional treatment and not a personality contest.

Signed: Leverley Sleski
 Testifier *myself*
~~not a District~~
 Representing (Optional)
920 Sulatra Bay, Wasilla, AK 99654
 Address
907-376-4735
 Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House Naval
committee name
committee on HB465, dated 3-11-96
bill/subject

I strongly urge you to oppose House Bill 465. The system which is now in place makes much more sense and is working fine. Too many misinformed evaluators would create chaos and injustices.

Signed: James A. Desnoyers
Testifier
myself
Representing (Optional)
PO Box 871794, Wasilla, AK
Address
376-4968
Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House Needs
 committee name
 committee on HB4105, dated 3-11-96
 bill/subject

*I oppose this bill because it is
 ludicrous to have nonprofessionals
 evaluate professionals, because this
 bill would contribute to the weakening
 of our local hard earned contract, and
 because our present system of evaluation
 of tenured teachers is effective.*

Signed: Martha C. Hoak
 Testifier
Mat - In Borough School
 Representing (Optional)
125 W. Longview Palmer AK 99645
 Address
(907) 376-7575
 Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House News
 committee name
 committee on HB465, dated 3-4-96
 bill/subject

I strongly oppose this bill because it is ridiculous to have nonprofessionals evaluate professionals. In addition, this bill weakens the contract that we already have established with our school district. This bill usurps the control that teachers have over the system. Please veto this bill.

Signed: Virginia Lauter
 Testifier

Representing (Optional)
549 E. Caribou, Palmer, Alaska
 Address
745-3529
 Phone No.



Alaska State Legislature

Please enter into the record my testimony to the Native Nominations
committee name
committee on HB465, dated 3-11-96
bill/subject

Please oppose House Bill 465 on Tenure.
The present system takes care of
tenure evaluation needs.

Signed: KRIS HEALY
Testifier

Representing (Optional)
1320 IVY CIRCLE, WASILLA, AK 99654
Address
(907) 373-0165
Phone No.



Alaska State Legislature

Please enter into the record my testimony to the HOUSE HESS
committee name
committee on HB 465, dated 3/14/96
bill/subject

Each administrator ~~has~~ ^{may have} pet peeves and ideas that may or may not having any correlation to educational performance by a teacher that could be included in a plan of improvement as this bill is written. Example: an honest difference of opinion over an educational ~~could be~~ ^{could be} issue ~~resolved as~~ could become grounds for a plan of improvement.

- 1) There would be no consistency in application. Are you looking for quality of education or "yes men/women" to a particular principal.
- 3) Do teachers who set high standards become subject to non-retention based upon complaints of parents who don't want to listen to their students complain about all the work they have to do?

- 4) Principals ^{who} won't take the time to help a teacher improve because "there is not enough time" are making teachers the scapegoat. A plan of improvement of a tenured teacher indicates someone has really dropped the ball. Don't penalize good teachers because principals can't/won't do their jobs. 3 years is plenty of time to know what kind of teacher you have working for you.
- 5) This bill has nothing to do with quality in the classroom - it is a political and economic issue, especially for rural schools, who want to make sure they don't have to pay for quality and for the legislature to play hardball w/boo at the expense of teachers + students.

From: Dave Stull

701 Bogard Rd

Wasilla AK 99687



Alaska State Legislature

Please enter into the record my testimony to the House Hess
committee name
 committee on HB 465, dated 3/14/96
bill/subject

I would like to voice my opinion
 in opposition to this bill there is too
 much confusion in how a plan of improvement
 for a teacher and ability of being fired before
 carrying out plan of improvement.

I think much more work needs to
 be done on this bill.

Signed: Linda Beachard
Testifier

Representing (Optional)
Box 71, Willow AK
Address
738-1650
Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House HESS
committee name
committee on HB 465, dated March 14, 1996
bill/subject

I am opposed to H.B. 465. This bill puts the tenured teacher on "unstable ground." Job security is threatened. The plan for improvement is contradictory. Specifics to be included in this plan of improvement are lacking. This bill will affect teacher moral in a negative manner. HB 465 takes the professionalism away from the educators.

Signed: Tom Heron
Testifier

Representing (Optional)

P.O. Box 3645 Palmer, AK 99645

Address

907-746-3482

Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House HESS
committee name

committee on HB 465, dated March 15, 1994.
bill/subject

I am opposed to HB 465. The bill takes away local control in bargaining rights. It is also inconsistent in its wording which makes it unclear. Please consider the Governor's bill.

Signed: John P. Ayers
Testifier

Representing (Optional)
523 Quicksilver Circle, Palmer, AK 99645
Address

907-945-0103
Phone No.

March 18, 1996

Dear Co-Chairman Con Bunde:

Testimony on HB 465 as reported in the Anchorage Daily News, Saturday, March 16, 1996, troubles me. Testimony was given that parents could not comment on the performance of a teacher. Parents live with and see the resulting product of what goes on in the classroom. Teachers who want no input are not willing to grow as a professional. Teachers who object to parental input are destined to be substandard educators. This philosophy has been too long in place. This Bill is a result of parents dealing with a system that doesn't want their input. Teachers fear that they would be evaluated on how well the children learn. That is exactly what the public wants: ACCOUNTABILITY. It's this attitude that convinces me that this bill is sorely needed and long overdue. There is a direct correlation between how well children learn and teaching competence. This is the whole point. The profession can't seem to monitor themselves in this regard. The administrators can't fire substandard teachers. So the public/parents must do it for them through our elected officials with legislation.

Input from every corner of the public sector is welcomed by competent educators with growth potential. Articles in the local newspapers this last year or so indicate the public's dissatisfaction with the status-quo. It shows a lack of confidence and support. That fact has been established. The public and parents look to you to remedy this for us when all else fails. Teachers disregard for parental input is obvious. They don't think parents are knowledgeable enough or honest enough to evaluate them objectively. Objective evaluation is exactly what parents want to insure for their children. It seems the NEA and it's spokesmen are motivated by professional and financial security. I can't believe that motivation is shared by the majority of teachers. The opponents to this bill are afraid their own sub-standard ways will be revealed and that they will finally be held accountable for them.

This parent is watching with great concern to see where our lawmakers stand. The partisan politics and the power of special interest groups must stop at the school doors. The public wants teacher accountability. The parents want input. The parents want guaranteed equitable treatment for all children. We need the public school system back in the hands of the public and we need administrators empowered to deal with sub-standard teachers. The parents need a show of support from you and the teachers need to be reminded who runs the public school system. Personally, I have a great deal of confidence in the system. I believe the system works—people foul it up. We must be able to maintain a system filled with the best and the ability to weed out those that don't belong there. This bill goes a long way toward those ends. Thank you.

Harvey Pullen

Harvey Pullen

P.O. Box 770961
Eagle River, Ak. 99577
694-4840

Josephson & Blair, P.C.

ATTORNEYS AT LAW

880 H Street, Suite 205
Anchorage, Alaska 99501
(907) 278-0151 (TEL)
1-800-478-3508
(907) 278-0155 (FAX)

Joe P. Josephson
Daniel S. Blair

Jody A. Reausaw

March 15, 1996

Honorable Con Bunde
Co-Chair
House Committee on Health, Education
and Social Services
House of Representatives
Juneau, Alaska

Re: CRHB 465

Dear Mr. Chairman:

Thank you again for affording me yesterday the opportunity to comment with regard to CSHB 465. However, because of the time constraints which applied, I am not certain what portions of my remarks were actually heard.

With that -- and the importance of the issues presented by CSHB 465 -- in mind, I want to iterate these points:

First, it may be true, as you stated, that "thousands" of qualified applicant now seek teaching jobs in Anchorage. However, if that be true, it is a testament to the success and value of existing law. Therefore, it is unclear why the Legislature would want to change a program that helps make teaching in Anchorage and elsewhere in Alaska attractive to so many wonderful employees and candidates.

