

ALASKA LEGISLATURE COMMITTEE FILES 1997-1998 8672

9149 HOUSE HEALTH EDUCATION & SOCIAL SERVICES

March 5, 1988

Dear Sir

I'm writing to you about SB 36 and I'm against it.

If this thing passes the Lower Kuskokwim will have problems and I like in this area so as my kid goes to school.

First of all it will effect my payroll 4% going to tax to pay for what ever, this 4%

Myself is my payroll is very helpfull to my house cause them bills, to pay

Also the people who live in villages ^{These payrolls are} ~~payroll~~ ^{can't even pay for all} the bills. ~~low and some get some other money from the state~~

Second of all my child's I don't want to see her going to a poor school or low equipment school or learning devices. Why? don't they send some students from Anchorage, Fairbanks, Ketchikan, K. P. In. T. and other P.S. them how we have school here.

This bill sucks.

I hope it don't pass.

March 5, 1998

Senators;

I have one child who is in school now and I'm glad that there's teachers here who are teaching him the things I cannot teach him. If the Senate Bill 36 passes it will be like ~~that~~ there'll be NO MORE education for him and the other students! The education I had is very important to me for my son!

Thank you.
Agnes Amik
Kwigillingok, Ak.

3-5-98

This is in regarding to the senate bill 36 — which I am totally against! And with many more concerned parents — you have NO right to do this to us!

First of all, I'm not an outspoken person in this small community of Kwigillingok, Alaska. I just recently moved here (our 2nd school year here) from Bethel, and I have 2 girls in school. Because I'm very concerned about this bill 36 — I have to write out my thoughts. My girls still have more years yet, to complete their school. It would hurt us 'all' bad, if our schools were to be closed. The SB36 would totally take our kids education and THAT IS NOT GOOD! We totally depend on education out here in the bush. Watching our children do wonderful things in school is a blessing to us all! To take that away from them, will be a total nightmare. Please, don't take that away from them!!

Thank you!

Christine S. John

of Kwigillingok, AK 99622

3-5-98

Senators,

I'm writing in regarding Senate Bill 36 (SB36) urging you to reject this bill.

I have 6 kids, 5 of them are going to Elementary School and I'd like to see them all graduate from Elementary to High School.

Rural schools have less students, yeah; but our schools need the money for supplies, food & traveling. And for our bilingual education ~~is~~ very important for our kids to keep this education.

Senator - Randy Phillips should come down and visit rural schools and see what's going on in our schools. Instead of proposing this bill.

~~Thank you for~~

I'd like you to support us parents rejecting this bill.

Thank you,

Esie Snyder

March 5, 1998

Dear Sir,

I am writing this letter regarding the senate bill #36, I oppose this bill because it's not fair. It's like taking away something important to these kids, like their dreams, their chances of becoming what they're capable of becoming, their activities, their teachers etc.... Just think that these kids were yours and you take away something that they like and what they like to do. What if this kid was planning to go to college and he is sent somewhere instead of finishing his/her school year at home, that's what you guys are trying to do to these kids.

Sincerely
Pete P

3/5/98

Senators,

As a parent & on behalf of Kwigilingak School, I am writing this letter to oppose this senate bill 36.

Cutting our budgets so that urban cities can have more money. Mr. Phillips: Even if we live in rural Alaska, we need the money so that our children can have future. Sounds more like just because we're natives and the majority of the people in urban areas are white. ~~He~~ He wants the money for whites.

I am begging you to veto ~~that bill~~ ^{Senate bill 34}. It will hurt & affect us, especially our children.

Thank you for your time and, please in asking to oppose that bill.

Sincerely,

~~Sharm~~

Sharm & Willie Atti
(Parents)

3/5/98

Sir,

I have a grandchild in school, from beginner to high school just learn there is concern on our cutting ~~but~~ budget in our ~~area~~ school. if the SB36 bill passes

We don't want to lose our teachers or teacher aids in our school, and we hate ~~to~~ lose bilinguall teaching etc.

We strongly need your help.

Thank you

Nellie Eves

March 5, 1998

Senators,

I am a mother of 5 children,
which of 4 are in school and one more
will be in school in ~~year~~ couple years.

I am writing this letter and asking
the Senators to oppose - SB 36. I am
in support of ~~Parsons~~ who is
now writing to our Senators to oppose
Senate Bill-36.

Thank you

Janet L. Andrew (Parent)
Kwity School
LKSD

Hello; I'm Marie White from
Kwigillingok, My husband and I
have five kids and their starting
to go to school. The oldest one is 7 years old,
and in no time our 1 year old will start
her school year too. I need to see my kids
start of a good school with
everything - Everything - that can
help them learn. Both by Yupik
and English. I urge knowles
to reject bill - Please, Thank you!

Marie S. White - Parent -
B. White -

3.5.98

SIR,

HELLO! LET ME INTRODUCE MYSELF AND MY ~~WIFE~~ WIFE ETHEL PHILLIP, MY NAME IS TONY PHILLIP, AND BEEN RESIDENT OF KWIGILLINGOK FOR 47 YEARS AND SO IS MY WIFE SINCE HER BIRTHDAY. ▣

WE HAVE THREE (3) OF OUR FOUR (4) CHILDRENS ATTENDING BOTH ELEMENTARY AND HIGH SCHOOL HERE IN KWIGILLINGOK SCHOOLS. AND WE WANT THEM TO SUCCEED THE EDUCATIONS HERE, ALL THE WAY TO GRADUATION FROM HIGH SCHOOL, THEN TO FURTHER EDUCATION IF THEY WANT TO.

WE AS PARENTS ARE OPPOSING SENATE BILL 36 (SB36) THAT WAS RECENTLY INTRODUCED, TO TAKE EDUCATION MONEY FROM LOWER KUSILOKUWA SCHOOL DISTRICT, ALSO FROM OTHER DISTRICTS SURROUNDING STATE OF ALASKA, TO RAISE MONEY FOR ~~THE~~ CITY SCHOOLS.

SENATOR RANDY PHILLIPS, SPONSOR
FOR THE BILL SHOULD VISIT SOME
OF THE SCHOOLS FIRST BEFORE
INTRODUCING SUCH BILL TO HURT
BOTH MY CHILDREN'S EDUCATION
AND BILINGUALS.

WE ARE URGING OUR GOVERNOR
TONY KNOWLES TO REJECT THIS
BILL, AND ALSO WE ARE
ASKING SENATOR HOFFMAN, AND
REPRESENTATIVE IVAN M. IVAN TO
OPPOSE THIS BILL ~~AS~~

THANK YOU.

Imy Phillip (PARENT)

Ethel Phillip (PARENT)

To: Senator Randy Phillips

From: Owen Lewis 
Bo 43
Kwigillingok, Alaska 99622

Re: Senate Bill 36

As a parent and employee of LKSD I am in total opposition to Senate Bill 26. This bill is purely politics as urban cities would stand to gain from this and rural areas stand to lose. We have heard that the formula for funding districts for this bill was borrowed from other country other than the USA. We also have heard (VIA Anchorage Times) that Anchorage School District is in better financial position than any other schools in the State.

So why should you and other committee members of Senate Finance Committee try to milk in additional 16 to 18 million dollars to Anchorage area.

This is not right and you know it what it boils down to is greed not legislative process.

P.O. Box 77
Kwigillingok, AK 99622
March 5, 1998

Bert Sharp
Alaska State Legislature
State Capitol (MS 3100)
Juneau, AK 99801-1182

Dear Mr. Sharp:

I would like to tell you that I am opposition to Senate Bill 36. This Bill would cut valuable money from our school district budget. To me, these cuts would erase opportunities which I do not otherwise have. I am a student at Kwigillingok High School and have appreciated the chance to go to other places, like summer camps. One of these summer camps was the Basketball camp I attended in Palmer. With the budget we have now, we are well-educated and we learn by going to other places rather than staying in the village.

Sincerely,

Clifton J. Beaver

Clifton J. Beaver

P.O. Box 54
Kwigillingok, AK 99622
March 5, 1998

Bert Sharp
Alaska State Legislature
State Capital
Juneau, AK 99801-1182

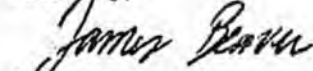
Dear Mr. Sharp:

I would like to tell you that I am in opposition to Senate Bill 80.

This Bill would rip us off of valuable money. If this bill was passed then the schools around here might have to quit basketball, volleyball, and many other sports. They also might have to quit travel for Academic Decathlon, Speech Contest, and Career Field Trip. Without basketball more kids will have nothing to do so they will turn to alcohol and drugs. Basketball gives kids something to do and is a good alcohol and drugs awareness activity.

I am a student at Kwigillingok High School and a basketball player.

Sincerely,


James Beaver

**P.O. BOX 55
KWIGILLINGOK, AK 99622
MARCH 8, 1998**

**BERT SHARP
ALASKA STATE LEGISLATURE
STATE CAPITOL
JUNEAU, AK 99801-1182**

Dear Mr. Sharp :

I would like to tell you that I oppose this Senate Bill # 36.

If this bill is passed, I wouldn't be able to travel on all of the school trips I've done. like cross-country, basketball, volleyball, Academic Decathlon, speech contest, and the NBC Basketball Camp at Palmer.

I hope that in the future other students at Kwigillingok School would get to travel on these school trips.

Sincerely,



Roderick Atti

Box 14
Kwigillingok, AK 99622
March 5, 1998

Bert Sharp
Alaska State Legislature
State Capitol
Juneau, AK 99801-1182

Dear Mr. Sharp,

Hello! I would like to tell you that I am in opposition to Senate Bill 36. This bill would cut valuable money from our school district budget if it passes.

I am a student at Kwigillingok and have appreciated the chance to travel to places for activities and other competitions such as speech contest, Academic Decathlon and so on.

I am a Yup'ik Eskimo and I love my culture very much. During cultural heritage, we (the girls), sew, make fur hats, parkas, gaspeqs, mittens, mukluks, and beadwork. The school buys materials for the cultural heritage. The school also buys other materials like books, paper, pencils, pens, crayons, markers, folders, and finally food. This bill would make us lose everything like school trips, even our culture. It is important for us to keep our culture alive so we could pass it on to the next generation. If you, as a Senator, could help us, please do because it will hurt us.

Thank you for your time.

Sincerely,

Victoria Amik
Victoria Amik

P.O. Box 3
Kwigillingok, AK 99622
March 5, 1998

Mr. Bert Sharp
Alaska State Legislature
State Capitol
Juneau, AK 99801-1182

Dear Mr. Bert Sharp,

I would like to tell you that I am in opposition to Senate Bill 36.

This bill would cut valuable money from our school district budget. To me, these cuts would erase opportunities which I do not otherwise have.

I am a student at Kwigillingok High School and have appreciated the chance to go NBC Basketball Camp in Wasilla. It was fun. Our league basketball trip and Career Days held at Bethel were really fun.

I wish you could let us keep our money and let students learn and travel a lot. I think all this was fun and I think young students will not learn a lot when our school teachers are gone.

Thank you,

Sydnia Phillip

Sydnia Phillip

P.O. Box 55
Kwigillingok, Ak 99622
March 3, 1998

Bert Sharp
Alaska State Legislature
State Capitol
Juneau, AK 99801-1182

Dear Mr. Sharp:

I would like to tell you that I am opposition to Senate Bill 36. This bill would cut valuable money from our school district budget. To me, these cuts would erase opportunites which I do not otherwise have.

I am a student at Kwigillingok High School and have appreciated the chance to go to bigger places, go touring around or even go to summer camps. One of these summer camps was the OMSI summer camp I attended in Oregon. With the budget we have now, we are well-educated and we learn from going to other places rather than staying in the village.

Sincerely,

Sherry Atti
Sherry Atti

c/o Kwigillingok School
Kwigillingok, AK 99622
March 3, 1998

Mr. Bert Sharp
Alaska State Legislature
State Capitol
Juneau, AK 99801-1182

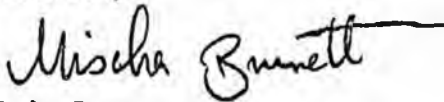
Mr. Sharp:

I am writing to voice my opposition of SB 36. The devastation to the Lower Kuskokwim School District brought on by a multi-million dollar budget reduction would be enormous. To understand the full ramifications of this bill, you need to understand how it would effect those areas of the state which are laden with tradition but not necessary opportunity.

I am a teacher in the Lower Kuskokwim School District. My students hunt for seals, weave grass baskets and build traditional knives. Most of their grandparents lived in mudhouses. Even now, as Yup'ik families are learning to live with technologies like snowmachines and computers, my students do not have access to "everyday" activities many other Alaskan students take for granted; they cannot cross the street to see a play, go to a museum, or even watch a movie on a big screen. These things are an expensive plane ride away.

In this changing time, remember the young people. Remember that they deserve opportunities to grow and to learn. Remember that if they are expected to be the leaders of tomorrow, they must be given opportunities to experience firsthand the realities of today.

Thank You,



Mischa Burnett
Kwigillingok School

Seralce Kairaiuak
P.O. Box 7
Kwigillingok, AK 99622
March 4, 1998

Mr. Bert Sharp
Alaska State Legislature
State Capitol
Juneau, AK 99801-1182

Dear Mr. Sharp:

I would like to tell you that I am in opposition to Senate Bill 36. This bill would cut valuable money from our school district budget. To me, these cuts would erase opportunities which I do not otherwise have.

I am a student at Kwigillingok High School and have appreciated the chance to travel to other places to compete in sports activities, such as basketball, volleyball, cross-country, and Native Youth Olympics. Also I appreciate the chance to travel during the summer for summer programs or any summer activities that involve the students all over the U.S. Some of these programs are the OMSI program which is held at Oregon, Leadership conferences which is usually held out of state, and basketball camps.

Traveling to other places gives us the chance to see other things that we hardly get to see. I've enjoyed traveling and I hope we continue to travel and learn more about what's out there.

If this bill passes our chance of traveling and learning new things in different places will go down. In a small village like where I live, we can't go to a movie or go see a play, or do any of the things the students in Anchorage do for an everyday activity.

Sincerely,

Seralce Kairaiuak

Seralce Kairaiuak

Jamie Andrew
P.O. Box 78
Kwigillingok, AK 99622
March 5, 1998

Bert Sharp
Alaska State Legislature
State Capitol
Juneau, AK 99801-1182

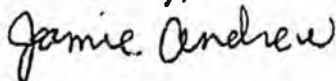
Dear Mr. Sharp:

I would like to tell you that I am in opposition to Senate Bill 36.

