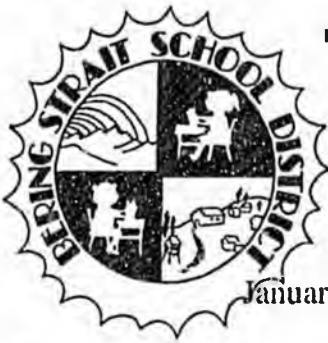


ALASKA LEGISLATURE COMMITTEE FILES 1997-1998 86/2

9544 SENATE • HEALTH EDUCATION & SOCIAL SERVICES

181



The Mission of the Bering Strait School District is to educate students to become self-sufficient productive citizens in a changing world, recognized for their social, academic, and marketable skills, by providing standards of excellence, quality programs, and a supportive environment for both traditional Native and Western styles of learning.

DISTRICT OFFICE • P.O. BOX 225
UNALAKLEET, ALASKA 99684-0225
(907) 624-3611 • FAX 624-3099

January 14, 1998

Senator Gary Wilken
State of Alaska, Deferred Maintenance Task Force
Juneau, Alaska 99801

re: Rural Schools Deferred Maintenance and New Construction

Dear Sir:

The Bering Strait School District commends the Deferred Maintenance Task Force for its efforts in developing a long range plan to address the State's critical needs in the area of deferred maintenance and new construction. The implementation of a steady, dependable funding mechanism for this purpose is the most important component in assuring success.

It has now been six years since the State has approved any new construction or major maintenance funding for schools in rural Alaska. This is the main contributing factor in the escalation of the estimates to correct the current problems. We believe that the Deferred Maintenance Task Force's Plan and the Governor's Plan both have a great deal of merit simply because they provide a consistent annual funding source. By establishing this annual funding mechanism all participants will regain confidence that eventually their particular project will be funded.

However, it is critical that the Task Force utilize the Department of Education's Priority List as the source of determining the funding of projects. The DOE has made great strides over the past few years to make the evaluation process fair and consistent. Annually, 6-year CIP Grant Applications are submitted to the DOE from all School Districts in the State. This mandate takes a considerable amount of time, effort, and resources from an already strained budget. The DOE ranks these applications by using a matrix of seventeen categories of evaluation criteria. The DOE Priority List is a result of these evaluations. Currently, the DOE List probably provides the clearest picture of where the most critical needs are for Major Maintenance and New Construction of Schools. For the DOE Process to be effective, it requires funding. For the Task Force to ignore this priority list is unexcusable.

Currently the BSSD has three New Construction Projects ranked in the Top 10 of the Department of Education's 6-Year CIP Priority List. (Golovin - #8; Elim - #9; Teller - #10). These projects have repeatedly placed high over the years due to the critical need for new facilities at these locations. The BSSD has a proven track record of completing its projects in a timely manner. We are confident that we can complete any or all of these projects within twenty-four months from time funding is received. Recently we had a fire at the James C. Isabell School in Teller, Alaska. Even without proper fire equipment, we were able to save the school due to the quick and heroic efforts of the community. The school sustained over \$300,000 in damages, which will be covered by our insurance. Teller School is ranked #10 on the CIP Construction List. The manpower and funding will soon be in place to repair the damages incurred by the fire. Wouldn't it make common sense to fund at least the planning money for the Teller School Replacement so that we could combine it with our insurance dollars and begin the process of replacing the school with a new prototype model this year?

BERING STRAIT SCHOOL DISTRICT

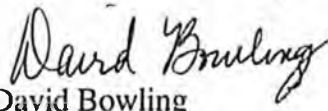
BREVIG MISSION • DIOMEDE • ELIM • GAMBELL • GOLOVIN • KOYUK • SAINT MICHAEL • SAVOONGA
SHAKTOOLIK • SHISHMAREF • STEBBINS • TELLER • UNALAKLEET • WALES • WHITE MOUNTAIN

We are familiar with the Task Force's strong interest in "Prototypical Design". Our approach to this methodology is the creation of a Design Criteria Manual of building specifications that are proven in our region. This enables us to standardize equipment and components and reduce architectural and design costs by stipulating these specifications in each new school. It is still important for each school to be designed to fit each particular location and landscape, but things such as classroom layout, cabinetry, electrical, plumbing, heating, etc. are prototypical in each facility. We would be happy to share with any members of the Task Force the excellent model school facility we have put together for our school district.