I predict that the enactment of CSHB 465 will so undermine teacher tenure in Alaska that the result, over time, will be a decline in the quality of candidates seeking work here.

Second, the proposition that teacher tenure is a unique benefit to teachers is untrue. (Even if the proposition were true, there would be good policy reasons to uphold tenure as it is, or, at least, to be cautious and prudent in changing tenure law).

As I testified, the lowliest civil servant working for the State of Alaska has "tenure" because he or she can appeal an

- 2 -

adverse personnel action to the Alaska Personnel Board, under AS 39, and obtain a hearing before the Board.

AS 39.25.170(a) provides that "an employee in the classified service who is dismissed, demoted, or suspended for more than 30 working days in a 12-month period" may demand a public hearing before the Personnel Board.

Under AS 39.25.170(b), the Personnel Board is to vacate the sanctions imposed on the employee by the employee's agency if the Board

"finds that the action complained of was taken for a political, racial or religious reason, or in violation of (AS.39.25 or rules adopted under AS 39.25)."

The Personnel Board is required to hold a hearing for the civil servant. However, the administrative hearing of the Personnel Board is different from the administrative hearing conducted by or on behalf of school boards, because in the case of executive branch civil servants, the Personnel Board is an independent adjudicatory body with quasi-judicial powers, while in the case of teachers, school boards actually initiate dismissal and/or non-retention notices. Thus, when a school board votes to dismiss or non-retain, it is just following up on charges it brought in the first place itself. That is why a de novo hearing for a teacher, or impartial arbitration, is so critical.

As you study the issues, I think you will find AS 39.52.310 - .390 relevant as well. These sections concern complaints initiated by the attorney general against public officers. Again, in these cases, the charged officer gets a hearing before a neutral hearing officer, who reports to the Personnel Board. It is not the role of the attorney general to be both the charging party and the finder of fact, while, in contrast, under CSHB 465, it would be the role of the school board to be both the charging party and the finder of fact.

Third, I do not believe that over 60% of Anchorage households, having no children, oppose more money for public schools. Support for municipal bond issues suggests otherwise. I know many childless couples, or couples whose children have

- 3 -

grown, who understand that it is sound public policy, and indispensable economic policy, for Anchorage to have first-class public education. This is not just a question of wanting one's own children to succeed in life; it's a question of wanting the children who will be the leaders and workers of Alaska tomorrow to be equal to the task. Alaskans, to our credit, do not just weigh the pros and cons of an issue selfishly, to decide what policy is more advantageous in the narrowest cost-benefit sense to oneself. Alaskans, I believe, are still motivated to support broad community goals designed to improve our state and enhance opportunity for Alaskans over time.

In any event, it is to be hoped that leading lawmakers will perceive the desirability and duty of educating citizens, if need be, to the importance of support for public education.

Fourth, the supporters of CSHB 465 suggest that "de novo" trial is uniquely provided for in the tenure act in Title 14 as presently codified. That is just indisputably wrong.

Under the Administrative Procedures Act of Alaska, which covers most administrative appeals, the judge on appeal -- by express dictate of the Legislature -- can take additional evidence to augment the record or conduct a trial de novo. AS 44.62.570(d) provides that the superior court

"may augment the agency record in whole or in part, or hold a hearing de novo".

Fifth, it is untrue that incompetent teachers cannot be removed under existing law. If that were really so, the authors of CSHB 465 would be changing AS 14.20.70. I have represented school districts successfully in dismissing incompetent teachers, and I have also seen teachers, despite my best efforts, lose their positions upon the ground of incompetency.

Sixth, Mr. Wright stated yesterday that a tenured teacher faced with loss of employment would know the charges against her because they would be indicated by the terms of the plan of improvement.

Respectfully, Mr. Wright may not have not recalled, or at

- 4 -

least did not note, that the plan of improvement is only to be used in certain cases of allegedly deficient performance -- as to teachers whose non-retention for the next year is contemplated.

So teachers may often face dismissal without having been put under a plan of improvement. Hence, whether the teacher will get adequate notice of the allegations against him or her is not free from doubt.

This brings me to a seventh point. It is unclear to me how the bill could be equitably administered, when one teacher would be fired for incompetency, and another allegedly incompetent teacher would be put under a plan of improvement and allowed to keep working. There are no criteria guiding why one teacher would be put in the first category, while another teacher would be put in the second.

This brings me to the eighth point. The bill does not state that the plan of improvement is to be used just in the case of incompetent teachers sought to be either non-retained or helped to improve. (Plans of improvement, by the way, are already employed as a management tool; why new legislation is necessary is unexplained). Under CSHB 465, a plan of improvement could be imposed upon any teacher by a school administrator. The teacher might be competent, or even outstanding, but the administrator might not like the teacher because of the administrator's insecurity, intolerance, incompetency, or bias, or the teacher's personality, popularity, academic independence, or politics, and impose a plan of improvement.

That, of course, is only part of the problem. Once the teacher is under a plan of improvement, the teacher's success or failure under the plan may be measured, ultimately, under very subjective criteria, by the same administrator who established the plan of improvement in the first place. These are some of the reasons why teachers fear that CSHB 465 opens the way to abuses.

Ninth, it was observed by at least one legislator that teachers' concerns are exaggerated, because most administrators are good men and women, and, besides, they will have to be evaluated too. Most administrators, like most teachers, are good people and good in their jobs. But it will be little comfort to a competent teacher who is dismissed for failing to perform

- 5 -

acceptably under a plan of improvement, that ought not to have been imposed in the first place, to know either that the administrator who destroyed her career unfairly may also be put under a plan of improvement or that the administrator who destroyed her career unfairly is atypical of most administrators in the state.

Tenth, the passage of CSHB 465 will result in more expense, not less expense, for school districts. That is true because the number of cases that go to the Superior Court for trial de novo is a mere subset of all of the dismissal cases brought against teachers. Elimination of the cost of Superior Court trials de novo, in the subset, will be offset by heightened costs in the administrative hearings for the larger number of cases that go to hearings. Heightened costs in the administrative hearings will be necessary because both employers and employees will realize that the hearing record is critical, must be complete, and can never be augmented under the language of CSHB 465.

As a lawyer who now represents teachers, from time to time, by appointment of NEA-Alaska or by appointment of teachers themselves, as a parent of two elementary school children in the Anchorage School District, as a former chair of the Senate HESS Committee and a legislator who helped write some of the existing provisions in AS 14.20, and as a citizen who wants more support, not less support, for public education, I urge the defeat of CSHB 465.

Finally (eleventh), I agree with witnesses who testified that CSHB 465 will provide a rationale for future reductions in support for public education. In effect, the bill will enable future legislatures to conclude that reductions can be absorbed by school districts because school boards are entitled to make lay-offs under a system put in place by the legislature through this measure.

I personally believe that school boards which support CSHB 465 are ill-advised and very short-sided. When board members find state and municipal funding reduced, and see talented teachers leaving the field or the State of Alaska, they will wonder what hit them. They and their constituents will rue the day when they endorsed a bill which gave appropriators an excuse to reduce financial support, especially when it is understood that they helped create an atmosphere, through "teacher bashing" and

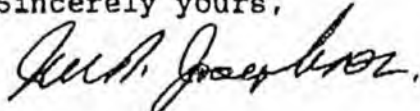
- 6 -

through very poor strategy, that encouraged such reductions.