This bill would cut valuable money from our school district budget. To me these cuts would erase opportunities which I do not otherwise have.

I am a student at Kwigillingok High School and have appreciated the chance to go play basket-ball, volleyball and cross-country in other villages and go to the Speech Contest, Academic Decathlon in Bethel.

Sincerely,



Jamie Andrew

P.O. Box 28
Kwigillingok, AK 99622
March 5, 1998

Bert Sharp
Alaska State Legislature
State Capitol
Juneau, AK 99801-1182

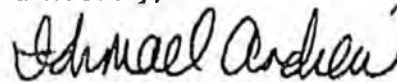
Dear Mr. Sharp:

I would like to tell you that I am in opposition to Senate Bill 36. This bill would cut valuable money from our school district budget. This bill would change everything in our school district. It would end the opportunities I've had here in school.

I am a student at Kwigillingok High School. I have appreciated the chances I've had to travel. I have traveled to places I thought I'd never get to travel to. Students in the rural schools have also got to participate in academic activities such as Academic Decathlon, Speech Contest, Science Camp, and many other summer programs which help students learn many things they thought they'd never learn with the money the government provides for the district. This bill would hurt many people in rural areas. It has helped students reach their goals and it has expanded their horizons. I would not like to see it end.

In conclusion, I would like to urge you to vote against this bill. Quyan.
(Thank You)

Sincerely,



Ishmael Andrew

P.O. Box 56
Kwigillingok, AK 99622-0056
March 5, 1998

Bert Sharp
Alaska State Legislature
State Capitol
Juneau, AK 99801-1182

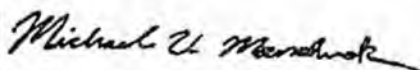
Dear Mr. Sharp:

I would like to tell you that I am in opposition to Senate Bill 36. I am a student of LKSD. I am a Junior and I am 17 years old.

This bill would cut money from our school district budget. The rural students would have less opportunities to do things in school. The urban school districts have more opportunities than the rural school districts now. Why do you want the urban school districts to have higher budgets than rural school districts? I am from a rural school. We have less opportunities than the urban schools. The urban schools have more classes than rural and have bigger schools. The urban students have more activities like basketball, baseball, soccer, band, cheerleading, yearbook, choir, and field trips.

In conclusion, I urge you to not pass this bill.

Sincerely,



Michael Manchuk

Senator Bert Sharp
Alaska State Legislature
State Capitol (MS 3100)
Juneau, AK 99801-1182

March 4, 1998

Dear Senator Sharp:

I am writing in regards to your proposed Senate Bill 36. I strongly disagree with this bill because if it passes my culture and language could be broken or lost forever.

It is very important that we have funding for our school. The funding supports our bi-lingual teaching staff as well as travel opportunities and if our money is cut, we would not have opportunities that all other students would have. We don't think this is fair to have our education money cut so that big city schools can have more money for things other than education.

Please consider what passing this bill could do to my language, culture, and education. Please do not support or pass Senate Bill 36!

Sincerely,

Marlin Anaver
Marlin Anaver
Kwigillingok School

8th grader

Native Village of Kwigillingok
Kwigillingok I.R.A. Council
P.O. Box 49
Kwigillingok, Alaska 99622-0049
(907) 588-8114/8212
FAX: 588-8429

FAX COVER SHEET

.....

TO: *BERT SHARP*

TELEFAX NO: *465-2070*

DATE: *MARCH 6, 1998*

FROM: *NATIVE VILLAGE OF KWIGILLINGOK*

TELEFAX NO: (907) 588-8429

TOTAL NUMBER OF PAGES, INCLUDING THIS SHEET: (3)

IF THERE ARE ANY PROBLEMS WITH THIS TELEFAX, CALL (907) 588-8114/8212 AND ASK FOR: *Jimmy*

.....

MESSAGE:

Native Village of Kwigillingok

Kwigillingok I.R.A. Council
P.O. Box 49
Kwigillingok, Alaska 99622
(907) 588-8114/8212

RESOLUTION NO. 98-03-01

A resolution opposing Senate Bill No. 36 entitled "An Act relating to the public school funding program; relating to the definition of a school district, to the transportation of students, to school district layoff plans, to the special education services agency, and to the child care grant program; and providing for an effective date."

WHEREAS: The Kwigillingok I.R.A. Council is the federally recognized governing body for the Native Village of Kwigillingok and the only governing system recognized by the people of the village, and;

WHEREAS: The Native Village of Kwigillingok's most important resource is its children and will do everything to protect their interests from adverse actions and activities generated from within and without the exterior boundaries of the Native Village of Kwigillingok, and;

WHEREAS: Our Yupik children are receiving their Elementary and High School education from the Lower Kuskokwim School District, one of the State of Alaska's Regional Education Attendance Areas in one of the States most impoverished area, and;

WHEREAS: The Alaska State Legislature is proposing legislation from the Senate Chambers through Senate Bill 36 which seeks to redistribute education funding dollars from rural school districts to the urban school districts, redefining school district boundaries, proposes an employment tax of 4% for districts without an economic base, and generally redefines most education processes as we know them, and;

WHEREAS: The passage of this particular bill will be devastating to our local school and a cursory analysis of the impacts of the bill reveals that due to the drastic cuts to the Lower Kuskokwim School District, our children may not receive free or reduced school lunch, no local support for the children that need it most, bi-lingual and Yupik instruction would be completely eliminated, the already deteriorating educational facility would not see any repairs or improvements, our already impoverished and unemployed people will bear the burden of a new tax, and;

WHEREAS: the enormous progress our Yupik children have made in terms of their abilities to read, write and calculate mathematics in a language that is, in the most basic sense, foreign to them, and this language being English should prove that the efforts of the educational system is working diligently to advance the knowledge, skills and abilities of our Yupik children, and;

NOW THEREFORE BE IT RESOLVED THAT: The Native Village of Kwigillingok, through its tribal governing body, respectfully request and implore our State Legislature, both the House of Representative and the Senate not consider Senate Bill No. 36 unless and until a complete and full analysis of the impacts of this bill to all school districts within the State of Alaska is done, and;

NOW THEREFORE BE IT FINALLY RESOLVED THAT: The Kwigillingok I.R.A. Council, the tribal governing body of the Native Village of Kwigillingok is in complete and unqualified opposition to this proposed bill on behalf of its Yupik children.

CERTIFICATION

We, the undersigned, do hereby certify that a duly called meeting of Kwigillingok I.R.A. Council, with a membership of five (5), of the Native Village of Kwigillingok held on March 5, 1998 by an affirmative vote of five (5) a negative vote of zero (0) adopted the foregoing resolution.


Tommy J. Andrew, President


Andrew Kiunya, Sec/Treasurer

MARIE HOOVER

KASIGLUK- AKULA SCHOOL STAFF MEMBER

MARCH 13, 1998

To the 1998 Legislative Body,

This letter is in regards to the SB 36. Since I heard about this bill I feel like we, the people of the Yukon-Kuskokwim Delta, are waiting for an atom bomb to hit and wipe us off the face of earth.

I implore everyone who is involved in this bill to think a millionfold about the children. A massive number of children will be affected immensely. We love our children as much as you love your children and, we want them to get the best education they can get.

Please, don't hurt the education of our "rural children" anymore. They are already hurting with the huge amount of budget cuts. Let us know you all care about the education of all the children in the whole world, and not just the ones who live in urban cities. And what happened to the word "equality"? Or, did you decide to drop that word from your language.

KWIGILLINGOK SCHOOL

3/4/98

Dear Legislators,

We like to learn in
Nupik. If Senate Bill 310
passes we won't be able
to learn in our language.
I don't think it's fair
to use my education
money so other kids in
big cities can have extra
money for fun things
like skiing and theater.
Please help me learn! Don't
let Senate Bill pass!

Sincerely,

John Carl Anauer

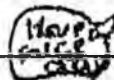
4th GRADE

Kwig School

Kwig Alaska

Lower Kuskokwim

School District



March 4, 1998

Dear Legislators,

We like to learn in Yupik of Senet Bill 36 passed, we want be able to learn in our language I don't think it's fair to use my education money so other kids in big cities can have extra money for fun things like skiing and theater. Please help me learn. Don't let Senate Bill 36 pass!

Sincerely,

Johnny Andrew Jr

4th grader

Kwigillingok School, Kwigillingok

Lower Kuskoquim School District
AK

Darren,

4th

1-4-98

Dear Legislators,

We like to learn in Yupik.
if senate Bill 36 passes, we want be able to learn in our
language. I dont think its fair to use my education money
so other kids in big cities can have extra money for fun things
like skiing and theater. Please help me learn.
Dont let Senate Bill 36 Pass.

Sincerely,

Darren John

4th grader

Kwigillingok school Kwigillingok AK
LKSD

Lower Kuskoquim school District

Dear Legislators,

March 4, 98

We like to learn in Inupiat
If senate Bill 36 passes, we won't
be able to learn in our language. I don't think
it's fair to use my education money
for fun things like asking and taking. please help
me learn. Don't let Senate Bill 36
pass.

Sincerely
Craig Andrew

Fourth Grader,

Kwigillingok School,

Kwigillingok, AK.

Lower Kookkwim school District

March 4, 1998

Dear Legislators

We like to learn ~~English~~
 If Senate Bill 36 passes, we won't
 be able to learn in our language.
 I don't think it's fair to use
 my education money so other kids
 in big cities can have extra money
 for fun things like skiing and theater.
 Please help me learn. Don't let Senate
 Bill 36 pass.

Sincerely,
 Excelia John

Fourth Grader

Kwigillingok School
 Kwigillingok, AK.

Lower Kuskokwim School
 District

March 4, 1999

Dear Legislators,

We like to learn in Yupik.
IF Senate Bill 36 passes, we won't
be able to learn in our language.

I don't think it's fair to use
my education money so other kids
in big cities even have extra money
for fun things like skiing and
theater.

Please help me learn. Don't let
Senate Bill 36 pass.

Sincerely,

4th grade Christina
Sanet Pavik

Kwigillingok (School),
Kwigillingok Alaska,

Lower Kuskowim School District

March 4, 1998

Dear Legislators,

We like to learn in YUPIK
if Senate Bill 36 passes, we wont
be able to learn in our language.
I don't think its fair to use my
education money so other kids in big
cities can have extra money for fun
things like skiing and theater. please
help me learn dont let senate bill 36 pass.

Sincerely,

Cameron Lake

fourth grader

Kwigillingok School Kwigillingok

Alaska Lower Kusko Kwigillingok

School District

March 4, 98

Dear Legislators,

We like to learn in Yupik.
If Senate Bill 36 passes, we
won't be able to learn in our
language. I don't think it's fair
to use my education money so
other kids in big cities can
have extra money for fun
things like skiing and
theater. Please help me learn!
Don't let Senate Bill 36 pass!

Sincerely,
Darline Kunya

Fourth Grade
Kwigillingok School
Kwigillingok AK
Lower Kuskokwim

3/4/98

Dear Legislators,

We like to learn in Yupik.

If Senate Bill 36 passes we won't be able to learn in our language. I don't think it's fair to use my education money so other kids in big cities can have extra money for fun things like skis.

Please help me learn! Don't let Senate Bill 36 pass.

Sincerely

Myra Atti

Fourth Grader

Kwigillingok School Kwigillingok

A.K.

Lower Kuskokwim School

District

March 4, 1988

Dear Legislators

We like to learn in Inuktitut.
If Senate Bill 36 passes, we won't
be able to learn in our language.
I don't think it fair to use my school's
money for other kids in my class.
Can have extra money for fun things
like skiing and theater. Please help me learn!
Don't let Senate Bill 36 pass!

Sincerely
Ken Beaver

Go the road.

Kwigillingok school, Kwigillingok Ak

Lower Kuskoquim school District

March 4, 1998

Dear Legislator,

We like to learn in Yupik. If Senate Bill 36 passes we won't be able to learn in our language.

I don't think it's fair to use my education money so other kids in big cities can have extra money for fun things like skiing and theater. Please help me learn. Don't let Senate Bill 36 pass.

Sincerely

Waldo Snyder

fourth graders

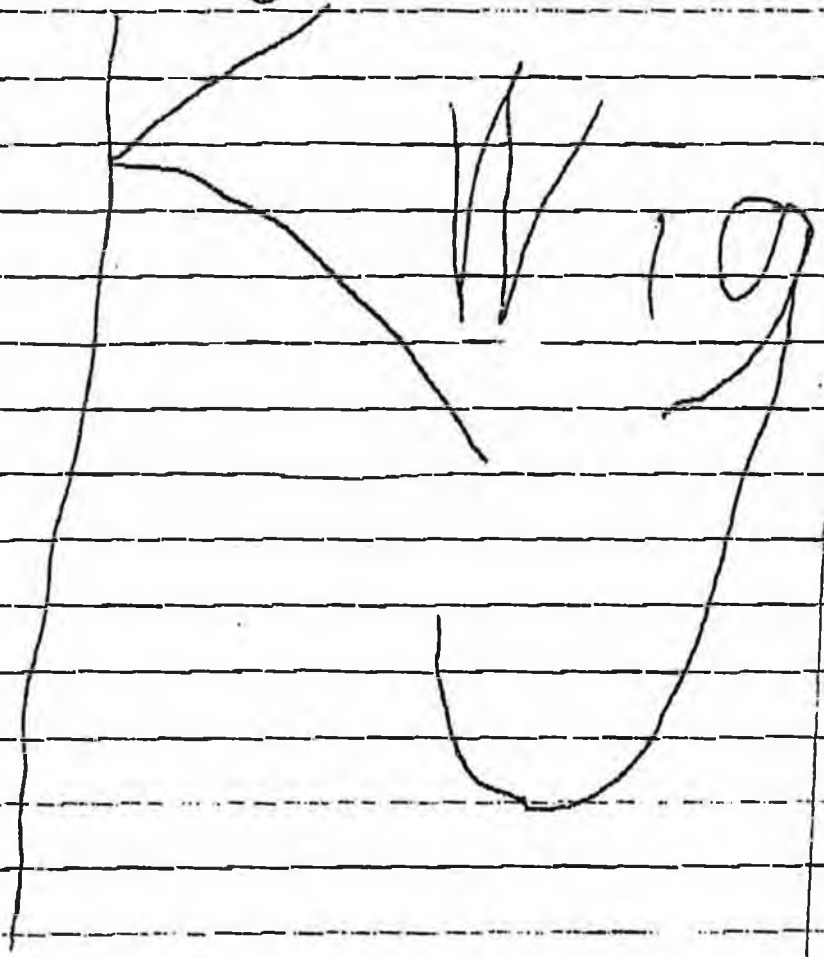
Kwigillingok School Kwigillingok

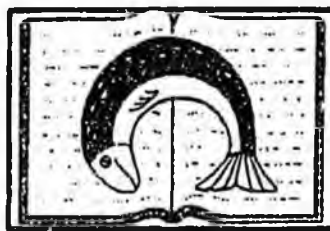
AK Lower Kuskowim school District

I O P P O S E T O ~~FRANK~~

DILL 36.