On behalf of the nearly 1900 students of the Bering Strait School District, we would like to thank you for the opportunity to express our views regarding this very important matter, and we urge the Task Force to fund school construction and maintenance according to the State CIP Priority Ranking List.

If you have any questions, please contact me.

Sincerely,


David Bowling
Superintendent

SCR

21

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 1/27/98

FURTHER:

Date of 5-Day Notice: 1/30/98
 (in accordance with Uniform Rule 23)

DATE TURNED
 IN TO OFFICE: 2/6/98

HESS Committee considered SENATE CONCURRENT RESOLUTION NO. 21

Relating to declaring March 1998 as Sobriety Awareness Month.

and recommends:

- be replaced with _____ CS _____ (_____)
- adopt previous _____ CS _____ (_____)
- attached amendment(s)
- adopt Letter of Intent by _____ Committee
- further referral to the _____ Committee

- Senate Bill:**
- same title
 - new title
- House Bill:**
- same title
 - technical title
 - new: SCR# _____

SIGNING/DO PASS	DP	OTHER RECOMMENDATIONS	NR	DNP	AM
<i>[Signature]</i>	✓				
<i>[Signature]</i>	✓				
<i>[Signature]</i>	✓				
CHAIR: <i>[Signature]</i>	✓	CHAIR:			

NEW FISCAL NOTE(S):

Department Date Zero Fiscal

Department	Date	Zero	Fiscal
Senate HESS Cmte	7/6/98	✓	

PREVIOUS FISCAL NOTE(S):*

Department Date Zero Fiscal

Department	Date	Zero	Fiscal

APPROPRIATION -- no fiscal note

*include fiscal notes accompanying Governor's bill

FISCAL NOTE

STATE OF ALASKA
1997 LEGISLATIVE SESSION

BILL NO. SCR 21

Revision Date _____	Dept. Affected _____	All Depts _____
Title <u>Sobriety Awareness Month</u>	BRU _____	_____
_____	Component _____	_____
Sponsor <u>Senator Ward</u>	_____	_____
Requester <u>Senate HESS Committee</u>	Component Serial No. _____	_____

Expenditures/Revenues (Thousands of Dollars)

OPERATING EXPENDITURES	FY 99	FY 00	FY 01	FY 02	FY 03	FY 04
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES []						
-------------------------------	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
1091 Designated Program Receipts						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY97) cost: 0.0

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

There will be no impact to the General Fund.

Prepared by Gary Wilken, State Senator
 Division Chairman, Health, Education & Social Services Committee
 Approved by *Gary Wilken*
 Agency _____

Phone 465-3709
 Date 2/6/98
 Date 2/6/98

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Alaska State Legislature

Senate

JERRY WARD

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Anchorage, AK 99501-2133
Phone (907) 258-8183
Fax (907) 258-0820

145 Main Street Loop
Kenai, AK 99611
Phone (907) 283-7996
Fax (907) 283-3075

Sponsor Statement SCR 21

“A Senate Concurrent Resolution declaring March 1998 as Sobriety Awareness Month”

Alcohol and drug abuse has been identified as the single most destructive health problem in Alaska. Its devastating effects have been felt within every racial, ethnic and economic background.

Senate Concurrent Resolution (SCR) 21 reinforces the commitment Alaskans make to a clean and healthy life style.

SCR 21 will help to: a) Highlight and reinforce socially appropriate behaviors and choices that improve quality of life and health of individuals, families, and communities, b) Reduce the incidence of alcohol and drug related crime and c) Reduce the burden on government in having to expend valuable resources to pay for the perverse problems caused by alcohol and drugs.

SCR 21 follows conventional wisdom to focus on sobriety as a solution being embraced by thousands of Alaskans.