As a young state senator, I had the privilege of serving with Dr. Paul Haggland (R.-Fairbanks). Senator Haggland, being the sound conservative he was, used to be very skeptical about bills proposing to alter existing law. Frequently, a Haggland speech would go something like this: "Mr. President, this bill is a bum bill and it ain't writ right."

Mr. Chairman, while I doubt not the sincerity of the author and sponsors of CSHB 465, it is a bum bill and it ain't writ right.

Sincerely yours,



Joe P. Josephson

March 19, 1996

To: Members of the House HESS committee.

HOUSE HESS COMMITTEE MEMBERS

CON BUNDE

TOM BRICE

CYNTHIA TOOHEY

GARY DAVIS

NORM ROKEBURG

CAREN ROBINSON

AL VEZEY

To the Honorable members of the House HESS Committee,

I am writing to express my concern over the committee substitute HB465 bill you had before you this past week. I must express grave concerns over this bill if it is passed onto the floor as it stands. I will speak to only one issue but must say there were many things which concerned me.

Dealing with section 8 page 5, I must ask if you have looked at why the committee deleted the standard "incompetence" as a reason to non retain a tenured teacher?

Currently tenured teachers can be dismissed or non retained using the standard of incompetence as a reason. CSHB465 deleted incompetence as one of the reasons to non retain a tenured teacher. Instead it establishes "failure after imposition of a plan for improvement, to receive an evaluation of at least acceptable performance under the teacher evaluation system" as a reason to non retain a tenured teacher. It also states that a teacher whose performance is found to be incompetent is not entitled to a plan of improvement and shall be immediately dismissed.

Correct me if I am mis-interpreting this bill but it appears to say that a tenured teacher who is non retained because of less than acceptable performance is entitled to a plan of improvement before non retention and this non retention occurs at the end of the contract period whereas the teacher who is dismissed for incompetence is let go immediately and no plan of improvement is done. Why would they remove incompetence and its definition as a cause to non retain tenured teachers? why repeal the causes that have been used and defined by the Alaska courts which school districts use to set precedence for future cases. What is the definition of incompetence that will be used and would not their performance fall below acceptable levels where a plan of improvement would be needed. How will districts review this what safeguards does this new language provide those teachers being told they are incompetent for review as to whether this allegation is true. How is this language better than the current language which has been proven in the courts.

It would appear that this bill is setting for a legal inconsistency that could be construed discrimination and that would open incompetence up to court battles that would not provide for the consistent and clear approach we have today. I would urge you to save the districts' in this state money they sorely need to spend on our children rather than in the law firms they retain to answer these new questions when the current one has successfully terminated incompetent teachers when the district has followed proper procedures outlined in the state statutes. I would ask you to delete the new proposed language and return to the current language as it relates to dismissal and non retention of tenured teachers.

Thank you for hearing me on this issue.


**Molra Mc Bride, Occupational Therapist
Sitka School District**

P.O.Box 1681, Sitka, Ak 99835

FAX: (907)747-3150



ALASKA STATE LEGISLATURE

PLEASE ENTER INTO THE RECORD MY TESTIMONY TO THE House Hess
 COMMITTEE ON HB 465 DATED 3-13-96
BILL/SUBJECT COMMITTEE NAME

I oppose HB 465 and ask the members of the Hess committee to consider the following:

--This bill removes the finding of incompetence as a reason to get rid of a tenured teacher. Why? Do you want to keep incompetent teachers? To remove a teacher for any reason, abridges our right to academic freedom and treats us with disrespect.

--This bill singles out tenured teachers for layoffs...not highly paid administrators.

--This bill will allow school districts to get rid of their most highly qualified and experienced teachers. How can this help students?

--Lastly, unless the committee substitute for reductions in force is accepted, then school districts can claim any kind of financial need...without proof. Thus there is no incentive to manage funds carefully. Poor financial planning can thus be the reason for laying off the best teachers in a school district.

In conclusion, I can only wonder why HB 465 is even necessary. HB 398 came about as a result of all stake holders getting together, discussing the issues and most importantly, AGREEING on the issues.

SIGNED Cathy McCorquodale
 TESTIFIER

REPRESENTING (OPTIONAL)

737 9th Ave Fairbanks 99701
 ADDRESS/PHONE NUMBER 452-8459

Title First Name				Middle Name				Last Name				Suffix			
LAKE AND PENINSULA SCHOOL DISTRICT SCHOOL BOARD															
Mailing Address												Zip			
P.O. BOX 498 KING SALMON, AK												99613			
Home Address												Zip			
(907) 246-4280															

Telephone	Affiliation	City
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House	Members	Senate	Members	Committees	
Austerman+	Hanley-	Navara	Adams/	Lincoln/	C&PA
Barnes+	Ivan/-	Nicholls/	Donley+	Miller*+	FINANCE
Brice+	<input checked="" type="checkbox"/> James*+	Ozan+	Duncan/	Pearce*+	HESS
Brown+	Kelly*+	Pamell*+	Ellis+	Phillips*+	JUDICIARY
Bunde*+	<input checked="" type="checkbox"/> Kohring*-	Phillips+	Franx*+	Riecer*+	LABOR & COMM
Davies+	Kott*-	Porter*+	Green+	Salo+	RESOURCES
B. Davis+	Kubina/	Robinson	Halford*+	Shara*+	RULES
G. Davis+	<input checked="" type="checkbox"/> Mackie/	Rekeberg*+	Hoffman/	Taylor+	STATE AFFAIRS
Eton	Mackie/	Sanders*+	Kelly*+	Torgerson+	TRANS
Finkelstein+	Martin*-	Theriault*+	Leman*+	Zharoff/	
Foster/+	Masek+	Toohay*+	PCMs Policy		
Green*+	Moses/+	Vazav*+	You may telephone or hand deliver your message to any LC. PCMs may not exceed 50 words. They must include your name, address and telephone number (if possible) and the name of the receiving legislator. They may not contain vulgar language.		
Grussendorf/	Mulder*-	Williams/+			
		Willis+			

Caucuses

Ancient	Majority+	Bill #	HB 465
Bush	Minority	X	
Parsons (Antarctic)		Support	Oppose
		Amend	Not Referred

Subject

Support of HB 465

50 Word Maximum Message

The	1	Lake	2	and	3	Peninsula	4	School	5
District	6	School	7	Board	8	is	9	strongly	10
in	11	favor	12	of	13	passage	14	of	15
HB 465	16	and	17	we	18	are	19	asking	20
for	21	your	22	support	23	on	24	this	25
bill.	26	We	27	believe	28	that	29	this	30
bill	31	is	32	a	33	large	34	step	35
in	36	the	37	right	38	direction	39	for	40
the	41	improvement	42	of	43	education	44	in	45
Alaska.	46		47		48		49		50



ALASKA STATE LEGISLATURE

PLEASE ENTER INTO THE RECORD MY TESTIMONY TO THE House HESS

COMMITTEE ON CSHR 465 DATED 3/14/96
 BILL/SUBJECT COMMITTEE NAME

I am happy to see some of the changes already made to this ill conceived bill. Thank you for those changes. Still more changes are needed. Think carefully about what exactly you want to change about education with this idea in mind. Teachers teach children by actual instruction and modeling. Modeling is often more important and taken more seriously than direct instruction. In your bill you want to dismiss a teacher without a plan of improvement. Is this how you want teachers to teach children — give them low or failing grades without any way for them to improve? Think carefully about that idea. Secondly, your reduction in force language is a simple disguise to decrease funding which will increase class size. No study anywhere has shown that increasing class size improves education. Already there have been more than one district in this state that has laid off teachers prior to high paid administrators. I fear districts will not try hard enough more will legislators look far enough to find the most important money spent on the most important resource we have. I'm sure more if you treat your own children this way!