CHARLES D HILL
1st grade





Lower Kuskokwim School District

Bill Ferguson
Superintendent

P.O. Box 305 • Bethel, Alaska 99559-0305
907 543-4800 Ext. 810, 811, FAX 907 543-4904

3-4-98

Senator Al Adams
Alaska State Legislature
State Capitol (MS 3100)
Juneau, Alaska

Senator Al Adams,

I'm Bill Ferguson the superintendent for the Lower Kuskokwim School District and I was appalled at the disrespect shown to you by the other members of the Senate Finance Committee. As they continue to rape the educational programs, children, in rural Alaska they didn't have the dignity and or the professionalism, that their office commands, to show you the respect any individual deserves. I've been told that it's pay back time for rural Alaska doesn't anyone care what happens to the "kids"! If the goal of the State of Alaska, State Senate and House of Representative, is to divide the State, urban against rural, they should continue to broadcast these committee meetings on Gavel to Gavel. I have some comments and concerns in regards to the amendments that the Senate Finance Committee adopted last night.

Amendments:

#7. If the Lower Kuskokwim School District educational funding is reduced by \$11m how else would we reduce spending if we're not allowed to reduce teaching staff ? If we hope to retain some integrity to the

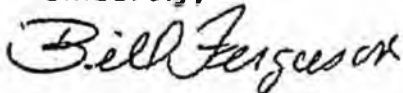
educational program, districts must be able to select the very best teachers whether tenure or non tenure. With this amendment, Senator Torgenson, is assuring educational failure in rural Alaska, is that its (his) goal.

#12. In amendment 12allows for a credit for taxes paid in other jurisdictions,....I'm not clear on this, if I own a house in Anchorage and pay \$1500.00 in taxes that goes to education then my employment tax in the REAA that I live and work is reduced by that amount. Does this mean that the REAA has to raise additional taxes to cover the amount I'm credited or does this mean that the \$1500 I paid in Anchorage would be sent to the REAA to cover my employment tax? If its a credit for my employment tax I feel it should come to the REAA, if it doesn't, then the REAA is hit harder again.

The other part the employment tax I'm not clear on is, if our District hires a consultant, contractor and/or an audit firm to perform a service for us the money we pay them is it taxable for our REAA? If not this could create a problem for urban Alaska in the fact that rural areas may not use contractors, consultants and /or other services out of the urban areas and in fact it may be cheaper to go to Seattle.

We greatly appreciate your willingness to stand up for the children in rural Alaska even if at time it must seem as if you're the only one in the Senate that really cares.

Sincerely,



Bill Ferguson
Superintendent
Lower Kuskokwim School District
Bethel, Alaska



Alaska State Legislature

Please enter into the record my testimony to the SFIN
committee name

committee on SB 36, dated 3-3-98
bill # / subject

3 PGS ATTACHED

Signed: CONNIE SCHOENHEIT

Testifier

BRIDGES COMMUNITY CENTER

Representing (Optional)

Box 1385 SOLDOTNA AK 99669

Address

Phone number

CONNIE SCHOENHEIT
P.O. Box 1385
Soldotna, AK 99669

Senator *Donna Pearce* 3/3/98
Alaska State Legislature
State Capitol
Juneau, AK 99801

Dear Senator *Pearce, Don*

I am writing you to ask for your attention to the funding for Alyeska Central School, Alaska's state correspondence program. I know that you have a background in education and a strong interest in the welfare of all students in the state. It would be wonderful if you would act as an advocate for the students from across the state who are enrolled in this program.

At present, I understand that the foundation formula is undergoing scrutiny and faces changes in the current session. I would like to request that you consider the following when these changes are being considered:

at present, Alyeska Central School (ACS) counts their students as elementary, regardless of whether they are elementary or secondary. As more than half the students currently enrolled are secondary, this means a substantial reduction in funding for the school. Secondary students require additional support and services.

at present, ACS is not allowed a second count of students during the school year as all other schools are. They must turn in their final count the last of October. As the school now has open enrollment, and by its very nature draws a significant number of students later in the school year, this puts the school at a distinct disadvantage. Many of these students have not had their needs met in a formal classroom setting and come to ACS late.

at present, ACS is struggling to support its students in their need for current technological educations. The school does offer renovated surplus state computers to its students as they are able to. Parents and students have identified technological training and support as a top priority in their educational needs. The school needs additional funds to supply technical support and courses to its students.

ACS needs additional funding. These adjustments would only bring ACS closer to a fair and equitable treatment by the state. At present it is being funded at 65% of the foundation formula, plus suffering the injustices of the disparities listed above. I hope that you can help the students and parents who value this educational experience find fair and equal treatment from the state.

Thank you.

Connie Schoenheit
P.S. I really enjoyed Donna Emerson's letter, and urge you to listen. I have a student in ACS also.

Senator J. Torgerson
Alaska State Legislature
State Capitol
Juneau, AK 99801

Connie Schoenheit
P.O. Box 1385
Soldotna, AK 99669

3/3/98

Dear Senator J. Torgerson

I am writing you to ask for your attention to the funding for Alyeska Central School, Alaska's state correspondence program. I know that you have a background in education and a strong interest in the welfare of all students in the state. It would be wonderful if you would act as an advocate for the students from across the state who are enrolled in this program.

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Thank you.

Connie Schoenheit

... Waiting to hear your thoughts on this. I have a student in A.C.S.

... resident since 195

Senator Bert Sharp
Alaska State Legislature
State Capitol
Juneau, AK 99801

Connie Schoenheit
P.O. Box 1385
Soldotna, AK 99669
Bridges Community Center

Dear Senator *Sharp, Bert*

I am writing you to ask for your attention to the funding for Alyeska Central School, Alaska's state correspondence program. I know that you have a background in education and a strong interest in the welfare of all students in the state. It would be wonderful if you would act as an advocate for the students from across the state who are enrolled in this program.

At present, I understand that the foundation formula is undergoing scrutiny and faces changes in the current session. I would like to request that you consider the following when these changes are being considered:

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Thank you.

Connie Schoenheit

*Please except this letter as my
personal feelings and another parent
of A.C.S.*

Jeffrey W. Lipscomb
9921 Main Tree Drive
Anchorage, Alaska 99516
(907) 346-5500 (P)
(907) 346-5505 (F)

Distributed at Senator Parnell
Request.

February 3, 1998

VIA Fax (907) 465-4714

Senator Gary Wilken
State Capital, Room 510
Juneau, Alaska 99801-1182

Subject: School Funding Formula, SB 36

Dear Senator Wilken,

For two years now I have been actively following the expenditure practices of the Anchorage School District. As you and other Legislators have heard the Anchorage School District Superintendent and School Board members state on many occasions, the Anchorage School District has almost 40% of the students in the state but only receives about 30% of the state education aid. It isn't fair!

I concur! Not only is the distribution of state education aid unfair but the distribution of instructional money within the Anchorage School District is unfair and discriminatory! For example, currently the Anchorage School District provides each high school with \$20,000 a year for activities. That money sure goes a lot further at West High School among its 1490 students as compared to the 2244 students at Service High School. It isn't fair! The larger high school has almost 800 more students but receives the same amount of money for activities as the smallest school. Similarly, principals, librarians and security staff are all allocated by school regardless of enrollment. Activity money and support staff i.e. principals, nurses, librarians, teaching assistants etc. should all be distributed equally on a per student basis just like teachers and supplies. The Anchorage School District is practicing "instructional unit" methodology, with all of the inherent faults, in its budgeting of individual schools

I continue to solicit support from State Legislators to include in any Foundation Formula rewrite, a requirement for local school districts to expend instructional dollars equally on a per student basis. This change in State Law is necessary because of the inequities in the Anchorage School District expenditures and resistance to change. With Anchorage School District school board members elected at large, it is impossible for a minority community such as the Service High School attendance area to affect change. We have no elected representative charged with looking out after our interest and we have no checks and balances in the system since the school administration (Executive Branch) reports to the school board (Legislative Branch). This same situation may be occurring in other school districts around the state.

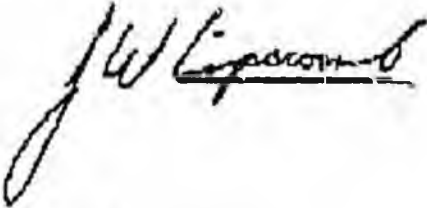
This is not strictly a local issue as the Alaska Constitution charges the Legislature to "by general law establish and maintain a system of public schools open to all children of the State."

Jeffrey W. Lipscomb
9921 Main Tree Drive
Anchorage, Alaska 99516
(907) 346-5500 (P)
(907) 346-5505 (F)

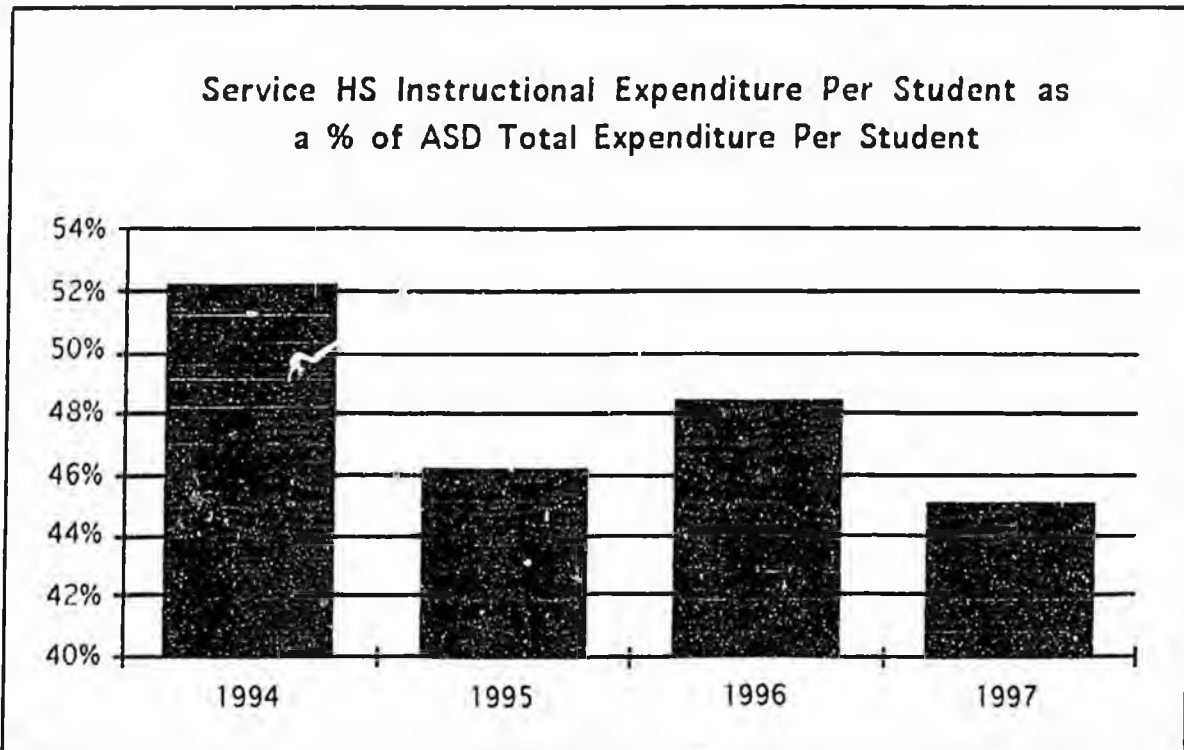
"Equal level of educational opportunities" is already on the books in AS 14.17.220. It needs more definition. We agree for need to rewrite the Foundation Formula to make it more fair by equalizing the money available to Alaska school districts. The Legislature must go one step further and make sure local school districts expend the money the same way, ... equally on a per student basis.

Thank you for the opportunity to testify and I hope we can count on your support!

Sincerely,



cc: Con Bunde
Sean Parnell
Joe Green
Dave Donley
John Cowclery
Jerry Ward
Randy Phillips
Loren Leman
Mark Hanley





STATE of ALASKA

Bethel Legislative Information Office

PO Box 886
Bethel, Alaska 99559
(907) 543-3541
Fax- 543-3542

Written Testimony for the Record:

TCN: 80363

Committee: See Finance

Date: 2/22/98

Bill Number(s): SB 36

Subject(s): Public School Funding ^{F.A.#} 465-2070

Please enter my testimony into the record.

I do not understand how the governor and the state legislature can express concern about child abuse and still be considering SB36 with its devastating cuts to rural education. Abolishment of bilingual programs will cause mental duress and loss of self esteem similar to the worst emotional abuse inflicted by abusive caregivers. The children in south western Alaska are fluent in Yupik, and need to be taught in the language they know and understand. Rather than "rob Peter to pay Paul," please consider supplementing programs with the tobacco tax revenues. Thank you.

Felecia Griffith
Testifier's name (s):

The children of the P-K delta
Representing (opt.)

P.O. Box 177 Kasigluk AK 99609
Address

907/477-6615
Phone



STATE of ALASKA

Bethel Legislative Information Office

PO Box 886
Bethel, Alaska 99559
(907) 543-3541
Fax- 543-3542

Written Testimony for the Record:

TCN: 80363

Committee: Sen Francis

Date: 2/22/98

Bill Number(s): SB 36

Subject(s): Public School Funding

^{Fap #}
465-2070

Please enter my testimony into the record.

I strongly oppose SB 36. It seems to me that an equitable solution for financing education in Alaska can be achieved. Maybe it's time to amend the Alaska constitution, so that our Permanent Fund may create an educational fund.

Mike Ripke
Testifier's name (s):

Representing (opt.)

P.O. Box 65 Chefornek, AK 99561
Address

(907) 867 8227
Phone



STATE of ALASKA

Bethel Legislative Information Office

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Bethel, Alaska 99559
(907) 543-3541
Fax: 543-3542

Written Testimony
for the
Record:

TCN: 80363

Committee: Open Finance

Date: 2/27/98

Bill Number(s): SB 36

Subject(s): Public School Funding Fap #
465-2070

Please enter my testimony into the record.