SJR

23

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 3/12/97

FURTHER:

Date of 5-Day Notice: 3/13/97
(in accordance with Uniform Rule 23)

DATE TURNED
IN TO OFFICE: 3/17/97

HESS Committee considered SENATE JOINT RESOLUTION NO. 23

Urging the United States Congress to amend the Social Security Act so that the higher cost of living in Alaska is reflected when the per capita income of the state is used as a factor in determining the federal share of Medicaid costs.

and recommends:

- be replaced with _____ CS _____ (_____)
- adopt previous _____ CS _____ (_____)
- attached amendment(s)
- adopt Letter of Intent by _____ Committee
- further referral to the _____ Committee

- Senate Bill:**
- same title
 - new title
- House Bill:**
- same title
 - technical title
 - new: SCR# _____

SIGNING DO PASS	DP	OTHER RECOMMENDATIONS	NR	DNP	AM
<i>Loren J. Arman</i>	✓				
<i>John Ellis</i>	✓				
<i>Lloyd Green</i>	✓				
<i>[Signature]</i>	✓				
CHAIR: <i>Grumel</i>	✓	CHAIR:			

NEW FISCAL NOTE(S):

Department	Date	Zero	Fiscal
<i>Health + Social Services</i>	<i>3/14/97</i>	✓	

PREVIOUS FISCAL NOTE(S):*

Department	Date	Zero	Fiscal

APPROPRIATION -- no fiscal note

*include fiscal notes accompanying Governor's bill

Alaska State Legislature

Senator Gary Wilken, Chairman
Senator Loren Leman, Vice Chairman
Senator Lyda Green
Senator Jerry Ward
Senator Johnny Ellis



State Capitol
Room 510
Juneau, Alaska 99801
(907) 465-3762

Senate Committee on Health, Education and Social Services

SENATE HESS COMMITTEE SPONSOR STATEMENT

SJR 23 – Reflect Alaska COLA in Federal Medicaid Share

Senate Joint Resolution 23 urges Congress to amend the Social Security Act so that the higher cost of living in Alaska is reflected when per capita income is used in determining the federal share of Medicaid costs in the state.

The Federal Medical Assistance Percentage (FMAP) is the federal share of the cost of the Medicaid Program. Currently Alaska's FMAP is at the lowest allowable percentage under federal law: 50 percent. If the FMAP was adjusted for Alaska's higher cost of living, the adjustment would mean an increase of federal dollars of approximately \$39 million to the Alaska's Medicaid Program.

Senator Frank Murkowski has introduced in Congress the *Alaska Medicaid Equity Act of 1997* to adjust Alaska's federal medical assistance percentage to recognize our higher cost of medical care. Alaska must be treated fairly and equitably under this federal entitlement program. The passage of SJR 23 will urge Congress to recognize Alaska's higher cost of living and to amend the Social Security Act to correct the present inequity.

**SJR 23 – Reflect Alaska COLA in Federal Medicaid Share
(Prime Sponsor – Senate HESS Committee)**

Senate Joint Resolution 23 urges Congress to amend the Social Security Act so that the higher cost of living in Alaska is reflected when per capita income is used in determining the federal share of Medicaid costs in the state.

The Federal Medical Assistance Percentage (FMAP) is the federal share of the cost of the Medicaid Program. Currently Alaska's FMAP is at the lowest allowable percentage under federal law: 50 percent . If the FMAP was adjusted for Alaska's higher cost of living, the adjustment would mean an increase of federal dollars of approximately \$39 million to the Alaska's Medicaid Program.

Senator Frank Murkowski has introduced in Congress the *Alaska Medicaid Equity Act of 1997* to adjust Alaska's federal medical assistance percentage to recognize our higher cost of medical care. Alaska must be treated fairly and equitably under this federal entitlement program. The passage of SJR 23 will urge Congress to recognize Alaska's higher cost of living and to amend the Social Security Act to correct the present inequity.

Alaska State Legislature



Senator Gary Wilken, Chairman
Senator Loren Lemar, Vice Chairman
Senator Lyda Green
Senator Jerry Ward
Senator Johnny Ellis

State Capitol
Room 510
Juneau, Alaska 99801
(907) 465-3762

Senate Committee on Health, Education and Social Services

March 5, 1997

Karen Perdue, Commissioner
Department of Health and Social Services
P.O. Box 110601
Juneau, Alaska 99811-0601

Dear Commissioner Perdue,

Over the past several weeks I have discussed with you my concern over the disparity in the method used to determine the federal share of the cost of the Medicaid Program. Alaska's high cost of living and even higher cost of health care is not reflected in the federal government's calculation of the state's Federal Medical Assistance Percentage (FMAP).