SIGNED

Alexander McFarlane
 TESTIFIER

REPRESENTING (OPTIONAL)

P.O. Box 70085 FBKS, AK 99707 457 4532
 ADDRESS/PHONE NUMBER

**ANCHORAGE
SCHOOL
DISTRICT**



Anchorage School Board

P.O. Box 196614, Anchorage, Alaska 99519-6614 • (907) 333-9561

**Kathi Gillespie
2741 Seafarer Loop, Anchorage, Alaska 99516
(907) 345-5335; Fax 345-9891**

**To: The Members of the House HESS Committee
Date: March 19, 1996
RE: HB 465**

I watched with great interest your meeting on Friday and was most interested in the testimony on the relevance of parental input in the evaluation of a teacher's performance in the classroom.

Public education is one of the few places that I've found where the consumer, the student, parent, and taxpayer, has little to no input or choice in the service they are purchasing. I believe that in order to increase the quality of our schools, parents must have the ability to communicate their level of satisfaction in the education their child receives on a daily basis. Many parents I know would like to credit their teachers for the good job they do and occasionally I find a parent who is dissatisfied for good reason. Both types of information will be valuable for both the teacher and the administrator to hear.

I trust parents and community members and I support public education. I believe that change must occur in the way we do business if public education, as we know it, is to survive. Part of that process is in opening the doors of the school and respecting that everyone, even parents, have a right to comment on the quality of the product we are being paid to deliver.

HB 465 is a positive step in the right direction.

AMENDMENT 10

TO: CSHB 465 ()
Draft 9-LS1586\O

BY REP. IVAN

- 1 Page 3, Line 30 after "for"
- 2 Delete "no more than one year"
- 3 Insert "not less than nine and not more than 12 months."

CORRECTION

THE FOLLOWING DOCUMENT(S)
HAVE BEEN REFILMED TO
ASSURE LEGIBILITY OR PAGINATION



Rev. 6/98

Central Microfilm Services
Department of Education
State of Alaska

AMENDMENT 10

TO: CSHB 465 ()
Draft 9-LS1586\O

BY REP. IVAN

- 1 Page 3, Line 30 after "for"
- 2 Delete "no more than one year"
- 3 Insert "not less than nine and not more than 12 months."

AMENDMENT #2 11

TO: CSHB 465 ()
Draft 9-LS1586\O

BY REP. IVAN

1 Page 3, Line 22, after "months."

2 Insert: "The plan of improvement shall be based on the professional
3 performance standards outlined in the locally adopted school district
4 evaluation procedure."

AMENDMENT #3 12

TO: CSHB 465 ()
Draft 9-LS1586\O

BY REP. IVAN

1 Page 5, Line 13 through 15:

2 Delete all material.

3 Page 5, Line 13:

4 Insert: "Failure to meet performance objectives defined in the
5 individual's plan of improvement which is based on locally adopted
6 professional performance standards as identified in 14.20.149."

HB

471

HOUSE COMMITTEE REPORT

(7)

Date Referred to Committee: February 5, 1996

FURTHER REFERRALS:

Finance

Date of Committee Action: 2/22/96

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered:

HB 471

HOUSE BILL NO. 471

REPAY GRADUATE EDUCATION AID

"An Act relating to financial assistance for students attending certain graduate education programs; and providing for an effective date."

recommends it be replaced with the following committee substitute

CS HB 471 (HES)

[X] the same title [] a new title

[] additional referral to _____ Committee [] attached amendment(s)

ADOPTS: _____ Letter of Intent

ATTACHES NEW FISCAL NOTE(S): (Dept)

APPROVES PREVIOUS: (Dept/Date)

[X] fiscal note(s) Revenue

[] fiscal note(s)

[X] zero fiscal note(s) University

[] zero fiscal note(s)

SIGNING WITH RECOMMENDATIONS	DP	DNP	NR	AM
<i>[Signature]</i>			✓	
<i>[Signature]</i>	✓			
<i>[Signature]</i>	✓			
<i>[Signature]</i>	✓			
<i>[Signature]</i>			✓	

CHAIR'S SIGNATURE *[Signature]*

CS FOR HOUSE BILL NO. 471(HES)

IN THE LEGISLATURE OF THE STATE OF ALASKA

NINETEENTH LEGISLATURE - SECOND SESSION

BY THE HOUSE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

Offered:
Referred:

Sponsor(s): HOUSE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

A BILL

FOR AN ACT ENTITLED

1 "An Act relating to financial assistance for students attending certain graduate
2 education programs; and providing for an effective date."

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

4 * Section 1. AS 14.42.030(d) is amended to read:

5 (d) The commission may enter into agreements with government or
6 postsecondary education officials of this state or other states to provide postsecondary
7 educational services and programs to Alaska residents pursuing a medical education. An
8 agreement with another state must be limited to services and programs that are
9 unavailable in Alaska. The commission shall require a person participating in a
10 medical education program offered under this subsection to agree to the repayment
11 condition imposed under AS 14.44.040.

12 * Sec. 2. AS 14.44 is amended by adding a new section to read:

13 Sec. 14.44.040. REPAYMENT CONDITION FOR PROGRAM
14 PARTICIPANTS. (a) Except as provided under (b) and (c) of this section, as a
15 condition of eligibility for receiving financial aid under AS 14.44.010 - 14.44.040, a

1 program participant shall agree to repay to the state the financial aid received by the
2 person from the state plus interest as required for scholarship loans under
3 AS 14.43.120(f). Interest under this section begins to accrue six months after the person
4 terminates studies under the graduate education program.

5 (b) If a person required to repay financial aid under (a) of this section has
6 graduated from the graduate education program for which the person received financial
7 aid, is employed within the state, and is employed in the field for which the person
8 received financial aid, a portion of the financial aid required to be reimbursed to the state
9 shall be forgiven in an amount equal to the following percentages of the total financial
10 aid received from the state plus interest up to a total of 100 percent of the total financial
11 aid received from the state plus interest

12 (1) one year employment, 20 percent;

13 (2) two years employment, an additional 20 percent;

14 (3) three years employment, an additional 20 percent;

15 (4) four years employment, an additional 20 percent;

16 (5) five years employment, an additional 20 percent.

17 (c) Repayment under (a) of this section is required to begin not later than six
18 months after the person terminates studies under the graduate education program, except
19 that a person who qualifies for forgiveness under (b) of this section is not required to
20 begin repayment to the state as long as the person remains qualified for forgiveness
21 under (b) of this section. Forgiveness under (b) of this section only applies to financial
22 aid received by a person that the person has not repaid to the state.

23 * Sec. 3. APPLICABILITY. This Act applies to a person who begins a graduate education
24 program and who receives financial aid from the state on or after July 1, 1996.

25 * Sec. 4. This Act takes effect July 1, 1996.

FISCAL NOTE

**STATE OF ALASKA
1996 LEGISLATIVE SESSION**

BILL NO. HB 471

Revision Date:

Department Affected: **University of Alaska**

Title: An Act relating to financial assistance for students attending certain graduate education programs; and providing for an effective date

BRU: University of Alaska Anchorage

Component: Anchorage Campus

Sponsor: Health, Education & Social Services Committee

Requestor:

COMPONENT SERIAL NO.

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY97	FY98	FY99	FY00	FY01	FY02
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

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

REVENUE FD SOURCE						
--------------------------	--	--	--	--	--	--

FUNDING: (Thousands of Dollars)						
1002 FEDERAL FUNDS						
1003 GF MATCH						
1004 GENERAL FUND						
1006 GF/MHTIA						
OTHER						
TOTAL FUNDING	0.0	0.0	0.0	0.0	0.0	0.0

POSITIONS:						
FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of current year impact: None

ANALYSIS: (Attach a separate page if necessary.)