When considering this bill, please take into account the increased cost of doing business in the bush as opposed to an urban area. Schools with a large student population can more easily support, maintain and periodically upgrade their facility. If funding is reduced for schools with smaller populations in the rural areas, the inadequate funding will have tragic results as far as the inability to maintain facilities in a manner equal to schools in urban areas.

Shea Rice
Testifier's name (s):

Representing (opt.)

P.O. Box 116 Kasigluk, AK
Address

477-6450
Phone



STATE of ALASKA

Bethel Legislative Information Office

PO Box 886
Bethel, Alaska 99559
(907) 543-3541
Fax: 543-3542

Written Testimony for the Record:

TCN: 80.763

COMMITTEE: Public Finance

Date: 2/22/98

Bill Number(s): SB 36

Subject(s): Public School Funding

Fax #
465-2070

Please enter my testimony into the record.

Taking away funding from Alaska rural schools is an incredibly shortsighted thing to do. At a time when more funding should be allocated Good Education requires an investment.

Robin Winkley

Testifier's name (s):

Lower Kuskokwim Schools
Representing (opt.)

General Delivery

Address

Fairbanks AK 99708

Phone

907-477-6615



STATE of ALASKA

Bethel Legislative Information Office

PO Box 886
Bethel, Alaska 99559
(907) 543-3541
Fax- 543-3542

Written Testimony for the Record:

TCN: 80363

Committee: Public Finance

Date: 2/27/98

Bill Number(s): SB 36

Subject(s): Public School Funding

Fap #
465-2070

Please enter my testimony into the record.

It is too obvious that to take funding away from rural schools will kill the quality of education that too many have worked for and will leave future generations of Alaskan rural students with an educational and a spiritual deficit far greater than the financial shortage you feel you now face. At a time when cultural support should be at its peak. At a time when the birth of understanding how native Alaskan children learn best in a bilingual world. At a time when culturally relevant materials

Robert Jamy
Testifier's name (s):

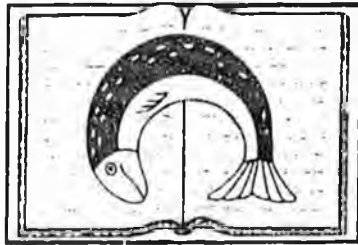
Lower Kuskoquim School District
Representing (opt.)

General Delivery
Address

907-4776615
Phone

Fairbanks Alaska

are beginning to grow. At this time you want to take it away — Why?



Lower Kuskokwim School District

February 27, 1998

Bill Ferguson

Superintendent

P.O. Box 305 • Bethel, Alaska 99559-0305
907 543-4800 Ext. 810, 811, FAX 907 543-4904

The Honorable Senator Sharp
Co-Chair
Senate Finance
State Capitol
Juneau, Alaska 99801-1182.

Dear Senator Sharp;

The Lower Kuskokwim School District has reviewed the Alaska School Operating cost Study prepared for Senator Phillips, Chair of the Legislative Budget and Audit Committee and has the following comments and questions:

1. The report introduction indicates that because of the short time frame provided to complete the project, the study relied on existing data available from school districts and state departments. The report also indicates that several things impact cost and consumption other than unit price. If so, isn't the proposal an expenditure index rather than a cost index and aren't expenditures a function of revenue available under the current formula?
2. The methodology indicates that the study team recommended a major concept change to utilize school data as the basic unit of analysis; yet, the only school level data referenced in the report is the quantity of school building level certified staff. Is this a measure of consumption and local programming choice or of cost? What other school building level data was analyzed during this study?
3. The current funding formula includes a school size adjustment utilizing the funding community as the unit of measurement. The basis for the size adjustment was the resource cost model study which collected extensive data from school building level experts representing all districts in the state. The measurement focus was resource inputs, based upon various class sizes; yet, the McDowell Group report states that for the first time size factors have an empirical, statistically defensible basis. Does this statement intend to mean that the resource cost model study had no empirical, statistically defensible basis? Were the resource cost model results reviewed?
4. The method developed by the study team places the "true cost of the differential of smaller, remote districts where it belongs--in the non personal services and administrative components of the education funding formula." How does the unique profile of a given student population in a specific school affect cost or consumption? The report indicates that the primary weakness of the existing approach is its failure to consider the many factors other than shelf price that affect non-personnel costs; yet this report appears to ignore the single most important factor, which is individual student need.

5. Study results indicate that school size has enormous influence on operating cost per student. With the efficiency curve rising rapidly from the smallest schools to a school size of 500 to 600 students. Yet, the school size table applies to all schools, and provides the same multipliers for the smaller number of students otherwise referred to as "floor" or "front loading". What is the basis for providing the same "front loading or "floor" to very small schools and large schools alike?

6. "The study team considers dispersion of schools to be an important determinant to administrative and nonpersonal services costs, but concluded that dispersion has negligible effect on instruction costs." How can this be true? Does it cost the same to provide sophomore chemistry to 90 high school students in one building as it does to provide the same course to 90 sophomores dispersed over 56,000 square miles in ten different schools with a district?

7. Is the application of the size formula to isolated, dispersed, individual schools disadvantageous since they can not take advantage of the economies of scale that exist for schools located close to each other where they can take advantage of shared resources, facilities, and staff? The change to identify schools as individuals and not as funding communities negatively impacts a disproportionate number of rural schools while helping many urban schools?

8. The McDowell study does not take into account the large number of top end of the salary scale teachers who have retired from the larger urban school districts in the past two years. (Kenai-90, Fairbanks-150, Anchorage-250). These mostly top end of the salary scale teachers have been replaced by teachers who are much less costly. This is not reflected in the study.

9. Why can't rural districts find experienced Alaskan teachers to hire? While the average teacher salaries between urban and rural districts may be similar, rural district salary schedules are and need to be higher in order to recruit and retain quality staff. The study contends that this is by choice and does not reflect cost of living or competition. We disagree! The cost of living for our teachers living in Bethel and the surrounding villages is substantially higher than in Anchorage. We must pay higher salaries to retain experienced staff. Continuity of staff is a critical need for rural schools if we are to continue to improve and raise the standards we apply to our students. We can not recruit or retain our staff if we can offer no financial incentives beyond what the urban districts do. The urban districts currently benefit from the experience level of their teachers, many of whom have spent their formative years as educators in rural districts. With only a \$1000 unit value increase since 1986 we are losing the ability to compete for quality educators. It is not a choice we have made. We want the best for our students but we need to compensate our staff in relation to the actual cost of living.

10. The McDowell study does not recognize the significant level of indirect funding for children in urban areas which is not available to rural students. Examples:

- State funding of Council on the Arts--students attend performances and enrichment activities on a much more regular basis.
- Museum and municipal and state libraries are available as resources. They often host activities/programs for school age children as well.
- Access to college classes, performances, classroom speakers, library.
- Field trips to fire departments, police departments, crime labs, etc.

11. By relying on only one year of data, (FY96) the study may be skewed and not be reflective of the average costs of providing education over the long term.

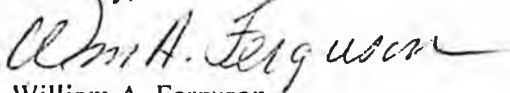
12. Because the ACD was determined by an analysis of actual spending it put REAA districts at a disadvantage when compared with borough and city school districts who may have provided funding beyond the state cap. The REAAs have no way to provide for additional funding the way borough and city districts do. The McDowell ACD locks this inequity into any future formula.

13. The study analyzes expenses and not the actual cost of providing education. Those less than frugal districts are rewarded for their past expenditures. Those who were prudent are penalized.

14. The McDowell report states "study results indicate that school size has enormous influence on operating cost per student, with the efficiency curve rising rapidly from the smallest schools to a school of 500 to 600 students. Beyond that size, instructional efficiencies increased slowly, with less perceptible gains beyond 1500 students." This appears to indicate that even the most efficient schools benefit from the additional weighting provided in the school size table. Further, the report states "extra funding for small schools may encourage districts to build and operate schools that are smaller than considerations of efficiency would dictate. Also, if adjustment factors are accurate reflections of the increased costs of operating small schools, there is little incentive to operate smaller-than-necessary schools because additional aid allocations would merely offset increased costs." It appears that the cost of building efficiency would be borne by the state through the generation of additional weighted students. Districts which are large enough to build efficient schools, may decide to build or operate smaller, less efficient schools due to local program decisions and the increased revenue generated per student by each school receiving the "front end loading". What will the long term cost of this incentive be?

Thank you for your consideration of our concerns and questions.

Sincerely,



William A. Ferguson

Superintendent

Lower Kuskokwim School District



STATE of ALASKA

Bethel Legislative Information Office

PO Box 886
Bethel, Alaska 99559
(907) 643-3541
Fax- 543-3542

Written Testimony for the Record:

TCN: 80363

Committee: Sen Francis

Date: 2/22/98

Bill Number(s): SB 36

Subject(s): Public School Funding

465-2070 ^{Fax #}

Please enter my testimony into the record.

I believe Federal Impact Aide is money the State/School Districts receive in lieu of property tax.....because the land is "federally controlled and/or owned land" and isn't taxable. In SB 36.....section 14.17.410...item #3.....the REAA's will be required to have a local contribution equivalent to a 4% employment tax. If the people who live and / or work on Federal lands in the REAA's are required to come up with a 4% equivalent employment tax in lieu of of a property tax does this also mean that people who live and/or work Federal Lands such as military bases, FAA sites, and/or other Federal Lands in other parts of the State, such as Fairbanks, Juneau, Anchorage and Kenai will also have to pay a "tax"? Using this information we've done some research and the local contribution per student ADM in Anchorage is \$1,112.00 and the same Federal Impact Aide money per student ADM in the Lower Kuskokwim School District is \$1,224.00. If you look further into this you'll find that the North Slope local contribution, which is the highest in the State, student ADM is \$2,964 and the Federal Impact Aide per student ADM for Southwest region is \$3,099. Rural Alaska does pay its fair share. This information is based on Fy 97.

Don A. Ferguson
Testifier's name (s)

Lower Kuskokwim School Dist.
Representing (opt.)

Bethel, Alaska
Address

(907) 543-4811
Phone



STATE of ALASKA

Bethel Legislative Information Office

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(907) 543-3541
Fax- 543-3542

Written Testimony for the Record:

TCN: 80363

Committee: Education

Date: 2/27/98

Bill Number(s): SB 36

Subject(s): Public School Funding ^{F20#} 465-2070

Please enter my testimony into the record.

About a month or six weeks ago Sen Wilkens held a hearing concerning SB 146. At that time I listened to the people from across the State, Urban and Rural, call in and as I listened yesterday, 99% of them were saying the same thing, we need to increase the \$\$\$\$\$\$ for education. "We" don't want to divide the StateUrban against Rural. The Education Funding Formula is a major concern to all the people of Alaska.....would it be possible for the Legislature to conduct a State wide poll, Urban and Rural, and see if the people of the State would support maintaining the exist formula but just increase the unit value. This information could be a win, win, situation for all legislators. I'm sure there are impartial polling agencies that could conduct a State wide poll in pretty of time for the legislature to make a final decision before adjournment.

Wm A. Ferguson
Testifier's name (s):

Representing (opt.)

P.O. Box 576
Address
Bethel, Alaska

(907) 543-4811
Phone

Public Opinion Message

Tok Legislative Information Office (LIO)

UAF, Rm 1 • PO Box 845 Tok, AK 99780 • Phone: 883-5020 Fax 883-5021

This form MUST be completely filled out. You may phone, fax, or deliver your POM to any LIO.

From: Please PRINT the information below.

Mr., Mr., Mrs...	First name	MI.	Last name	P., Sr., III...
Mr	Bill		Ferguson	
Mailing address			Zip code	
P.O. Box 576 Bethel Alaska			99559	
Residence (street) address if different from mailing address			Zip code	
Daytime telephone number	Group affiliation (if applicable)	Signature	Date	
(907) 543-4811	Lower Kuskokwim School Dist	Wm A. Ferguson	3-1-98	

To: Put a ✓ in the appropriate box(es).

Committees		House members		Senate members	
<input type="checkbox"/>	H or S	<input type="checkbox"/>	Austerman (aus)	<input type="checkbox"/>	Kelly, P. (kl)
<input type="checkbox"/>	Community & Regional Affairs (cra)	<input type="checkbox"/>	Barnes (bar)	<input type="checkbox"/>	Kempfen (kam)
<input checked="" type="checkbox"/>	Finance (fin)	<input type="checkbox"/>	Berkowitz (ber)	<input type="checkbox"/>	Kohring (kor)
<input type="checkbox"/>	Health, Ed., & Social Services (hes)	<input type="checkbox"/>	Brice (bri)	<input type="checkbox"/>	Kookesh (kos)
<input type="checkbox"/>	Judiciary (j-d)	<input type="checkbox"/>	Bunde (bun)	<input type="checkbox"/>	Kott (kot)
<input type="checkbox"/>	Labor & Commerce (l&c)	<input type="checkbox"/>	Cowdery (cwo)	<input type="checkbox"/>	Kubina (kub)
<input type="checkbox"/>	Resources (res)	<input type="checkbox"/>	Croft (cro)	<input type="checkbox"/>	Martin (mar)
<input type="checkbox"/>	Rules (rs)	<input type="checkbox"/>	Davis (dav)	<input type="checkbox"/>	Masek (mas)
<input type="checkbox"/>	State Affairs (sta)	<input type="checkbox"/>	Davis (dav)	<input type="checkbox"/>	Moses (mos)
<input type="checkbox"/>	Transportation (tra)	<input type="checkbox"/>	Dyson (dys)	<input type="checkbox"/>	Mulder (mul)
<input type="checkbox"/>	Other:	<input type="checkbox"/>	Elton (elt)	<input type="checkbox"/>	Nicholls (nic)
<input type="checkbox"/>	Other:	<input type="checkbox"/>	Foster (fos)	<input type="checkbox"/>	Ogan (oga)
<input type="checkbox"/>		<input type="checkbox"/>	Green (gm)	<input type="checkbox"/>	Phillips, G. (phg)
<input type="checkbox"/>		<input type="checkbox"/>	Grussendorf (gra)	<input type="checkbox"/>	Porter (poi)
<input type="checkbox"/>		<input type="checkbox"/>	Hanley (han)	<input type="checkbox"/>	Rokeberg (rok)
<input type="checkbox"/>		<input type="checkbox"/>	Hodgins (hod)	<input type="checkbox"/>	Ryan (rye)
<input type="checkbox"/>		<input type="checkbox"/>	Hudson (hud)	<input type="checkbox"/>	Sanders (san)
<input type="checkbox"/>		<input type="checkbox"/>	Ivan (iva)	<input type="checkbox"/>	Tremisuit (thr)
<input type="checkbox"/>		<input type="checkbox"/>	James (jam)	<input type="checkbox"/>	Vezzy (vez)
<input type="checkbox"/>		<input type="checkbox"/>	Joule (je)	<input type="checkbox"/>	Williams (wil)

Caucuses	
<input type="checkbox"/>	Anchorage (age)
<input type="checkbox"/>	Bush (bus)
<input type="checkbox"/>	Fairbanks/Interior (fnt)
<input type="checkbox"/>	Matai (mat)
<input type="checkbox"/>	Majority (mjr)
<input type="checkbox"/>	Minority (mnr)

Subject: Fill out the boxes below OR enter a Subject.