Currently the Federal Medical Assistance Percentage for Alaska is at the lowest allowable percentage under federal law – 50 percent. It is my understanding that if FMAP was adjusted for Alaska's higher cost of living, the federal share of the Medicaid entitlement program would be 62% instead of the current 50%. This adjustment means an increase of \$32 million of federal aid for Alaska's Medicaid Program.

It is vital that every avenue be explored to ensure that Alaska is treated fairly and equitably under this entitlement program and that the additional funding is available for Alaska's Medicaid recipients. This issue is a high priority of mine and I would like to assist in this effort. Please advise me on what has been done to date and how my office may help to further the effort.

Thank you very much for your assistance.

Sincerely,

A handwritten signature in cursive script, appearing to read "Gary Wilken".

Gary Wilken
Senator, West Fairbanks

cc: Senate HESS Committee Members
Senate Finance Committee Co-chairs
House Finance Committee Co-chairs

State of Alaska Medical Assistance Program
 FY98 Governor's Request compared to FMAP change

Federal Funds	FY 98 Governor's Request	If FMAP change in effect
Medicaid Non-Facility	75,186.0	93,230.6
Medicaid Facility	72,342.5	89,704.6
Medicaid State Programs	10,416.4	11,666.4
Waivered Services	7,144.2	8,858.8

Total	165,089.1	203,460.4
-------	-----------	-----------

General Funds

Medicaid Non-Facility	75,185.9	57,141.3
Medicaid Facility	72,342.4	54,980.3
Medicaid State Programs	3,603.0	3,170.6
Waivered Services	7,144.2	5,429.6

Total	158,275.5	120,721.8
-------	-----------	-----------

Total Funds

Medicaid Non-Facility	150,371.9	150,371.9
Medicaid Facility	144,684.9	144,684.9
Medicaid State Programs	14,019.4	14,019.4
Waivered Services	14,288.4	14,288.4

Total	323,364.6	323,364.6
-------	-----------	-----------

General Funds = All non-Federal Funds

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LEGI-SLATE Report for the 105th Congress Tue, February 4, 1997 2:16pm (EDT)

Q U I C K F E D E R A L R E G I S T E R (T E X T)
L-S Document 583222

On 01/29/97
[L-S document 583222, 62 FR 4293, 147 lines]

Office of the Secretary

Federal Financial Participation in State Assistance Expenditures; Federal Matching Shares for Temporary Assistance to Needy Families, Medicaid, and Aid to Needy Aged, Blind, or Disabled Persons for October 1, 1997 Through September 30, 1998

AGENCY: Office of the Secretary, HHS.

ACTION: Notice.

SUMMARY: The Federal Percentages and Federal Medical Assistance Percentages for Fiscal Year 1998 have been calculated pursuant to the Social Security Act (the Act). These percentages will be effective from October 1, 1997 through September 30, 1998. This notice announces the calculated "Federal percentages" and "Federal medical assistance percentages" that we will use in determining the amount of Federal matching in State welfare and medical expenditures. The table gives figures for each of the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Northern Mariana Islands. Programs under title XIX of the Act exist in each jurisdiction; programs under titles I, X, and XIV operate only in Guam and the Virgin Islands; while a program under title XVI (AABD) operates only in Puerto Rico. The percentages in this notice apply to State expenditures for assistance payments and medical services (except family planning which is subject to a higher matching rate). The statute provides separately for Federal matching of administrative costs.

As of July 1, 1997, all States will have implemented the new title IV-A program, Temporary Assistance for Needy Families (TANF). As a block grant, no matching percentage is needed. However, the Federal medical assistance percentage will still be applicable under TANF for those States that receive contingency funds under section 403(b) of the Act in the required annual reconciliation of those funds. Closeout claims under the old title IV-A program, Aid to Families with Dependent Children will be matched at the Federal medical percentage in effect at the time the expenditure was made.

Section 1101(a)(8) and 1905(b) of the Act, as revised by section 9528 of Pub. L. 99-272, require the Secretary of Health and Human Services to publish these percentages each year. The Secretary is to figure the percentages, by formulas in sections 1101(a)(8) and 1905(b) of the Act, from the Department of Commerce's statistics of average income per person in each State and in the Nation as a whole. The percentages are within upper and lower limits given in those two sections of the Act. The statute specifies the percentages to be applied to Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Northern Marina Islands.