The legislation does not have any direct fiscal impact on the WAMI program at the Anchorage Campus. If it is anticipated that the current general fund support for the WAMI program is to be offset in the future with program receipts from student repayment of financial aid, there may be some future funding source shifts that would be necessary, but they are beyond the scope of this fiscal note.

Prepared by: Wendy Redman *WR*
 Division: Statewide Budget Office

Phone: 463-3086
 Date: 2/21/96

Approved by: Wendy Redman, Vice President
 Agency: University Relations

Date: 2/21/96

HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

ALASKA STATE LEGISLATURE
HOUSE OF REPRESENTATIVES



STATE CAPITOL, JUNEAU 99801
(907) 465-3759

SPONSOR STATEMENT

HB 471

“An Act relating to financial assistance for students attending certain graduate education programs; and providing for an effective date.”

There have been varying reports regarding the number of Alaskan graduates that return to the state to begin their medical practice after receiving financial assistance through the WAMI and WICHE programs. In an effort to encourage more of them to return to practice in Alaska, HB 471 would make the WAMI Medical Education Program (named for the participating states - Washington, Alaska, Montana and Idaho) and the Western Interstate Commission on Higher Education Student Exchange Program (WICHE) into loan programs.

If graduate medical professionals who have benefited by these programs choose to return to Alaska within one year, HB 471 has a forgiveness provision of 20% per year for up to five years of work in their field of study. Conversely, if the recipients decide not to return to the state after terminating studies or completing the requirements for graduation, repayment will be required to begin one year after the student terminates studies.

If the participant chooses to return to the state after more than one year following graduation, forgiveness would only apply to the financial aid that has not yet been repaid to the state.

Montana was the first state to make its WAMI program into a loan program. Alaska will be the next state to follow this trend.

I urge your support of this bill.

STATE OF ALASKA

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

TONY KNOWLES, GOVERNOR

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JUNEAU, ALASKA 99801-7109
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In Juneau 465-6740
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MEMORANDUM

TO: Lynne Smith, Staff
House Health, Education & Social Services Committee

FROM: Diane Barrans, Executive Director

DATE: February 7, 1996

SUBJECT: HB471; Legislation re: WAMI/WICHE Professional Student Exchange Program (PSEP) Loans

This is an update of the February 5 memo sent earlier this week. I have the additional information you requested and have incorporated it below. Per your request the following information is provided to indicate what the impact of HB471 would be from the borrower's perspective. I have assumed one change from the bill. Page 2, lines 18 and 19 state that repayment will begin one year following the program end. Minimum length of required residencies is generally three years. Currently the only residency program in Alaska is in psychiatry therefore few program graduates would be able to return to Alaska for that period. Also, as indicated below, the incomes earned during this residency period are extremely modest. **Members should note that the Fund source would have to continue to be General Fund due to covenants on use of Alaska Student Loan Corporation funds.**

Two WAMI calculations are provided. The first reflects the participants bearing the entire cost of the 2nd, 3rd & 4th year of the program, in FY97 approximately \$1.3 million. The second calculation assumes that the borrower would only be responsible for repaying the tuition differential represented by nonresident tuition costs, that is only a portion of the support fee. In this scenario, even though the 1st year costs are borne by the University of Alaska Anchorage, since the participants pay the resident rate of tuition for four years, I have included four years' differentials. Also assumed is an average increase of 8% a year in tuition. This is based on the average of the last five years at UWSM.

WAMI LOAN SCENARIOS

- Assumptions:
- 1) Individual begins program in 1996/97
 - 2) Program costs increase approximately 4% per year
 - 3) Interest Rate is 8.9%, accrues following six month grace period
 - 4) In-school period followed by 6 month grace period
 - 5) Typically loan is deferred for 3 years during residency when salaries generally range from \$25,000-30,000; Interest accrues during deferment but no payments are due
 - 6) 15-year repayment schedule

	Calculation #1	Calculation #2
1st year cost	----	= \$11,934
2nd year cost	= \$45,378	= \$12,888
3rd year cost	= \$47,193	= \$13,919
4th year cost	<u>= \$49,080</u>	<u>= \$15,032</u>
	\$141,651	\$53,773

Monthly payment:	#1 \$1,741	#2 \$660.82
Total to be repaid:	#1 \$313,332 (\$141,651, principal; \$171,681, interest); #2 \$118,945 (\$53,773, principal; \$65,172, interest)	

Unknown factors: Average starting annual net income for Family Practitioner?
 Additional college/medical education debt averaging \$45,000-\$80,000.

WICHE PSEP LOAN SCENARIO

Assumptions: Participant begins program in 1996-97
 Program costs increase approximately 4% per year
 Interest on Loan is 8.9% and accrues from end of a six month grace period
 In-school period followed by 6 month grace period (3 year residency
 deferment for MD. Income during residency typically \$25,000-\$30,000
 per year.)
 Loans totaling < \$20,000 on a 10 year repay schedule
 Loans totaling > \$20,000 on a 15 year repay schedule
 Alaska's annual WICHE Compact dues (\$79,000 in FY96) paid by State

<u>PSEP FIELD *</u>	<u>Tot. Prin.</u>	<u>Tot. Int.</u>	<u>Mo. Pymt.</u>	<u>Tot. Repaid</u>
Vet Med (4 yrs)	\$84,500	\$112,808	\$1,096	\$197,308
Podiatry (4 yrs)	\$37,300	\$ 49,796	\$ 484	\$ 87,096
Phys Thrpy (3 yrs)	\$17,750	\$ 15,798	\$ 280	\$ 33,548
Dentistry (4 yrs)	\$60,650	\$ 80,968	\$ 787	\$141,618
Occ Thrpy (3 yrs)	\$16,200	\$ 14,418	\$ 255	\$ 30,618
Optometry (4 yrs)	\$35,550	\$ 47,459	\$ 461	\$ 83,009
Phys Asst (2 yrs)	\$ 7,950	\$ 7,076	\$ 125	\$ 15,026
Osteopathy (4 yrs)	\$53,500	\$ 71,423	\$ 694	\$124,923
Medicine (4 yrs)	\$96,800	\$117,321	\$1,190	\$214,121

*Parens contain the expected number of years, by field, that each participant is actively in the PSEP. Effective Fall 1996, annual "support fees" range from \$3,900 to \$22,800.



UNIVERSITY OF ALASKA ANCHORAGE

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BIOMEDICAL PROGRAM
WAMI Affiliate

Direct Costs of WAMI Program at UAA

Salaries & Fringe Benefits

Mike Dimino (65%)	\$ 82,103
Alice Brutschie (60%)	27,224
Ray Bailey (60%)	47,328
Tim Hinterberger (30%)	14,843
Mary Janis (30%)	22,112
Jesse Owens (30%)	16,456
Ram Srinivasan (30%)	22,957
Kandace Williams (30%)	14,843
Robert Fortune (100%)	23,976
Molly Southworth (100%)	17,949

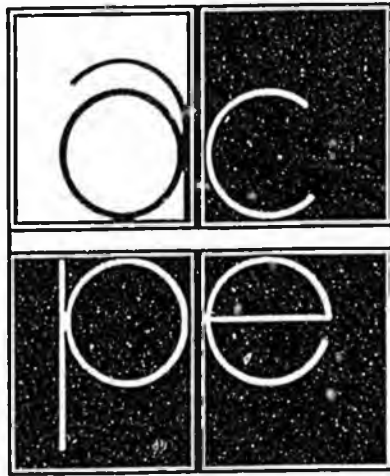
Note: Numbers in parentheses represent that portion of salary & fringe benefits directly associated with WAMI functions. Non-WAMI teaching, counseling, research and service are not included.