HB or SB	Bill number	and check one:	<input type="checkbox"/> Support	<input checked="" type="checkbox"/> Oppose	<input type="checkbox"/> Amend	OR enter a general Subject (LIO staff may modify):
SB	36					

Message: Your PRINTED message cannot exceed 50 words or contain any vulgar language.

In	listening	to	the	hearings
on	SB 146	and	SB 36	a
22% of	large	percentage	of	the
people	in	Alaska	are	saying
increase	Education	Funding	would	if
be	possible	for	the	legislature
to	conduct	a	state	wide
poll	Urban	and	rural	to
see	what	the	people	really
want -				

FROM: A. M. (AL) JOHNSON
1527 Pond Reef Road
Ketchikan, Alaska 99901
Ph: (907) 247-8287 Fax: (907) 225-8287

02/27/98

Testimony to Legislature committee on education formula funding

Thank you Senators for the opportunity to testify. I will do this in a stiletto pace to meet the time frame.

1993 we had 2690 students. 1997 we have 2713 students. during this time we have reduced staff by 30 positions. due to budget demands and funding shortfall. As an example, our district administration currently has one wonderful lady assigned as Asst. Supt. Special Ed Director, Curriculum Director, and a Leaping over tall buildings, stopping speeding trains, and catching bullets in her teeth, grant writer.

Currently we have experienced a 7.15% drop in enrollment from Oct 1996. There is every indication this drop will continue, We aren't able to see a light at the end of the tunnel.

during this period specifically 1997- we have dealt with a \$872,889.00 shortfall. That equates to a bunch of teachers not replaced or retired early. Our initial 1998/99 budget reflects an anticipated additional 500,000.00 plus, shortfall. One doesn't have to be a rocket scientist to know what is going to happen.

Our local Borough Assembly has funded at the cap as permitted by law. The Assembly has taken the lead in assuming what ever maintenance and Capital projects. You can ask no more from them for their efforts, yet we will and they will, to the extent of their legal ability.

Based on 1996/97 data, our student/teacher ratio exceeds state averages for all regions. It's fair to anticipate that this will continue. Yet we know by confirmed research that for the goal of early reading success,, in our case, the 2nd grade, requires a pupil teacher ratio that allows individual contact with the reading activities. Our Board has made a community decision on this goal, without it we

February 27, 1998

To: Senate Finance Committee
From: Jeff J. Nelson
Re: SB 36

Dear Committee Members:

As the current vice mayor for the City of Aniak I would like to offer my comments on the proposed SB 36. First of all I find it very unfortunate and shameful to see an increasing rift between urban and rural Alaska. I have lived in both areas for about an equal amount of time and I think both are unique and special in their own way. The fact of the matter is that it does cost more to live out here and with even more self governance and subsistence rights being heavily scrutinized or even taken away, things are starting to feel pretty bleak for rural Alaska. One factor that many people in urban areas tend to forget is that a lot of the jobs there depend on the rural areas. Some that come to mind are the various government agencies that serve rural Alaska, Mining-fishing-timber companies, Airline services - the list goes on.

I think a child living in Sleetmute should have access to the same quality education as one in the Anchorage School District. If there are even more cutbacks on funding in rural Alaska I'm pretty sure it is going to be even more difficult to get quality teachers out here. Some villages have an extremely high turnover rate, which cannot be good for a child's education. (I'm speaking facetiously here but) Perhaps we could do a turnaround like prior to the 1980's when students were shipped to urban areas to attend schools, only this time urban children and teachers would be sent to rural Alaska to alleviate the overcrowding in urban schools.

Ultimately, the main priority should be a child's education, rather than what district gets more dollars. The educational system out here seems to be finally improving and I would hate to see it going backward rather than forward. I myself feel fortunate to have gone to Mt. Edgecumbe boarding school when it was run by the federal government, but I think all children should have the same opportunity for a quality education no matter where they live, Lime Village or Anchorage. In my view many bills introduced by our legislators seemed to be driven by trying to save a few dollars for the short term, without looking at the long term consequences which could end up costing the state twice as much as what was saved. An example of this is the lack of trust (by the urban majority) in rural citizens to administer their own affairs. One major result is the vast amounts of money being spent to fight the increase in rural social problems. An irony in this is that a majority of the higher paying social service positions are being filled by folks from the urban job pool, who usually stay out here a short while and move back to urban areas.

The main point is that any bills regarding revisions to education funding need to be looked at more closely so that all children will have the same chance to get a good education to lead happy productive lives. Thank you for your consideration.

Sincerely,

Jeff J. Nelson



Andy Durny
 Box 90
 Nulato AK 99765

Senate Finance Committee
 State Capital
 Juneau AK 99801

February 27, 1998

Co. Post-It™ brand fax transmittal memo 7671		Co. # of pages = 2
To Senate Finance Committee	From Andy Durny	
Co.	Co.	
Dept.	Phone # 1-907-888-2237	
Fax # 1-907-478-7612	Fax # 1-907-888-2207	

Dear Senators,

I am writing regarding the proposed committee substitute for SB 36 on revisions to education funding. As I see it, the committee substitute is an unfair redistribution of funds which benefits all the urban areas at the expense of many rural schools.

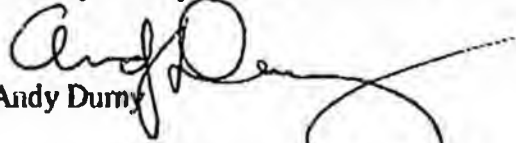
I have been a resident of Nulato for 27 years; I've been on the local school board for many years. I have three daughters who attend the local school. I have always worked for a living, and I've been actively involved for a long time in local government. I see myself as a person who contributes to the community and to the state, and there are many thousands of other Rural Alaskans who contribute more than I have. Yet, there seems to be a growing mood of hostility in the legislature toward Rural Alaskans, and that mood is evident in the committee substitute for SB 36. The attitude seems to be that Rural Alaskans do not contribute to the state, and as such, don't deserve to receive the same services and the same education that people in Anchorage and the other urban areas should get.

As you all should know, Alaska's abundant wealth comes primarily from it's Rural areas. The natural resources from Rural Alaska fuel our state economy, and among other things enable the State to provide every man, woman and child who has lived here at least 6 months with an annual check exceeding \$1,000.00 each. Furthermore, many urban Alaskans have benefited through high paying jobs in Rural Alaska; many seasonal construction jobs in the villages are taken by urban Alaskans, and most of our materials and supplies are purchased from Anchorage and Fairbanks, benefiting urban businesses. Yet, the cost of living, and the cost of education in rural Alaska remain very high.

The State of Alaska has not increased funding for education in 10 years, not even allowing for inflation. At the same time, costs have increased, buildings get older and require more maintenance, and student populations have increased. What is your solution to improving the quality of education? For some of you, it's to criticize our educators, to blame rural schools for costing too much, and to move money from rural schools to Anchorage. How does that improve the quality of education - it doesn't.

A more realistic long term solution would be to start looking at the actual education needs of our students and to try to meet those needs. You can't keep putting off a long-term solution to education needs just to meet short-term goals for budget cuts; all you are doing now is putting off the needs of today's students while creating an even greater burden on future students, future educators and future legislators. I simply don't understand how you can ignore those needs; at the same time no one seems even willing to consider placing a cap on the permanent fund dividends in order to redistribute the state's wealth to adequately fund a truly good education program. It just doesn't make any sense to me to keep paying out more and more on the permanent fund checks and less and less for education. The State of Alaska isn't poor—we have a lot of wealth! We just don't know how to set our priorities straight!

Thank you for your consideration.


Andy Durny

cc. Senator Georgianna Lincoln
Representative Irene Nicholia

Thank you for your

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



February 4, 1998

Senator Bert Sharp, Chairperson
Senate Finance Committee
Alaska State Legislature
State Capitol (MS 3100)
Juneau, AK 99801-1182

Senator Sharp and members of the Finance Committee:

Attached is a copy of a letter to Senator Wilken along with a copy of the document and article I was referring to during testimony on SB 36, SB 142, SB 146, SB 193 last evening.

As with Senator Wilken, I urge you to advocate for additional funding for education in this Great Rich State.

I also wish to restate my position regarding the McDowell report. The report suggests that no ACD should be attached to the instructional (personnel) costs associated with district spending. Due to the fact that most average teacher salaries in the state are within 5% of what Anchorage pay's and the Anchorage ACD is at 1.00. I vehemently disagree. As I stated during my testimony, Northwest Arctic Borough School District has to pay an additional 15% to a teacher with the exact same qualifications (experience and educational credits) as the Anchorage School District. A scatter gram of the certified personnel in each district indicates the following:

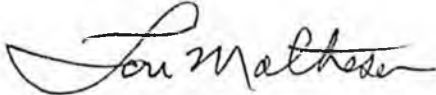
Salary Schedule			
	Lower 1/3	Middle 1/3	Upper 1/3
Northwest Arctic	33%	32%	34%
Anchorage	15%	28%	57%

Using Anchorage's average teacher salary as a base skews the figure to the upper limits due to the fact that 57% of their teachers are in the upper 1/3 of the pay scale. This means that for Northwest Arctic Borough School District's average teacher salary to be equal to Anchorage's average teacher salary ($\pm 5\%$) our lower teacher salaries have to be much higher than Anchorage's. Indeed they are (at least 15%), incidentally, NWABSD ranks third in teacher salaries when compared to the other three largest Bush districts (North Slope, Lower Kuskokwim and Bering Straits).

FAXED
02/04/98

In conclusion, to state that we are not having to pay a higher wage than Anchorage due to the fact that our average is equal ($\pm 5\%$) of Anchorage's is absolutely not accurate. Therefore, an ACD must be applied to instructional allocations (personnel costs) as with non-personnel services and administration.

Sincerely,

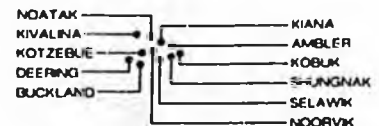
A handwritten signature in cursive script that reads "Lou Matheson".

Lou Matheson
Superintendent

cc: Senator Al Adams
Representative Reggie Joule



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



February 4, 1998

Senator Gary Wilken
Alaska State Legislature
State Capitol (MS 3100)
Juneau, AK 99801-1182

Dear Senator:

Attached to this letter is a copy of the article I was referring to last night.

As I stated in my testimony, Alaska's per student expenditure for education has increased by 12% between 1991-92 and 1996-97. While the average increase in education funding for the eight neighboring states of the northwest is 15.5%.

You have stated in your biography for the legislative directory, that "Alaska is one of America's richest states," and yet we are continuing to fund education inadequately. I urge you to advocate for additional funding for the educational programs of this state.

Sincerely,

Lou Matheson
Superintendent

cc: Senate Finance Committee
Senator Al Adams
Representative Reggie Joule

FAXED
02/04/98 J.S.

State of the States

The nation struggles to turn reform into results

How much progress have the nation's schools made? That question is posed in a report released this year by the National Education Goals Panel, but the answer offers no cause for applause. The report, "Building a Nation of Learners," found that national performance has improved significantly since 1990 in only five of 25 areas, while it has grown worse in eight, and remained the same in the rest.

Here's the good news: The proportion of infants born with one or more health problems has declined, more parents are reading to their kids regularly, math

clining, the percentage of secondary school teachers who hold a degree in their main teaching area has decreased, the gap in college completion rates between white and Hispanic students has widened, student drug use and attempted drug sales at school are up, threats and injuries to public school teachers have increased, and more teachers complain of disruptive behavior in their classrooms that they say is hurting the quality of their teaching.

Furthermore, according to the goals panel report, no progress has been made in improving the high school completion rate (a new statistic we have added to the statistical charts that follow this story); reading achievement has remained stagnant in grades four and eight; math achievement for 12th-graders has not made much progress; and the nation has failed to increase measurably the percentage of parents involved in activities at their child's school.

To address areas that are stagnant or declining—and to make sure the improving indicators continue to show progress—many states have drafted tougher academic standards and assessments to match those standards. In fact, every state except Iowa is making efforts to set common academic standards, according to "Making Standards Matter: An Annual Fifty-State Report on Efforts to Raise Academic Standards," a report released this year by the American Federation of Teachers (AFT).

But the AFT report concludes that most states are far

where they need to be. For instance, AFT researchers say states are having particular difficulty setting standards in English and social studies. And even though most states are developing assessments to match the standards, the report says, the standards are too weak or vague in most states to provide a solid foundation for the assessments.

Other findings of the AFT report include the following:

- Only seven states are making efforts to end social promotion by having students meet state standards before being promoted to the next grade. That's an increase from only four states a year ago.

- Only 13 states require students to pass high school graduation exams that are based on 10th-grade academic standards or higher.

- And, only 13 states require and pay for intervention programs to help underachieving students meet state standards. The good news is that this is an increase—up from 10 states a year ago.

How does your state fare on standards and other indicators of student and school success? Walter Haney, an education researcher at Boston College, says the natural tendency of most people—even educators and board members—is to focus on just one or a few statistics and then draw conclusions. But, he cautions, "when a lot of emphasis is placed on any one indicator, you can get distorted conclusions."

For instance, SAT scores are significantly higher in Missis-

**Many states
have drafted tougher
academic standards
and assessments
to match those standards**

achievement has improved among students in grades four and eight, more students are earning college degrees in mathematics or science, and the incidence of threats and injuries to students at public schools has declined, according to the goals panel report.

The bad news, researchers say, is that reading achievement among high school seniors is de-

issippi than they are in Connecticut. Does this mean Mississippi has a better education system than Connecticut?

Look at other indicators, and you'll get a different perspective on the two states. For example, only 4 percent of high school graduates in Mississippi take the SAT, while in Connecticut, 79 percent of high school graduates take the college entrance exam. Also, Connecticut's high school completion rate—the percentage of 18 to 24-year-olds who have completed high school—is 95 percent, compared to Mississippi's 84 percent.