The "Federal percentages" are for residual payments under the old Aid to Families with Dependent Children (AFDC) program. The "Federal medical

assistance percentages" are for Medicaid. However, under section 1118 of the Act, States with approved Medicaid plans may claim Federal matching funds for expenditures under approved State plans for other programs using either the Federal percentage or the Federal medical assistance percentage. These States may claim at the Federal medical assistance percentage without regard to any maximum on the dollar amounts per recipient which may be counted under paragraph (2) of sections 3(a), 1003(a), 1403(a), and 1603(a) of the Act.

DATES: The percentages listed will be effective for each of the 4 quarter-year periods in the period beginning October 1, 1997 and ending September 30, 1998.

FOR FURTHER INFORMATION CONTACT:

Mr. Gene Moyer, Office of Health Policy, Office of the Assistant Secretary for Planning and Evaluation, Room 442E Hubert H. Humphrey Building, 200 Independence Avenue SW, Washington, D.C. 20201, Telephone (202) 690-7861.

(Catalog of Federal Domestic Assistance Program Nos. 93-560--Assistance Payments--Maintenance Assistance (State Aid); 93-778--Medical Assistance Program)

Dated: January 21, 1997.

Donna E. Shalala,

Secretary of Health and Human Services.

Federal Percentages and Federal Medical Assistance Percentages, Effective October 1, 1997-September 30, 1998 (Fiscal Year 1998)

State	Federal percentages	Federal medical assistance percentages
Alabama	65.00	69.32
Alaska	50.00	50.00
American Samoa	50.00	50.00
Arizona	61.47	65.33
Arkansas	65.00	72.84
California	50.00	51.23
Colorado	50.00	51.97
Connecticut	50.00	50.00
Delaware	50.00	50.00
District of Columbia	50.00	50.00
Florida	50.72	55.65
Georgia	56.49	60.84
Guam	50.00	50.00
Hawaii	50.00	50.00
Idaho	65.00	69.59
Illinois	50.00	50.00
Indiana	57.12	61.41
Iowa	59.73	63.75
Kansas	55.23	59.71
Kentucky	65.00	70.37

Louisiana	65.00	70.03
Maine	62.27	66.04
Maryland	50.00	50.00
Massachusetts	50.00	50.00
Michigan	50.00	53.58
Minnesota	50.00	52.14
Mississippi	65.00	77.09
Missouri	56.31	60.68
Montana	65.00	70.56
Nebraska	56.85	61.17
Nevada	50.00	50.00
New Hampshire	50.00	50.00
New Jersey	50.00	50.00
New Mexico	65.00	72.61
New York	50.00	50.00
North Carolina	58.99	63.09
North Dakota	65.00	70.43
Northern Mariana Islands	50.00	50.00
Ohio	53.49	58.14
Oklahoma	65.00	70.51
Oregon	57.18	61.46
Pennsylvania	50.00	53.39
Puerto Rico	50.00	50.00
Rhode Island	50.00	53.17
South Carolina	65.00	70.23
South Dakota	64.16	67.75
Tennessee	59.28	63.36
Texas	58.09	62.28
Utah	65.00	72.58
Vermont	57.98	62.18
Virgin Islands	50.00	50.00
Virginia	50.00	51.49
Washington	50.00	52.15
West Virginia	65.00	73.67
Wisconsin	54.26	58.84
Wyoming	58.91	63.02

* For purposes of section 1118 of the Social Security Act, the percentage used under titles I, X, XIV, and XVI and Part A of title IV will be 75 per centum.

[FR Doc. 97-2231 Filed 1-28-97; 8:45 am]

BILLING CODE 4110-60-M

O:\ERN\ERN07.131

S.L.C.

105TH CONGRESS
1ST SESSION

S. 424

IN THE SENATE OF THE UNITED STATES

Mr. MURKOWSKI introduced the following bill, which was read twice and referred to the Committee on _____

A BILL

To adjust the Federal medical assistance percentage determined for Alaska under the Medicaid program to reflect Alaska's cost-of-living.