Travel	23,400
Contractual Services	67,102
Commodities	<u>45,012</u>

\$424,405

10 students

A DIVISION OF THE UNIVERSITY OF ALASKA STATEWIDE SYSTEM OF HIGHER EDUCATION



Frontiers

FY95 ANNUAL REPORT
OF
THE ALASKA COMMISSION
ON POSTSECONDARY EDUCATION

EXCERPTS FROM FRONTIERS FY95 ANNUAL REPORT

STUDENT FINANCIAL AID

As a result of organizational changes made in FY95, several additional functions are now included within the Student Financial Aid Division: Loan Origination, Customer Service, Operations, and Due Diligence. These staffs work together to provide Alaskans with service in the following areas:

- ▣ Educational and training opportunities through financial assistance;
- ▣ Customer assistance through a new 1-800 telephone

number and expanded customer services throughout the state;

- ▣ Rapid processing of student loan documents; and
- ▣ Assistance with payment options.

This report focuses on divisional goals and accomplishments in FY95, as staff have set and achieved new standards in customer service.

	Number of Awards	Amount
Alaska Student Loan	12,301	\$51,219,279
Half-Time Loan	1,093	\$1,052,568
Teacher Loan	209	\$1,200,570
Family Loan	217	\$947,392
SUBTOTAL	13,820	\$54,419,809
Winn Brindle	5	\$36,300
Paul Douglas	8	\$40,000
SEIG	304	\$422,348
WICHE PSEP	39	\$546,225
WAMI	30	\$1,262,400
WICHE WUE	735	\$0
WICHE WRGP	24	\$0
TOTAL	14,965	\$56,727,082

See Glossary of ACPE Student Aid Programs on pages 42-44.

** Participation in these student exchanges are possible through membership in the Western Interstate Commission on Higher Education - FY95 dues were \$79,000.

SPECIAL PROGRAMS

State Educational Incentive Grant Program

The State Educational Incentive Grant (SEIG) Program provides need-based grants to eligible students enrolled in their first undergraduate program at accredited postsecondary educational institutions. The grant awards are for up to \$1,500 for a maximum of four years. Funded by Federal and State matching dollars, this aid program operates under federal Title IV regulations.

An SEIG Program participant for more than 18 years, ACPE made the decision to transform a paper system into an electronic information center. With a PC-based system, staff now receive all need analysis information electronically at a cost of 21 cents a copy to the agency and a free service to the low-income grant applicants.

Use of new software resulted in a reduction of processing time. This year 1,858 Alaskans applied for grants.

Two hundred thirty-eight students in Alaska received \$300,348 in grants and 83 grant recipients used a total of \$122,000 out-of-state. The percentage of students receiving grants to attend in-state decreased to 71% in FY95 compared to 75% in the prior year.

Eighty-five percent of those awarded grants voluntarily identified their ethnicity. Of those responding,

58% were Caucasian, 24% were Alaska Native/Eskimo/American Indian, 7% were Asian American, 7% were African American, and 4% were Hispanic American.

Western Interstate Commission For Higher Education Professional Student Exchange Program

Since 1955, Alaska has provided residents with access to as many as 16 fields of professional education not available in-state through participation in the 14-state Western Interstate Commission for Higher Education (WICHE) compact. The WICHE Professional Student Exchange Program (PSEP) provides access at participating institutions, and makes them available at a reduced tuition from the out-of-state tuition rate at public colleges and universities and at a reduced tuition rate at private colleges and universities.

Alaskans certified for participation in this exchange program may also expect preferential admissions consideration by the schools. For this, Alaska pays the college or university in which the Alaskan exchange student enrolls, a fixed fee for a particular field of study. This fee, the "support fee," covers the nonresident portion of the tuition and is paid to the institution. The student does not receive any direct payment under this program.

Thirty-nine Alaskans were supported FY95:

Field of Study	No. of Students
Medicine	10
Veterinary Medicine	9
Physical Therapy	8
Dentistry	3
Osteopathy	3
Occupational Therapy	3
Optometry	3

WICHE Western Regional Graduate Program

The WICHE Western Regional Graduate Program (WRGP), also made possible through the WICHE compact, enables Alaska residents to enroll at reduced tuition rates in certain masters and doctoral programs selected by participating institutions in member states. Residents from the western states may, in turn, enroll at the University of Alaska Fairbanks in selected degree programs at in-state tuition rates. Eligible programs have been selected because they serve the western region in a distinctive way. Although students are not guaranteed admission, participating departments will give special admissions consideration to qualified students. In FY95, 24 Alaskans attended graduate programs as part of WRGP. No graduate students from other WICHE states attended at the University of Alaska during that same period.

Western Undergraduate Exchange Program

The Western Undergraduate Ex-

change (WUE) Program is available on a limited basis to Alaska residents enrolling at two-year and four-year institutions in participating states at reduced tuition level applicable only to WUE students. That special tuition level is the resident rate plus 50%. This is a considerable savings over nonresident charges at the 96 participating colleges and universities.

In FY95, 735 Alaskans participated in WUE. Eighty-four students from other WICHE states attended the University of Alaska during that period.

Participating states are:

Alaska	Montana	Oregon
Nevada	Colorado	South Dakota
Hawaii	Utah	New Mexico
Idaho	Wyoming	North Dakota

A.W. "Winn" Brindle Memorial Scholarship Loan Program

Established by the 1986 Alaska Legislature, the A.W. "Winn" Brindle Memorial Scholarship Loan Program is funded by private donations and contributions from fisheries businesses in exchange for tax credits. A fisheries business is entitled to a tax credit of up to 5% of its tax liability for contributions made during the tax year to this scholarship loan fund.

The funds provide educational loans to Alaska residents for full-time undergraduate or graduate study at accredited schools for degree or certificate programs in: fisheries, fishery

students with limited English proficiency; preschool children; children in inner city or rural school; in curricular or geographic areas where there is a demonstrated shortage of teachers; or, students from disadvantaged backgrounds. Eight awards of \$5,000 were made in FY95 to scholars from Anchorage, Galena, Wrangell, Fairbanks, Dutch Harbor, Sitka, Kotzebue and Kenai.

Scholarship recipients are generally required to teach at the elementary or secondary level for two years for each year of scholarship assistance they receive. However, teachers in underserved elementary or secondary schools are obligated to teach only one year for each year of scholarship assistance received.

WAMI (Washington, Alaska, Montana, Idaho) Medical Exchange Program

For more than 20 years, Alaska has participated in the WAMI Medical Exchange Program. Ten positions are reserved for Alaskans each year in the University of Washington School of Medicine's (UWSM) entering class. The residents selected for entry attend the first year of their medical program at the University of Alaska Anchorage, as participants in the Biomedical Program. The final three years of study are spent on-site at UWSM where they pay in-state tuition rates of almost \$8,000 each year.

In addition to guaranteeing Alaskan residents access to a medical education, UWSM, through the WAMI program, provides benefits to the State from:

- Federal grants for the rural hospital projects.
- The Itinerant Genetics Clinic which has physician-geneticists visiting Alaska every four to six weeks, helping parents with questions about the potential of genetic problems in their future children. A team has visited Anchorage, Bethel, Fairbanks, Juneau, Kodiak and Sitka.
- A six-week Summer enrichment experience in Seattle for college level Alaska Natives to help them become more competitive in applying to medical school. UWSM is now among the top five medical schools with Alaska Natives/Native Americans in attendance.
- The MedCon line, used over 3,800 times each year by Alaska physicians, provides free telephone consultation with UWSM faculty for difficult patient cases. In the past year, calls were logged in from 35 different Alaskan communities.