The state-by-state charts that follow provide you with a snapshot of several important factors you need to examine when evaluating the overall condition of education in your state and others.

Here are a few of the highlights:

- **High school completion rates.** New to *Education Vital Signs* this year, this statistic gives you a better sense of what percentage of young people eventually complete a high school education—whether it be when they're 18 or when they're 24 years old. The path to a high school diploma, researchers at the National Center for Education Statistics (NCES) point out, is not direct for thousands of young adults.

NCES officials say each year for the past 10 years, from 300,000 to 500,000 10th to 12th-graders left school without a high school diploma. Many return and earn a regular high school diploma, and others take and pass a high school equivalency exam. Both groups are included in the high school completion rate.

Nationwide, an average of 85.3 percent of people between 18 and 24 years old have completed high school. The percentage is highest in North Dakota (96.6 percent), Connecticut (94.7), and Nebraska (94.5). The lowest performing states are California (78.9), Texas (79.5), and Georgia (80.3).

- **Special education.** Debates about special education have led to some charges around the country. Instead of focusing only on making sure special education students have equal access to education, many districts are now putting policies in place to raise the standards of what teachers should expect from kids with disabilities.

If such changes sweep the nation, more than 10 percent of the U.S. school population could be affected. The percentage of special education students continues to increase—rising this year from 10.3 to 10.5 percent of the school population nationwide. Massachusetts (15 percent) and New Jersey (14.3 percent) have the highest percentages of special education students.

- **Teacher salaries.** The average teacher salary in the United States is \$38,509, according to the National Education Association. That represents a 2 percent increase over last year's \$37,846. Average teacher salaries fluctuate widely from state to state, however, ranging from a low of \$26,764 in South Dakota to a high of \$50,647 in Alaska.

Many factors affect average teacher salaries, such as the average age and educational levels of members of the teaching force and wide differences in the cost of living between states.

- **Per-pupil expenditures.** These numbers are also related to a host of other factors, such as per-capita income, enrollment, and state budget allocations for education, all of which are reported in the charts on the following pages.

The U.S. average per-pupil expenditure is \$6,327—a modest increase from last year's \$6,098. Alaska has the highest per-pupil expenditure (\$10,393), followed closely by New Jersey (\$10,133). The two lowest are Utah (\$4,086) and Arizona (\$4,387).

- **Funding percentages.** Who shoulders the burden for spending \$6,327 per child? On average, 6.9 percent comes from the federal government, 48.9 percent from state coffers, and 44.2 percent from local revenues.

But the distribution differs widely in individual states. In New Hampshire, for instance, local governments shoulder 90.3 percent of the burden, while the state picks up 6.6 percent and the federal government, 3.0 percent.

Alabama schools, on the other hand, rely heavily on financial help from the state, which contributes 69 percent of the cost of education there. Local governments pick up 21.5 percent of the cost, and the federal government pays for 9.4 percent.

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CHART 24: NORTHEAST

Finances	Conn.	Del.	Md.	Mass.	N.H.	N.J.	N.Y.	Pa.	R.I.	Vt.
Per-pupil expenditures										
1991-92	\$8,299	\$6,178	\$5,760	\$6,323	\$5,565	\$9,754	\$8,658	\$7,511	\$6,842	\$6,992
1996-97	\$8,855	\$7,690	\$6,712	\$7,628	\$6,557	\$10,133	\$9,702	\$7,565	\$7,876	\$7,561
Average teacher salaries										
1991-92	\$46,971	\$34,548	\$30,097	\$37,256	\$33,170	\$41,027	\$43,335	\$38,715	\$36,417	\$33,646
1996-97	\$50,426	\$41,436	\$33,800	\$43,806	\$36,867	\$49,349	\$49,560	\$47,429	\$43,019	\$37,200
Funding percentages										
1996-97										
Federal	4.4	7.1	6.8	5.4	3.0	3.7	6.0	5.6	3.6	5.0
State	38.6	67.3	46.8	36.0	6.6	39.3	39.2	41.4	41.7	28.9
Local	57.0	25.6	46.4	58.7	90.3	57.0	54.8	53.0	54.7	66.1
Capital outlay										
1996-97 (in thousands)	\$265,848	\$63,983	\$57,600	\$196,037	\$43,663	\$356,127	\$1,273,271	\$172,807	\$10,374	\$57,741
State budget allocations for education										
(percent of total state budget)	14.9	23.1	13.5	13.4	6.9	22.1	18.7	20.3	15.3	17.4
Per-capita income 1996										
	\$33,189	\$27,522	\$20,826	\$29,439	\$26,520	\$31,053	\$28,782	\$24,668	\$24,765	\$22,124
Classroom characteristics										
High school completion rates * *										
	94.7	93.3	92.9	92.5	86.9	91.8	87.1	89.5	89.4	88.1
Students per multimedia computer										
	35.7	47.3	24.3	45.2	10.2	10.1	25.4	35.2	20.8	6.7
Pupil/teacher ratios										
1990-91	13.5	16.7	13.9	15.4	16.2	13.6	14.7	16.6	14.6	13.2
1995-96	14.4	16.8	13.9	14.6	15.7	13.8	15.5	17.0	14.3	13.8
Enrollment										
Fall, 1991-92										
Elementary	350,643	58,877	156,120	613,533	119,729	785,402	1,486,086	946,338	84,880	58,487
Secondary	131,697	44,319	55,469	232,622	57,409	324,394	1,157,877	746,459	56,035	38,650
Total	482,340	102,196	211,589	846,155	177,138	1,109,796	2,643,963	1,692,797	140,915	97,137
Fall, 1996-97										
Elementary	385,675	60,219	155,745	687,003	132,985	857,960	1,613,700	990,780	90,240	60,403
Secondary	142,245	50,330	58,646	242,770	65,104	356,837	1,251,000	816,470	61,669	47,519
Total	527,920	110,549	214,391	929,773	198,089	1,214,797	2,864,700	1,807,250	151,909	107,922
% Minority enrollment										
Fall, 1995										
Black	13.5	29.4	0.8	8.2	0.9	18.5	20.2	14.0	7.0	0.7
Hispanic	11.8	4.0	0.4	9.3	1.2	13.5	17.4	3.5	10.3	0.4
Asian or Pacific Islander	2.4	1.7	0.9	3.8	1.1	5.4	5.0	1.8	3.3	1.0
American Indian/Alaskan Native	0.3	0.2	0.6	0.2	0.2	0.2	0.4	0.1	0.5	0.6
Total % Minority	28.0	35.3	2.7	21.5	3.4	37.6	43.0	19.4	21.1	2.7
% Special education enrollment										
1994-95	12.6	12.0	12.1	15.0	11.1	14.3	11.1	10.0	13.9	8.4
Mean SAT Scores										
1987 Verbal										
	515	517	510	511	527	502	501	505	509	518
1987 Math										
	499	496	493	500	512	493	495	491	492	500
1997 Verbal										
	509	505	507	508	521	497	495	498	499	508
1997 Math										
	507	498	504	508	518	508	502	495	493	502
% of graduates taking SAT—1997										
	79	65	67	80	70	69	74	72	70	69

** High school completion rate: Percentage of 18 to 24-year-olds who have completed high school.

Per-pupil expenditures, average teacher salaries, funding percentages, and enrollment: National Education Association, *Estimates of School Statistics, 1995-96*; revised 1991-92 figures from 1992-93 edition.
 Per-capita income: U.S. Department of Commerce, Bureau of Economic Analysis
 Capital outlay: National Education Association, *Estimates of School Statistics, 1996-97*
 Pupil/teacher ratios, minority enrollment: U.S. Department of Education, National Center for Education Statistics
 State Budget Allocations: National Association of State Budget Officers
 Special Education Enrollment: U.S. Department of Education
 SAT Scores and percentage of graduates taking test: The College Board



CHART 25: SOUTHEAST

Finances	D.C.	Fla.	Ga.	Md.	N.C.	S.C.	Va.	W.Va.
Per-pupil expenditures								
1991-92	\$7,966	\$5,237	\$4,781	\$6,189	\$4,850	\$4,537	\$5,028	\$7,371
1996-97	\$8,167	\$6,049	\$6,030	\$7,052	\$5,247	\$5,347	\$6,370	\$7,036
Average teacher salaries								
1991-92	\$38,798	\$31,070	\$29,509	\$38,728	\$28,791	\$28,068	\$31,657	\$27,366
1996-97	\$45,012	\$33,881	\$36,042	\$41,148	\$31,225	\$32,659	\$35,837	\$33,159
Funding percentages								
1996-97								
Federal	14.2		6.9	5.6	9.0	8.2	5.7	8.4
State	—	48.6	52.1	40.0	66.8	46.0	36.3	62.8
Local	85.8	44.4	41.0	54.4	24.3	45.8	58.0	28.9
Capital outlay								
1996-97 (in thousands)	\$11,999	\$2,375,156	\$1,238,770	\$477,729	\$350,328	\$293,300	\$397,361	\$62,112
State budget allocations for education (percent of total state budget)								
	—	17.9	25.4	16.9	24.4	18.7	17.1	32.3
Per-capita income 1996								
	\$34,932	\$24,104	\$22,709	\$27,221	\$22,010	\$19,755	\$24,925	\$18,444
Classroom characteristics								
High school completion rates**								
	87.7	80.7	80.3	93.6	85.5	89.0	87.7	86.8
Students per multimedia computer								
	16.1	10.5	15.1	11.2	12.5	30.0	9.4	55.2
Pupil/teacher ratios								
1990-91	13.6	17.2	18.3	16.8	16.9	16.8	15.7	15.0
1995-96	15.0	18.9	16.5	16.8	16.2	16.2	14.4	14.6
Enrollment								
Fall, 1991-92								
Elementary	49,758	1,146,765	867,924	438,097	790,394	456,843	657,546	192,504
Secondary	30,860	783,954	309,458	298,141	302,053	171,245	357,024	127,745
Total	80,618	1,930,719	1,177,382	736,238	1,092,447	628,088	1,014,570	320,249
Fall, 1996-97								
Elementary	51,783	1,306,259	654,446	475,442	872,391	458,881	704,530	189,082
Secondary	28,078	934,244	666,793	343,141	316,304	185,126	391,563	114,359
Total	79,861	2,240,503	1,321,239	818,583	1,188,695	644,007	1,096,093	303,441
% Minority enrollment								
Fall, 1995								
Black	87.6	25.3	37.8	35.0	30.7	42.1	26.5	4.0
Hispanic	7.0	15.3	2.2	3.3	1.9	0.7	3.2	0.3
Asian or Pacific Islander	1.4	1.8	1.6	3.8	1.3	0.8	3.5	0.4
American Indian/Alaskan Native	—	0.2	0.1	0.3	1.5	0.2	0.2	0.1
Total % Minority	96.0	42.6	41.7	42.4	35.4	43.8	33.4	4.8
% Special education enrollment								
1994-95	7.2	12.3	8.8	10.6	10.5	10.9	11.1	12.5
Mean SAT Scores								
1987								
Verbal	482	501	478	513	477	474	511	534
Math	462	497	470	502	468	466	499	519
1997								
Verbal	490	499	486	507	490	479	506	524
Math	475	499	481	507	488	474	497	508
% of graduates taking SAT—1997								
	60	50	63	64	59	56	69	18

** High school completion rate: Percentage of 18 to 24-year-olds who have completed high school.

Per-pupil expenditures, average teacher salaries, funding percentages, and enrollment: National Education Association, *Estimates of School Statistics, 1995-96*; revised 1991-92 figures from 1992-93 edition.

Per-capita income: U.S. Department of Commerce, Bureau of Economic Analysis

Capital outlay: National Education Association, *Estimates of School Statistics, 1996-97*

Pupil/teacher ratios, minority enrollment: U.S. Department of Education, National Center for Education Statistics

State Budget Allocations: National Association of State Budget Officers

Special Education Enrollment: U.S. Department of Education

SAT Scores and percentage of graduates taking test: The College Board



CHART 26: NORTHCENTRAL

Finances	Ill.	Ind.	Iowa	Ky.	Mich.	Minn.	Mo.	Neb.	Ohio	Wis.
Per-pupil expenditures										
1991-92	\$5,205	\$5,376	\$5,091	\$4,924	\$6,060	\$5,293	\$4,452	\$4,668	\$5,757	\$6,282
1996-97	\$6,048	\$6,433	\$6,063	\$6,229	\$7,318	\$6,401	\$5,370	\$5,651	\$5,909	\$7,369
Average teacher salaries										
1991-92	\$36,461	\$34,809	\$29,202	\$30,870	\$41,149	\$34,451	\$28,895	\$27,231	\$33,243	\$35,227
1996-97	\$42,679	\$38,575	\$33,275	\$33,950	\$44,251	\$37,975	\$34,342	\$31,768	\$38,831	\$38,950
Funding percentages										
1996-97										
Federal	7.5	5.0	5.0	8.9	6.6	4.7	6.2	4.2	5.9	4.4
State	27.0	52.6	53.6	66.6	67.8	56.2	39.1	38.4	41.3	54.5
Local	65.5	42.4	41.5	24.5	25.6	39.1	54.6	57.3	52.8	41.1
Capital outlay										
1996-97 (in thousands)	\$683,055	\$600,687	\$217,015	\$242,488	\$824,102	\$961,910	\$581,640	\$185,835	\$875,929	\$434,976
State budget allocation: for education										
(percent of total state budget)	17.8	25.1	20.5	24.5	32.9	24.6	24.1	16.9	17.3	21.2
Per-capita income 1996										
	\$26,596	\$22,440	\$22,560	\$19,687	\$24,810	\$25,580	\$22,864	\$23,047	\$23,537	\$23,269
Classroom characteristics										
High school completion rates**										
	86.7	88.5	93.2	82.4	88.7	93.3	90.3	94.5	88.4	93.7
Students per multimedia computer										
	30.2	19.7	18.4	26.1	31.7	6.9	32.7	11.5	50.0	22.2
Pupil/teacher ratios										
1990-91	16.7	17.4	15.6	17.3	19.8	17.4	15.6	14.6	17.2	16.2
1995-96	17.1	17.5	15.5	16.9	19.7	17.8	15.4	14.5	17.1	15.8
Enrollment										
Fall, 1991-92										
Elementary	1,325,999	677,140	274,279	439,595	1,155,849	434,690	597,392	169,688	1,143,054	579,469
Secondary	522,167	278,511	217,084	194,503	437,390	331,957	230,012	108,769	628,020	235,202
Total	1,848,166	955,651	491,363	634,098	1,593,239	766,647	827,404	278,457	1,771,074	814,671
Fall, 1996-97										
Elementary	1,411,425	536,559	259,545	430,927	1,192,002	460,892	627,930	172,787	1,198,152	611,518
Secondary	549,812	444,934	244,648	198,199	468,186	393,086	255,397	118,104	645,159	274,951
Total	1,961,237	981,493	504,193	629,126	1,660,188	853,978	883,327	290,891	1,843,311	886,473
% Minority enrollment										
Fall, 1995										
Black	21.1	11.1	3.3	9.8	18.4	4.8	16.1	5.9	15.3	9.4
Hispanic	12.2	2.3	2.1	0.4	2.7	2.0	1.0	4.4	1.4	3.3
Asian or Pacific Islander	3.0	0.8	1.5	0.6	1.5	3.9	1.0	1.3	1.0	2.8
American Indian/Alaskan Native	0.1	0.2	0.4	0.1	1.0	1.9	0.2	1.4	0.1	1.3
Total % Minority	36.4	14.4	7.3	10.9	23.6	12.6	18.3	13.0	17.8	16.8
% Special education enrollment										
1994-95	11.3	11.5	11.1	9.7	9.8	9.7	12.1	11.6	10.6	9.9
Mean SAT Scores										
1987 Verbal	539	492	588	554	534	548	549	563	532	550
Math	540	487	586	538	533	549	538	562	521	551
1997 Verbal	562	494	589	548	557	582	567	562	535	579
Math	578	497	601	546	566	592	568	564	536	590
% of graduates taking SAT—1997										
	14	57	5	12	11	9	9	9	25	7