1 *Be it enacted by the Senate and House of Representatives*
2 *of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the "Alaska Medicaid Equi-
5 lity Act of 1997".

6 **SEC. 2. AMENDMENT TO THE SOCIAL SECURITY ACT.**

7 (a) IN GENERAL.—Section 1905(b) of the Social Se-
8 curity Act (42 U.S.C. 1396d(b)) is amended by adding
9 at the end the following: "Notwithstanding the first sen-
10 tence of this subsection, in the case of Alaska, the Federal

O:\ERN\ERN07.131

S.L.C.

2

1 medical assistance percentage shall be 100 per centum less
2 that percentage which bears the same ratio to 45 per cen-
3 tum as the square of the adjusted per capita income of
4 Alaska bears to the square of the per capita income of
5 the 50 States. For purposes of the preceding sentence, the
6 adjusted per capita income of Alaska shall be determined
7 by dividing the 3-year average per capita income for Alas-
8 ka by 1.25."

9 (b) EFFECTIVE DATE.—The amendment made by
10 subsection (a) applies to fiscal year quarters beginning on
11 and after the date of enactment of this Act.

WHAT IS FMAP?

- The Federal Medical Assistance Percentage (FMAP) is the federal share of the cost of the Medicaid Program. The FMAP is also used to calculate the Title IV-E Foster Care and Adoption Assistance federal match, child support disbursements and certain funds under welfare reform.
- FMAP is calculated according to a formula based on per capita income in an individual state in relation to the per capita income of the United States.

WHY IS THE FMAP CALCULATION UNFAIR TO ALASKA?

- The Federal Poverty Level is a criteria used for determining the financial eligibility of individuals and families for the Medicaid, Foster Care and Adoption Assistance Programs.
- The Federal Poverty Level for Alaska is set at 125% of poverty in the lower 48 states, resulting in more people meeting the income qualifying standards.
- There is no corresponding adjustment for the higher cost of living in Alaska in the way that federal law calculates the FMAP.
- Program eligibility is mandated by federal law at the adjusted income levels, the federal government is not participating in the cost of operating the programs at similar adjusted levels.

HOW MUCH HIGHER IS THE COST OF LIVING IN ALASKA?

- Four Alaskan cities were in the 20 highest cost urban areas of the U.S. in 1995.
- For these cities, the overall cost of living, and the cost of health care, compared to the U.S. average for these items were: Kodiak at 50% and 68%, Juneau at 36% and 60%, Fairbanks at 26% and 71%, and Anchorage at 25% and 76%.

WHAT IS OUR CURRENT FMAP?

- Alaska's FMAP is at the lowest allowable percentage under federal law: 50 percent.
- Only eleven states have an FMAP of 50 percent; the highest FMAP is 77 percent (Mississippi).

WHAT WOULD THE FMAP CHANGE MEAN?

- If the FMAP had been adjusted to account for the higher cost of living during the current state fiscal year, the federal share would have changed from 50% to 62%.
- This FMAP adjustment would mean an increase in federal participation of \$39,249,300 for the Medicaid Program and \$646,000 for Foster Care and Adoption Assistance, and a loss of \$1.2 million in child support disbursements to the Division of Public Assistance.

FISCAL NOTE

STATE OF ALASKA
1997 LEGISLATIVE SESSION

BILL NO. SJR 23

Revision Date: _____
 Title: Request Congress to change FMAP

 Sponsor: Senate HESS
 Requestor: Senate HESS

Dept. Affected: Health and Social Services
 BRU: Medical Assistance Admin
 Component: Medical Assistance Central Admin
 COMPONENT SERIAL NO. 242
 See also (SN#): _____

Expenditures/Revenues:

(Thousands of Dollars)

OPERATING	FY98	FY99	FY00	FY01	FY02	FY03
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
----------------------	--	--	--	--	--	--

CHANGES IN REVENUES ()						
-------------------------	--	--	--	--	--	--

FUND SOURCE

(Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (please specify)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of any current year (FY97) cost: \$0.0

ANALYSIS: (Attach a separate page if necessary)

This resolution requests Congress to amend the Social Security Act to reflect the higher cost of living in Alaska in the Federal Medical Assistance Percentage (FMAP) formula that determines the federal share of the cost of the Medicaid Program. Enactment of this resolution will support the efforts of the Alaska Congressional Delegation in seeking the FMAP change but will not affect costs in the Medicaid Program.