In return for its access for residents

to a medical education, as well as these ancillary programs, Alaska pays a student/administrative support fee each year. This cost for 30 second, third, and fourth year Alaskan students in FY95 was \$1,262,400. This fee

covers the nonresident portion of tuition, a portion of the institution's administrative costs, and the cost for clinical unit sites for clerkships in Alaska for third- and fourth-year WAMI students.

GLOSSARY OF ACPE STUDENT AID PROGRAMS

Alaska Student Loan Program—

The largest of the aid programs, the ASL has been available to Alaskans for over 20 years. These are low-cost educational loans to both full- and half-time students. The annual loan maximum for full-time borrowers is \$5,500 (undergraduate) and \$6,500 (graduate). The maximum for half-time borrowers is \$2,000 and \$2,500, respectively. Loans for full-time attendance may be used at regionally and nationally accredited institutions in and outside of Alaska. Loans for half-time study may only be used in Alaska. The FY95 interest rate on loans was 9%. The normal repayment period on ASLs is ten years for full-time loans and five years for half-time loans.

Family Education Loan Program—

The FEL is distinguished from ACPE's other aid programs in that the borrower is the student's family member. Loan maximums are the same as in the ASL program. Interest on the FEL is fixed at 5%, repayment begins immediately following the first disbursement of funds to the student and is also on a ten year schedule.

Paul Douglas Teacher Scholarship Loan Program—PDTSL is a federally funded grant program for students pursuing a teacher education degree and certification. The awards are for

up to \$5,000 each year. Recipients are expected to teach two years for each year of aid received. If a recipient fails to teach, the grant becomes a loan which must be repaid. The interest varies each year but is capped at 14%.

Professional Student Exchange

Program— The PSEP is a regional resource sharing program, administered by the Western Interstate Commission on Higher Education (WICHE), which provides Alaskans with access to certain allied health professional training programs not available in the state. Currently residents enjoy access to programs of study in: Medicine, Osteopathic Medicine, Dentistry, Optometry, Occupational Therapy, Physical Therapy, Podiatry, and Veterinary Medicine.

State Education Incentive Grant

Program— The SEIG program is Alaska's only need-based grant program and is funded by State and Federal funds. Awards are for up to \$1,500 each year and may be received for up to four years of undergraduate study. Grants are not available to graduate students.

Teacher Scholarship Loan Pro-

gram— The TSL was established by the Alaska legislature to support Alaska high school graduates intending to teach in rural areas of the state.

Awards of up to \$7,500 are available to

nominees from rural school districts who are pursuing their elementary or secondary teaching credentials. If the recipient teaches in eligible rural schools in Alaska, they may have up to 100% of their loan forgiven. The FY96 interest rate was 9% and repayment is on a ten year schedule.

WAMI Medical Education Program— The University of Washington School of Medicine (UWSM) and the University of Alaska Anchorage (UAA) are the sites for this regional approach to medical education. UWSM reserves ten seats in each entering class for qualified Alaskan students. Program administration funds are transmitted directly to UAA for first year students and to UWSM for second, third, and fourth year students. Alaskans pay the resident tuition rate for each year of the program.

Western Regional Graduate Program— Another WICHE program, the WRGP provides access for residents to certain specialized graduate programs

within the western region. Currently over 111 master's and doctoral programs are available in 37 institutions in the west.

Western Undergraduate Exchange Program— The most active of the WICHE student exchanges, the WUE Program provides Alaskans with access to programs of study at almost 100 institutions in the west. Participants pay a reduced tuition rate if admitted to an institution under this program. The states of Washington, California and Arizona are the only western states which do not participate in WUE.

Winn Brindle Memorial Scholarship Loan Program— Funded by donations from fisheries businesses, this loan supports Alaskans pursuing certificates or degrees in fisheries-related programs. The terms of this loan are the same as the ASL with the exception of the maximum loan amount. These loans can be awarded for up to the total educational costs of a program.

A.C.

TABLE 13

Professional Student Exchange Participants by Field
1984-85 through 1994-95

Field of study	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95
Dentistry	15	20	21	29	27	20	16	11	6	4	3
Medicine	17	12	9	14	10	15	15	12	12	12	10
Occupational Therapy	36	6	4	7	7	6	9	10	10	7	3
Optometry	35	6	6	8	6	6	7	9	9	6	3
Osteopathy	10	10	9	8	6	4	2	3	4	4	3
Physical Therapy	0	6	6	8	10	12	17	10	7	11	8
Podiatry	0	0	0	0	1	1	2	1	1	1	-
Veterinary Medicine	20	22	20	21	22	23	23	25	20	14	9
TOTAL	287*	248*	151*	177*	91	88	91	81	69	59	39

*Totals also reflect former participants in fields not current funded: Architecture, Forestry, Graduate Library, Graduate Nursing, Law, Maritime Technology, Pharmacy, and Public Health.

**ALASKA COMMISSION ON
POSTSECONDARY EDUCATION**

**ALASKA STUDENT LOAN
CORPORATION**

FY 97 Budget Overview

**Diane Barrans
Executive Director**

January 1996
(1/23/96 Version)

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
FY97 BUDGET SUMMARY AND COMPARISON
(Narrative Explanation of Budget Components to follow)

	<u>FY96 Budget Final</u>	<u>FY97 Budget Requested</u>
Operating Budget		
General Fund:		
WICHE Student Exchange	\$ 329,700	\$ 193,600
WAMI Medical Program	1,267,000	1,309,000
Federal Student Aid (State Match)	329,500	329,500
Total General Fund	<u>1,926,200</u>	<u>1,832,100</u>
Corporate Receipts:		
Postsecondary Commission:		
Program Administration	717,900	758,700
Loan Operations	6,451,500	6,241,400
Total Corporate Receipts	<u>7,169,400</u>	<u>7,000,100</u>
Federal Funds:		
Program Administration:		
Veterans Administration	148,100	151,800
State Postsecondary Review Entity (SPRE) Program	100,000	--
Federal Student Aid (SEIG)	163,500	125,000
Governors Council on Vocational Ed.	160,100	--
Total Federal Receipts	<u>571,700</u>	<u>276,800</u>
Total Operating	<u>\$ 9,667,300</u>	<u>\$ 9,109,000</u>

ACPE/ASLC OPERATIONAL BUDGET COMPONENTS

The budget is a continuing budget with no significant changes in services to be performed in FY97. Following is a summary of changes, by funding source, between the FY96 and FY97 budgets.

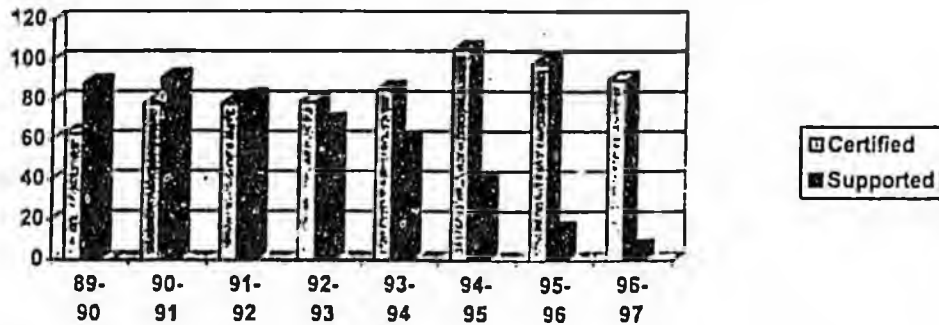
General Fund Programs

WICHE (Western Interstate Commission on Higher Education) Student Exchange Program

The Commission serves as Alaska's agency for coordinating activities in the 15-state WICHE Compact. The goal of this component is to provide undergraduate, graduate and professional educational opportunities to Alaskan students in fields for which there are no programs operating in Alaska. The component administers various WICHE programs operating in Alaska: 1) The Professional Student Exchange Program (PSEP); 2) The Western Undergraduate Exchange (WUE); and 3) The Western Regional Graduate Program (WRGP). Currently, in the PSEP (which is the only program requiring student-specific support fees) eight fields in human and animal medicine are available and supported through agreements with WICHE institutions.