** High school completion rate: Percentage of 18 to 24-year-olds who have completed high school.

Per-pupil expenditures, average teacher salaries, funding percentages, and enrollment: National Education Association, *Estimates of School Statistics, 1995-96*; revised 1991-92 figures from 1992-93 edition
 Per-capita income: U.S. Department of Commerce, Bureau of Economic Analysis
 Capital outlay: National Education Association, *Estimates of School Statistics, 1996-97*
 Pupil/teacher ratios, minority enrollment: U.S. Department of Education, National Center for Education Statistics
 State Budget Allocations: National Association of State Budget Officers
 Special Education Enrollment: U.S. Department of Education
 SAT Scores and percentage of graduates taking test: The College Board

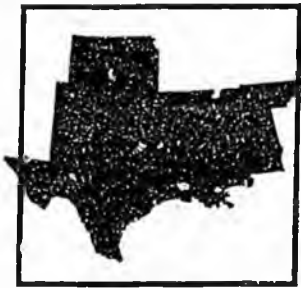


CHART 27: SOUTH CENTRAL

Finances	Ala.	Ark.	Kan.	La.	Miss.	Okla.	Tenn.	Texas
Per-pupil expenditures								
1991-92	\$3,675	\$3,753	\$5,154	\$4,241	\$3,284	\$3,918	\$3,732	\$4,651
1996-97	\$4,737	\$4,498	\$6,170	\$4,876	\$4,581	\$4,526	\$5,272	\$5,935
Average teacher salaries								
1991-92	\$26,951	\$27,070	\$30,731	\$25,948	\$24,367	\$25,339	\$28,621	\$29,041
1996-97	\$32,549	\$29,975	\$35,837	\$28,347	\$27,720	\$29,270	\$33,789	\$32,644
Funding percentages								
1996-97								
Federal	9.4	8.3	5.5	12.7	13.5	8.9	8.4	8.1
State	69.0	65.9	57.7	50.5	57.7	62.5	50.8	43.6
Local	21.5	25.7	36.9	36.8	28.8	28.5	40.8	48.3
Capital outlay								
1996-97 (in thousands)	\$438,802	\$242,687	\$191,041	\$263,322	\$254,280	\$340,000	\$98,000	\$2,485,875
State budget allocations for education (percent of total state budget)								
	23.5	20.8	24.5	19.9	23.4	25.9	19.4	30.5
Per-capita income 1996								
	\$20,055	\$18,928	\$23,281	\$19,824	\$17,471	\$19,350	\$21,764	\$22,045
Classroom characteristics								
High school completion rates**								
	84.0	88.4	90.9	80.5	83.9	87.0	84.6	79.5
Students per multimedia computer								
	32.0	33.4	12.7	54.6	17.1	26.4	30.0	23.5
Pupil/teacher ratios								
1990-91	19.9	16.8	15.0	17.3	17.9	15.6	19.2	15.4
1995-96	16.9	17.1	15.1	16.6	17.5	15.7	16.7	15.6
Enrollment								
Fall, 1991-92								
Elementary	407,931	243,470	297,639	573,628	313,933	343,300	604,571	2,053,540
Secondary	318,184	193,776	147,751	200,241	187,644	245,000	229,080	1,406,838
Total	726,115	437,246	445,390	773,869	501,577	588,300	833,651	3,460,378
Fall, 1996-97								
Elementary	411,838	249,114	316,069	552,142	325,724	346,000	645,732	2,200,599
Secondary	329,272	207,354	150,298	234,233	178,243	275,000	245,803	1,606,888
Total	741,110	456,468	466,367	786,375	503,967	621,000	891,535	3,807,487
% Minority enrollment								
Fall, 1995								
Black	36.0	23.6	8.5	46.0	51.0	10.5	23.1	14.3
Hispanic	0.5	1.5	6.0	1.1	0.3	3.9	0.7	36.7
Asian or Pacific Islander	0.6	0.7	1.8	1.3	0.6	1.3	0.8	2.3
American Indian/Alaskan Native	0.7	0.4	1.1	0.5	0.4	15.0	0.1	0.3
Total % Minority	37.8	26.2	17.4	48.9	52.3	30.7	24.7	53.6
% Special education enrollment								
1994-95	11.7	10.1	9.5	9.6	11.2	10.3	12.5	10.0
Mean SAT Scores								
1987 Verbal								
Math	553	556	572	548	561	560	563	493
1987 Math								
Verbal	535	540	562	530	540	539	543	486
1997 Verbal								
Math	561	567	578	560	567	568	564	494
1997 Math								
	555	558	575	553	551	560	556	501
% of graduates taking SAT—1997								
	8	6	9	10	4	8	13	49

** High school completion rate: Percentage of 18 to 24-year-olds who have completed high school.

Per-pupil expenditures, average teacher salaries, funding percentages, and enrollment: National Education Association, *Estimates of School Statistics, 1995-96*; revised 1991-92 figures from 1992-93 edition.

Per-capita income: U.S. Department of Commerce, Bureau of Economic Analysis

Capital outlay: National Education Association, *Estimates of School Statistics, 1996-97*

Pupil/teacher ratios, minority enrollment: U.S. Department of Education, National Center for Education Statistics

State Budget Allocations: National Association of State Budget Officers

Special Education Enrollment: U.S. Department of Education

SAT Scores and percentage of graduates taking test: The College Board



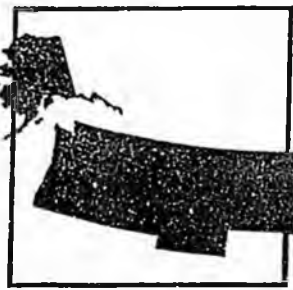


CHART 28: NORTHWEST

Finances	Alaska	Idaho	Mont.	N.D.	Ore.	S.D.	Wash.	Wyo.
Per-pupil expenditures								
1991-92	\$9,248	\$3,655	\$5,127	\$4,355	\$5,958	\$4,187	\$5,270	\$5,866
1996-97	\$10,393	\$4,735	\$5,973	\$4,844	\$6,590	\$4,957	\$6,223	\$6,293
Average teacher salaries								
1991-92	\$44,718	\$26,334	\$27,590	\$24,495	\$34,100	\$23,291	\$34,823	\$30,425
1996-97	\$50,647	\$31,818	\$29,950	\$27,711	\$40,900	\$26,764	\$37,860	\$31,721
Funding percentages								
1996-97								
Federal	12.6	6.8	9.6	11.8	7.1	9.8	6.3	6.1
State	63.6	63.8	46.9	42.4	55.4	32.0	68.7	49.4
Local	23.9	29.3	43.5	45.8	37.4	59.2	25.1	44.5
Capital outlay								
1996-97 (in thousands)	\$37,203	\$129,606	\$62,147	\$30,299	\$440,000	\$84,865	\$1,091,219	\$55,000
State budget allocations for education								
(percent of total state budget)	not available	28.6	22.9	18.7	17.8	15.3	27.1	21.9
Per capita income 1996								
	\$24,558	\$19,539	\$19,047	\$20,710	\$22,668	\$21,516	\$24,835	\$21,245
Classroom characteristics								
High school completion rates**								
	90.5	86.4	89.8	96.6	82.7	91.5	85.7	90.8
Students per multimedia computer								
	10.6	25.8	17.9	6.7	8.6	7.3	14.9	12.0
Pupil/teacher ratios								
1990-91	17.0	19.6	15.9	15.5	18.0	15.2	20.1	14.5
1995-96	17.3	19.0	16.4	15.9	19.8	15.0	20.4	14.8
Enrollment								
Fall, 1991-92								
Elementary	89,146	124,959	112,743	84,284	329,100	95,886	502,727	56,356
Secondary	29,559	100,721	42,779	33,435	168,500	35,160	368,186	43,378
Total	118,705	225,680	155,522	117,719	497,600	131,046	870,913	99,734
Fall, 1996-97								
Elementary	95,580	129,525	114,561	80,756	367,600	93,768	534,904	50,816
Secondary	35,622	115,727	50,031	37,677	169,400	41,284	441,735	47,961
Total	131,202	245,252	164,592	118,433	537,000	135,052	976,639	98,777
% Minority enrollment								
Fall, 1995								
Black	4.6	0.6	0.5	0.8	2.6	0.5	4.7	1.0
Hispanic	2.7	8.4	1.4	1.1	6.8	0.7	7.8	6.1
Asian or Pacific Islander	4.4	1.2	0.8	0.8	3.4	0.7	6.5	0.8
American Indian/Alaskan Native	24.5	1.3	9.8	6.6	2.0	13.5	2.6	2.7
Total % Minority	36.2	11.5	12.5	9.3	14.8	16.2	21.6	10.6
% Special education enrollment								
1994-95	12.2	8.0	9.3	8.8	11.2	9.0	9.4	10.0
Mean SAT Scores								
1987 Verbal								
	521	548	555	583	521	587	532	557
1987 Math								
	504	524	548	573	509	577	519	551
1997 Verbal								
	520	544	545	588	525	574	523	543
1997 Math								
	517	539	548	595	524	570	523	543
% of graduates taking SAT—1997								
	48	15	22	5	50	4	46	12

** High school completion rate: Percentage of 18 to 24-year-olds who have completed high school.

Per-pupil expenditures, average teacher salaries, funding percentages, and enrollment: National Education Association, *Estimates of School Statistics, 1992-96*; revised 1991-92 figures from 1992-93 edition.
 Per-capita income: U.S. Department of Commerce, Bureau of Economic Analysis
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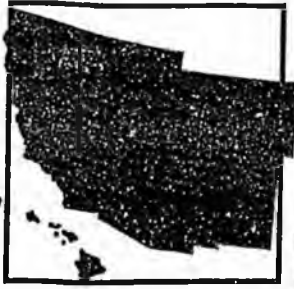


CHART 29: SOUTHWEST & TOTAL

Finances	Ariz.	Calif.	Colo.	Hawaii	Nev.	N.M.	Utah	U.S. Total
Per-pupil expenditures								
1991-92	\$4,076	\$4,622	\$5,092	\$5,445	\$4,874	\$4,607	\$3,038	\$5,454
1996-97	\$4,387	\$5,327	\$5,550	\$6,211	\$5,516	\$5,900	\$4,086	\$6,327
Average teacher salaries								
1991-92	\$31,176	\$40,192	\$33,072	\$34,528	\$33,857	\$26,389	\$26,339	\$34,098
1996-97	\$33,350	\$43,474	\$36,175	\$35,842	\$37,340	\$29,715	\$31,750	\$38,509
Funding percentages								
1996-97								
Federal	8.6	8.5	5.6	8.1	4.3	9.8	6.2	6.9
State	41.8	60.6	44.1	90.0	33.5	68.3	62.8	46.9
Local	49.6	30.9	50.3	1.9	62.2	21.9	30.9	44.2
Capital outlay								
1996-97 (in thousands)	\$856,056	\$2,999,036	\$448,525	\$173,578	\$433,227	\$481,786	\$275,000	\$25,223,399
State budget allocations for education (percent of total state budget)	17.5	20.2	21.1	14.2	not available	22.5	33.7	21.3
Per-capita income 1996	\$20,989	\$25,144	\$25,084	\$25,159	\$25,451	\$18,770	\$19,156	\$24,231
Classroom characteristics								
High school completion rates**	84.0	78.9	88.4	92.0	81.9	82.4	93.6	85.3
Students per multimedia computer	18.6	40.5	6.3	40.8	22.5	18.2	16.7	23.2
Pupil/teacher ratios								
1990-91	19.4	22.8	17.8	18.9	19.4	18.1	25.0	17.2
1995-96	19.6	24.0	18.5	17.8	19.1	17.0	23.8	17.3
Enrollment								
Fall, 1991-92								
Elementary	490,419	3,711,519	347,400	102,142	126,175	167,999	324,578	27,560,526
Secondary	165,156	1,395,626	245,630	72,107	85,635	121,482	129,640	14,373,534
Total	655,575	5,107,145	593,030	174,249	211,810	279,481	454,218	41,934,060
Fall, 1996-97								
Elementary	577,794	4,022,881	381,982	107,979	165,039	172,581	323,266	28,915,511
Secondary	211,874	1,512,431	291,456	80,507	117,092	135,974	154,762	16,335,302
Total	789,668	5,535,312	673,438	188,486	282,131	308,555	478,028	45,250,813
% Minority enrollment								
Fall, 1995								
Black	4.3	8.8	5.5	2.6	9.8	2.4	0.7	16.3
Hispanic	30.0	38.7	18.4	4.9	17.2	46.8	5.3	13.5
Asian or Pacific Islander	1.7	11.2	7.5	6.3	4.5	1.0	2.2	3.7
American Indian/Alaskan Native	7.2	0.9	1.1	0.4	1.9	10.4	1.4	1.1
Total % Minority	43.2	59.6	27.5	77.2	33.4	60.6	9.6	35.1
% Special education enrollment								
1994-95	7.9	8.8	9.2	7.3	9.0	12.5	9.5	10.5
Mean SAT Scores								
1987 Verbal	539	500	542	481	516	559	577	507
Math	526	507	535	502	508	544	557	501
1997 Verbal	523	496	536	483	508	554	576	505
Math	522	514	539	512	509	545	570	511
% of graduates taking SAT—1997	29	45	30	54	32	12	4	42

** High school completion rate: Percentage of 18 to 24-year-olds who have completed high school.

Per-pupil expenditures, average teacher salaries, funding percentages, and enrollment: National Education Association, *Estimates of School Statistics, 1995-96*, revised 1991-92 figures from 1992-93 edition.