Prepared by: Nancy Weller *NW* *BY*
 Division: Medical Assistance

Phone: 465-3355
 Date: 03/14/97

Approved by Commissioner: *Karen Perdue*
 Agency: Department of Health & Social Services

Date: 3/14/97

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SJR

39

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 2/16/98

FURTHER:

Date of 5-Day Notice: 2/26/98
 (in accordance with Uniform Rule 23)

DATE TURNED
 IN TO OFFICE: 3/4/98

HESS Committee considered

SENATE JOINT RESOLUTION NO. 39

Relating to improving reading instruction in elementary and secondary schools.

and recommends:

- be replaced with _____ CS SJR 39 (HES)
- adopt previous _____ CS _____ (_____)
- attached amendment(s)
- adopt Letter of Intent by _____ Committee
- further referral to the _____ Committee

- Senate Bill:**
- same title
 - new title
- House Bill:**
- same title
 - technical title
 - new: SCR# _____

SIGNING/DO PASS	DP	OTHER RECOMMENDATIONS	NR	DNP	AM
<i>[Signature]</i>	✓				
<i>[Signature]</i>	✓				
<i>[Signature]</i>	✓				
CHAIR: <i>[Signature]</i>	✓	CHAIR:			

NEW FISCAL NOTE(S):

Department	Date	Zero	Fiscal
SJR 39 CS SJR 39 Sen. HESS Cmte	2/23/98	✓	

PREVIOUS FISCAL NOTE(S):*

Department	Date	Zero	Fiscal

APPROPRIATION -- no fiscal note

*include fiscal notes accompanying Governor's bill

81
HASTINGS, MN

SENATE JOINT RESOLUTION NO. 39
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTIETH LEGISLATURE - SECOND SESSION

BY SENATOR TAYLOR

Introduced: 2/16/98

Referred: Health, Education and Social Services

A RESOLUTION

1 **Relating to improving reading instruction in elementary and secondary schools.**

2 **BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

3 **WHEREAS** illiteracy is growing at an alarming rate throughout the United States; and

4 **WHEREAS** 24,000,000 adult Americans cannot read and another 50,000,000 are
5 limited to a fourth or fifth grade reading level; and

6 **WHEREAS** the Reading Excellence Act has been introduced in the United States
7 Congress as S.B. 1596 and would provide \$210,000,000 for research supporting the use of
8 phonics, for teacher training, and for individual grants for primary and secondary reading
9 instruction; and

10 **WHEREAS** the use of intensive phonics instruction in the elementary education
11 curriculum would be an effective tool for improving reading skills in the public school system;

12 **BE IT RESOLVED** that the Alaska State Legislature supports the enactment of S.B.
13 1596, the Reading Excellence Act, and urges the United States Congress to approve the
14 measure as soon as possible.

15 **COPIES** of this resolution shall be sent to the Honorable Ted Stevens and the
16 Honorable Frank Murkowski, U.S. Senators, and the Honorable Don Young, U.S.
17 Representative, members of the Alaska delegation in Congress.

CS FOR SENATE JOINT RESOLUTION NO. 39(HES)**IN THE LEGISLATURE OF THE STATE OF ALASKA****TWENTIETH LEGISLATURE - SECOND SESSION****BY THE SENATE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE**

Offered:

Referred:

Sponsor(s): **SENATOR TAYLOR****A RESOLUTION****1 Relating to improving reading instruction in elementary and secondary schools.****2 BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:****3 WHEREAS** illiteracy is growing at an alarming rate throughout the United States; and**4 WHEREAS** 24,000,000 adult Americans cannot read and another 50,000,000 are**5 limited to a fourth or fifth grade reading level; and****6 WHEREAS** the Reading Excellence Act has been introduced in the United States**7 Congress as S. 1596 and would provide \$210,000,000 for research, for teacher training, and****8 for individual grants for primary and secondary reading instruction;****9 BE IT RESOLVED** that the Alaska State Legislature supports the enactment of**10 S. 1596, the Reading Excellence Act, and urges the United States Congress to approve the****11 measure as soon as possible.****12 Copies of this resolution shall be sent to the Honorable Paul Coverdell, U.S. Senator****13 and prime sponsor of S. 1596, to the Honorable Ted Stevens and the Honorable Frank****14 Murkowski, U.S. Senators, and the Honorable Don Young, U.S. Representative, members of****15 the Alaska delegation in Congress, and to all other members of Congress.**