FY96 funding (\$329,700) for this program pays WICHE compact membership dues and funds 15 continuing PSEP students. FY97 funding (\$193,600) will pay WICHE Compact membership dues and will fund six continuing students. The membership dues ensure that students also have continuing access to the WUE and WRGP programs in which approximately 800 Alaskans participate each year. New PSEP students have not been funded in several years and FY97 is the last year the Commission anticipates funding students.

WICHE PSEP STUDENTS



* Due to budget cuts, no new participants have been supported in several years.

WICHE Changes from FY96 authorized budget to FY97 requested budget:

\$ 42,000 Transfer to WAMI Medical Education to fund the cost of living increase in the 2nd, 3rd and 4th year contract obligation for FY97.

\$ 94,100 Reduction due to Professional Student Exchange program students completing their studies in supported fields.

WAMI (Washington, Alaska, Montana and Idaho) Medical Education Program

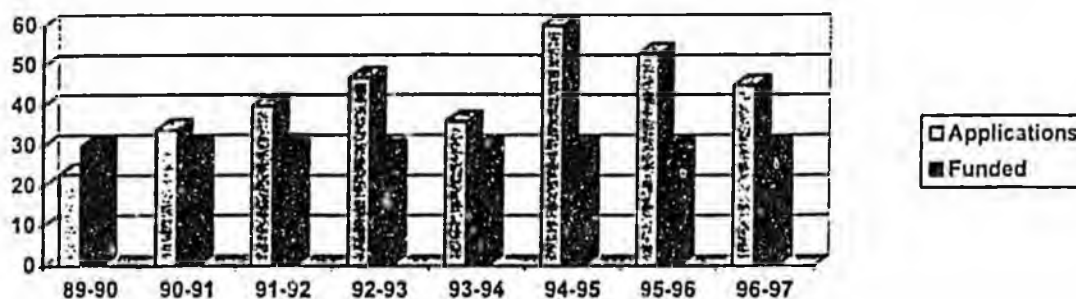
The WAMI program provides guaranteed access to a medical school for residents of Alaska. The University of Washington School of Medicine acts as the regional medical school for Washington, Alaska, Montana and Idaho by reserving a predetermined number of class places each year. Alaska currently contracts and pays for thirty places (30), ten in each of the 2nd, 3rd and 4th years of study.

FY96 funding (\$1,267,000) for this program covers the State's contractual obligation. FY97 funding (\$1,309,000) will again cover the contractual costs associated with this program.

WAMI Changes from FY 96 authorized budget to FY97 requested budget:

\$ 42,000 Transfer from the WICHE Student Exchange component to cover the cost of living increase that is factored into the contractual obligation.

WAMI STUDENTS



STATE OF ALASKA

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

TONY KNOWLES, GOVERNOR

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MEMORANDUM

Amendment #1

TO: Lynne Smith, Staff
House HESS

FROM: Gillian R. Hays *grh*
Executive Assistant

DATE: February 21, 1996

RE: Request for Revision in HB 471

I noticed that there is conflicting language in regards to the terms of repayment in Section 2 of the bill. The drafting attorney may have drawn from some old language. Please consider revising lines 18 and 19, of page 2.

(c) repayment under (a) of this section is required to begin not later than six months [one year] after the person terminates studies . . .

This change will make is consistent with line 4 of page 2.

. . . Interest under this section begins to accrue six months after the . . .

Mr. Kenneth Dodson, director of Information Support Services, said that programming the repayment start date would be much easier if not having to track six months of subsidized interest, and then six more months of *unsubsidized* interest.

STATE OF ALASKA

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

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MEMORANDUM

TO: Lynne Smith, Staff
House Health, Education & Social
Service Committee

FROM: Gillian R. Hays
Executive Assistant

DATE: February 21, 1996

RE: HB 471
WAMI: Additional Information

FEB 21 1996

The attached research paper was prepared by Dr. Rod Wilson, Executive Director of the Alaska State Medical Association, with the assistance of several University of Alaska students. This document may be a good source of information to the committee members as they discuss the future of the WAMI program. Please consider making it available to them for tomorrow's hearing. Thank you.

Attachment

Feb 20, 1995

WAMI
The Washington-Alaska-Montana-Idaho Medical School Program
of the
University of Washington

A great university has graduate and professional schools, usually schools of law, medicine, divinity, fine arts, political studies, engineering and the like. Graduate schools allow intellectually ambitious students who have completed undergraduate degrees either at the parent university or from other colleges to pursue a subject in great depth and to gain advanced degrees, such as masters, doctor of philosophy, law and medical degrees. They also provide loci for research. They attract teachers of renown. Their graduates are loyal and supportive.

Graduate schools are neither easy or cheap to establish. Among the most expensive are graduate schools of medicine. They require, among other features, classrooms, laboratories, a specialized library, a teaching hospital and a large and talented faculty.

It takes a population base of about a million people to justify and support a medical school, although Vermont with fewer than 600,000 people has a medical college. Delaware, Idaho, Montana, Wyoming and Alaska are states without colleges of medicine.

Alaska is at least 30 years away from having enough people and other resources to warrant establishment of a graduate school of medicine at the University of Alaska or otherwise.

Fortunately for the citizens of Alaska and particularly for those of its young people who aspire to become doctors, the University of Washington (UW) established the "WAMI" program 25 years ago. Under this plan, originally underwritten by The Commonwealth Foundation, a few highly selected students from Alaska, Montana and Idaho are admitted to the freshman class of the UW School of Medicine on an equal footing with students from the State of Washington.

They spend the first year of their four-year medical course at their home-state university taking basic first-year medical school courses such as anatomy, physiology, statistics, psychology and the like. After the first year they move to Seattle for the next three years of medical school.

The State of Wyoming is now seeking to join the program.

Alaska perennially has had 10 WAMI students each year, Idaho 16, and Montana 20.

Each state supports the education of its own students with appropriations from its legislature for the first year classes within the state and then the three years of matriculation in Seattle.

The WAMI program initially allowed the University of Washington to expand its fine school - presently considered one of the top six or seven in the nation - without commensurate capital outlay. WAMI is widely admired. There is nothing like it in the country.

WAMI has been a boon to Alaska. In effect, we have gained a school of medicine at a tiny fraction of the cost of establishing one at the University of Alaska. Since 1971, 134 Alaska WAMI students have finished medical school and have gone on to complete residency training. Current WAMI students and their towns of residence are listed in Attachment 1. Physicians now practicing in Alaska who were WAMI Alaska students are listed in Attachment 2. Physicians currently practicing in Alaska who were once WAMI students from another WAMI state are listed in Attachment 3. The latter two lists demonstrate that participation in WAMI induces students graduating from the program to practice in Alaska.

This is doubly important: One, Alaskans can be assured that a significant proportion of its doctors have been trained at one of the finest schools in the land - or indeed anywhere - and, two, because of the strong emphasis the University of Washington places on graduating physicians dedicated to careers primary care medicine (family practitioners, pediatricians and general internists), Alaska gets what it needs the most. It gets many more primary care physicians than it might otherwise. Some of these settle in the small communities of Alaska, bringing medical care to the underserved.

Alaskans are further at an advantage because competition for WAMI slots, though