Per-capita income: U.S. Department of Commerce, Bureau of Economic Analysis

Capital outlay: National Education Association, *Estimates of School Statistics, 1996-97*

Pupil/teacher ratios, minority enrollment: U.S. Department of Education, National Center for Education Statistics

State Budget Allocations: National Association of State Budget Officers

Special Education Enrollment: U.S. Department of Education

SAT Scores and percentage of graduates taking test: The College Board

Some Alaskans think the Rural Alaska benefit from some current status quo and is a burden to Urban Alaska. Rural Alaska does indeed pay a fair and equal share. In fact it is more like colonialism. Alaska's wealth (oil, fish, lumber, mining, tourism) comes largely from the rural areas and made possible by those that choose to deal with a higher cost of living and less conveniences. The only real valuable asset the Urban Alaska has that Rural Alaska does not, is the majority of the state's voting constituents. And it is only valuable to those that count on that to get reelected and therefore feel compelled to ignore the realities of Rural Alaska. Here's some realities about the Yukon Kuskokwim Region. We have the highest poverty rate in Alaska, compounded by the Kuskokwim commercial fishing disaster and Welfare Reform changes, and lead the nation per capita in teen suicides, child sexual abuse, inhalant abuse (gas sniffing) and Fetal Alcohol Syndrome. We have higher incidents of health problems associated with having no plumbing and can easily be compared to third world countries with similar living conditions. Both our youth and adult correctional facilities continue to overflow with people that cannot function outside those four walls. Native people continue to see rapid social, economic and political changes that damage individuals, families and entire communities. And children (too bad they can't vote) seem to be the last considered. This is so sad. The future of this place is clearly dependent on the future of the children. We are approaching the one year anniversary of the tragic High School murders. What did anyone learn from that? If you really listen to the problems out here, than you can choose to learn lots. For one thing the Jr. High and High School students are squeezed into the same building. Considering such a wide age range of adolescent years in crowded conditions, then it was only a matter of time that something this explosive would happen. And as long as such conditions continue, then who can guarantee this won't happen again. The population in this region grew approximately 20 percent since 1990. How many new schools, not counting the ones replacing those destroyed by fire, have we seen built these last few years to accommodate for this population growth? The gaps between the rich and the poor continue to widen as the quality of life and conditions for Rural Alaska do not get considered in Juneau. This is indeed colonialism.


Susan E. Taylor

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Notes for Public Testimony

To: Alaska Senate Finance Committee
 By: Betsy Turner-Bogren, Alaska PTA Legislative V.P.
 Date: February 3, 1998
 Re: Public School Funding

- Members of the Alaska PTA applaud the Legislators and the Governor for their efforts to improve the level and method our state provides funding for public education.
- Improving the way our state funds education is a very important issue. It is not an issues that belongs to Republicans, Democrats, the Governor or the Legislature, this issue belongs to all Alaskans.
- The Alaska PTA has an annual membership of over 16,000. Our association is organized to include representation from six geographic Regions covering the entire state and four active Councils representing Ketchikan, the Mat/Su Borough, Fairbanks and Anchorage.
- Delegates from across the State meet annually to review our Legislative program and adopt five or six legislative priorities. Supporting adequate State funding for public education has always been one of the Alaska PTA Legislative Priorities.
- Delegates to the 1997-98 Issues Conference last November adopted Legislative Priorities for the Alaska PTA that include support of:
 1. Legislation and funding of programs that will hold school districts accountable to high standards for educational programs, staff professionalism and student performance.
 2. The creation of a new funding mechanism that will meet all rising costs of public education including those associated with inflation and increased enrollment, and provide equitable distribution of those funds.
 3. Funding public education at a level sufficient to enable school districts to support a cap on the pupil-teacher ratio for each grade level and provide safe and adequate pupil transportation.
- During the debate, delegates to the November Issues Conference expressed concerns that efforts to find equitable distribution of state funds should not provide funding solutions for any school districts and the expense of other school districts.
- In the past the Alaska PTA has supported education funding reform measures that include:
 1. Legislation that would substantially increase the level of state funding for public education.
 2. Legislation that would protect the level of education funding from the negative impact of inflation.
- On behalf of the Alaska PTA I would like to express appreciation for the work of the Senate Finance Committee and encourage the committee members to support education funding reform that will address all the concerns identified by the Alaska PTA.

Testimony of Jane Haigh 280 E. Birch Hill rd. Fairbanks, AK 99712 457-7834
re: SB 36

I am here today on my own, and not as an official representative of The Fairbanks North Star School Board, of which I have been a member for 6 years. My testimony today is my own opinion.

Certainly difficult policy decisions must be made, in regard to schools and how we run them. Education throughout the state must be improved. The fundamental question is how to use state funding to effect these positive changes, while maintaining local control.

Right now, though we are one of the wealthiest states in the Union, we spend more on ourselves individually in the form of dividends than we spend on our school and our children. Something is wrong with this picture.

At a time when 44 other states are increasing support of public schools, Alaska leads the nation in de-funding schools. The percentage change in per pupil expenditure since 1986 was minus 25%- lowest of any state.

America as a rising technological economy will know no boundaries. We here in the North will finally have a chance to participate in industries like software and web commerce on an equal footing, not handicapped by distance. It is essential that we have young workers trained in the critical thinking skills demanded by new industries like software development and networking.

We must come up with a new formula that is truly fair to everyone, and puts everyone, rural and urban on the road to positive changes leading to success in school for all children in the state.

The current proposal before us does not pass that test.

If schools with low test scores and high percentages of children from low income and minority families were in our own districts we would not cut their funding and send the money to schools with high test scores and white children from wealthy families. that would be unconscionable.

If we do not come up with a formula that is truly fair to everyone, and that the governor will sign, then I am afraid we will end up with no new formula. Sen. Wilken has stated that if we do not reform the current formula, then there will be no new funds- and that total result is simply unacceptable.

I do agree with our School board position, that all residents of the state- in Urban districts, boroughs and REAAs need to contribute something to public education, for the reasons stated by fellow board member Henry- when we contribute, we feel ownership and responsibility. contributing is an important part of local control.

However, I feel that if the 4% wage tax is good for REAAs it is good for everyone. In fact, I feel that in the last ten year, too much of the burden of school funding in organized boroughs is on the backs of the property owners.

A statewide wage tax of 4% could be collected and rebated to local areas to replace some of the local contribution now made by the property tax.

This would relieve some of the current burden on property taxes and allow boroughs to support some other functions currently being cut in the state budget, thus increasing local control.

NENANA CITY PUBLIC SCHOOLS

P.O. BOX 00010
NENANA, ALASKA 99760
907-832-5464
FAX 907-832-5625

February 4, 1998

Senate Finance Committee
State Capital
Juneau, Alaska 99801

Dear Senators:

I am addressing this letter to the senate finance committee as a whole, because there is a need for taking a step back and listening. I want to thank all of you for the opportunity to address you in the teleconference and this letter.

I have given the four proposed bills considerable thought and the short time last night does not begin to address our problems with funding and education. I am a firm believer that we can fully fund education and in an equitable manner. I have been a teacher, principal and now a new superintendent in the state of Alaska and also, I have a son that is in his first year of teaching in the Lower Kuskokwim School District. I believe in education for Alaska students. I want what is best for all the students of Alaska not what is best for your own area of representation that will get you reelected, I am sorry if this offends you, but my concern is the education of our children.

Having lived in a state that had a recapture clause for funding education, the recapture clause was taken to court and this clause for funding was thrown out. Any time you tax one portion of the state for income or recapture, you have caused an unequal method of collection and these situations will lose in court. There are ways to make assessing rural areas without creating unequal situation, such as sales tax, which everyone pays rural or urban, rich or poor, local or tourist.

I have worked in a district, the past seven years, that had to reduce the number of teachers and administrators even though the student population increased, because the funding stayed the same. Regardless of saying that funding has increased, how can the number 61,000 increase if that basic number stayed 61,000. Senators, has your expenses increased from 1988 to 1997, and has the amount of money you received, for being a senator, increased or stayed the same since that time? One must be fair in all things that we try to accomplish.

I am against all four bills as the presently stand and in favor of the governor's bill as it stands. I am not saying that the governor's bill is best for students, but he has listened to all concerned parties and made an attempt to change his bill to make it better. Sometimes, we can not see the trees for the forest.

I know you have put considerable amount of time on your individual bills and they are like your young children, I have yet to see a (senator) parent change their opinion or listen to ways to improve their bill. Are we (senators) concerned for all children or are we concerned for just those children in our districts?

The bill on administrative cost, I am strongly against, these are the position that are figured in my 400 and 500 areas for my district, the superintendent, a board secretary, a bookkeeper, a school secretary, and a principal. The two secretaries and bookkeeper only have a 220 day contract, these three alternate time and jobs to make things work. As superintendent, I am grant writer, special education director, title 1 coordinator, business manager, technology coordinator, Indian education coordinator, and superintendent all rolled into one job. I will have to reduce the superintendent's position for this school district to operate within the administrative guide lines that are proposed. Yes, I do think some districts are a little top heavy, but your bill really hits the smaller districts harder than the larger districts.

The bill concerning reorganization of rural REAA's might work if you had input from those district involved. Forced reorganization does not work, it only creates animosity towards the creator and the district that has taken them over. I have lived through forced reorganization as a student and still have bitter feelings about the reorganization of schools. It looks

good on paper only, but it does nothing for the education of children.

What we must do, in my opinion, is WORK and LISTEN to each other to get this done. I want to thank you again, for your time and patience. We have get this job done, because it is for the children of Alaska, our future.

Sincerely

A handwritten signature in cursive script, appearing to read "Terry Bentley". The signature is fluid and extends to the right with a long, sweeping tail.

Terry Bentley
Superintendent
Nenana City School District
Nenana, Alaska 99760

cc:Mail for: Senator Bert Sharp

Subject: SB36

From: FGME@dgsdmail.ogsd.k12.ak.us (Mindy D. Eggleston) at CC2MHS1 03/01/98 9:14 PM

To: Senator Bert Sharp at LAA_SSHA

I am against SB 36. It poses a losing scenario for our school district. We would stand to lose funding and gain the burden of possible taxes in the future. Please consider my position and rethink the proposal.
Sincerely Melinda D. Eggleston



Woodriver Elementary School

5000 Palo Verde Drive
Fairbanks, Alaska 99709

DATE: February 2, 1998
TO: Senator Wilken
FROM: Woodriver Elementary School
RE: Fair and equitable funding for all schools

We the undersigned support the fair and equitable funding of our public schools. The current foundation funding formula does not effectively meet the needs of the Fairbanks community.

J Gillis
Tamara Hambright
Jan Scott
Nancy Vialle
Lisa J. Jones
Mark L. Kramer
Maion E. Woods
Evelyn Fiske
Mary Wilson
Lyle C. Hackett
Kessie Knoll
Mylene Lane Brown

Margaret Nash
Alyson Graves
Robert K. Kennedy
Diana Krasner
Torgsten J. Williams
Kathleen Wright
John D. Lyle
Katherine Brown
Nancy Day
Patrick Walker
Gleen Levon
Marilyn Richardson

Dear Senator Bert Sharp
and members of the Senate
Finance Committee

2-3-98

I am writing in concern for the Children of my District, we are an REAA located in the Yukon Flats, we have many cultures and diverse problems that we have to live with each and every day, with the onset of providing an education to each and every child in our District we think we have good kids and they do come first here in the Yukon Flats.

But the proposals for changing the Funding Formula will put unneeded and unjustified restrictions on our children, the state constitution provides that we will provide for all children in the REAA'S.

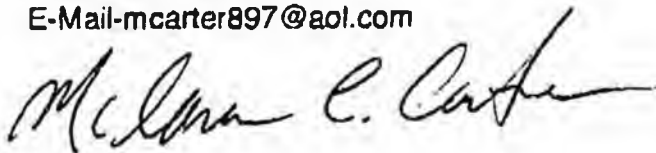
I would there for like to know why the Legislature is pitting District against District and trying to split this State apart, this is what you are proposing, if you change the Funding Formula.

I can think of nothing more that I would like to spend my money on than to see that every child no matter where they live in this state get an education.

I would like to offer my support for the 7 Consensus points by the AML, ACoM, AASA, and AASB on Education Funding reached October '97.

Finally I would like to say that to take education from one child and give it to another just in the interest of saving money is "One Decision I do NOT Want To Make".

McLaren C. Carter
PO Box 30009
Central Alaska, 99730
E-Mail-mcarter897@aol.com





LOWER YUKON SCHOOL DISTRICT

P.O. Box 32089 • Mt. Village, Alaska 99632 • (907) 591-2411

Pamela VanWechel
Superintendent

February 27, 1998

Senator Bert Sharp
Alaska State Legislature
State Capitol [MS3100]
Juneau, Alaska 99801-1182

Senator Sharp:

On behalf of the Lower Yukon School District, I'd like to take this opportunity to personally thank you for your time and attention when meeting with our school representatives during the Legislative Fly-In; LYSD Liaison, Michael Prince, Board Member, Art Heckman, Superintendent Pamela S. VanWechel and Business Manager, Dr. Carla Sheive.

We continue to stress how crucial it is to the welfare of rural Alaska for you to endorse and support a funding formula that does not "rob" funds from **any** district. Equally as important is the appropriation of money so desperately needed to fund our capitol improvement projects, critical to meeting our student's needs.

LYSD has spent two hundred thousand dollars over the last four years developing Capital Improvement Plans to place and keep our two most critical need's schools at the top of the Department of Education list (i.e., Pilot Station #3, Kotlik #4). It is imperative that funds become available, soon. Enclosed, please find a copy of *The Tundra Drums* which contains two articles describing the "appalling" conditions at Pilot Station.

Again, I appeal to you as a Statesman representing this Great State of Alaska. Please cast your vote to ensure the best education possible for Alaska's most precious resource, our children . . . for ALL of Alaska's children!

Respectfully yours,

Michael Hunt
LYSD Board Chairman