FISCAL NOTE

STATE OF ALASKA
1997 LEGISLATIVE SESSION

BILL NO. SJR 39

Revision Date _____ Dept. Affected _____
 Title Support Reading Excellence Act BRU _____
 Component _____
 Sponsor Senator Taylor _____
 Requester Senate HESS Committee Component Serial No. _____

Expenditures/Revenues (Thousands of Dollars)

OPERATING EXPENDITURES	FY 99	FY 00	FY 01	FY 02	FY 03	FY 04
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES []						
----------------------------------	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
1091 Designated Program Receipts						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY97) cost: 0.0

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: *(Attach a separate page if necessary)*

This resolution will have no impact to the General Fund.

Prepared by Gary Wilken, State Senator Phone 465-3709
 Division Chairman, Health, Education & Social Services Committee Date 2/28/98
 Approved by *Gary Wilken* Date 2/28/98
 Agency _____

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Alaska State Legislature

Chairman,
Judiciary Committee

Member,
Resources Committee
Rules Committee
Committee on Committees



State Capitol
Juneau, Alaska 99801-1182
(907) 465-3873
Fax: (907) 465-3922

352 Front Street
Ketchikan, Alaska 99901
(907) 225-8088
Fax: (907) 225-0713

Senator Robin L. Taylor
Senate Majority Leader

SPONSOR STATEMENT

SENATE JOINT RESOLUTION 39

SJR 39 sends a message to the United States Congress that Alaska supports The Reading Excellence Act, S. 1596, sponsored by Senator Paul Coverdell of Georgia, which will provide funding to improve reading skills and enhance reading instruction methods nationwide. The Reading Excellence Act will provide \$212 million for research, teaching, and individual grants for primary and secondary reading instruction.

S. 1596 requires that 95 percent of the funds go to actual reading instruction for children, not administrative overhead. The measure also authorizes grants to parents for tutorial assistance for their children. Funds for the teacher training would have to be spent on programs proven effective by scientific research.

Grants to parents for tutorial assistance for their children are also authorized in the legislation. Our children's reading skills must be dramatically improved if we, as a state and as a nation, are to compete in the global marketplace of the 21st century.

District A:

Hyder • Ketchikan • Kupreanof • Meyers Chuck • Petersburg • Saxman • Sitka • Wrangell

Support **B.O.O.K.S.** for America!

U.S. SENATOR PAUL COVERDELL (R-GA)
The Better Opportunities for Our Kids and Schools Act

GOP EDUCATION MEDIA HOTLINE: Phone 202-224-8049 FAX 202-228-3196

Update for Monday, February 2, 1998...

COVERDELL INTRODUCES BILL TO IMPROVE READING SKILLS

SB1596

--"Reading Excellence" initiative a key component of BOOKS--

WASHINGTON, D.C. -- U.S. Senator Paul Coverdell (R-GA) today introduced legislation to fight illiteracy by improving reading instruction for students in America's primary and secondary schools. Titled *The Reading Excellence Act*, the proposal represents a key component of the Senate Republican Leadership's BOOKS (*The Better Opportunities for Our Kids and Schools Act*) education reform plan for grades K-12.

"High illiteracy rates are a threat to the foundations of a healthy democracy. *The Reading Excellence Act* would address this serious problem by improving the reading skills of children in schools across America," remarked Coverdell, who is the sponsor of both this specific bill and the comprehensive BOOKS package.

The Reading Excellence Act would provide \$210 million for research, teaching training, and individual grants for primary and secondary reading instruction. The bill requires that 95 percent of the funds go to actual reading instruction for children, not administrative overhead. Furthermore, the measure authorizes grants to parents for tutorial assistance for their children, and funds for the teaching training would have to be spent on programs proven effective by scientific research. The House of Representatives passed similar legislation late last year.

In addition to *The Reading Excellence Act* introduced this afternoon, BOOKS contains Coverdell's A+ Education Savings Accounts (ESAs), block grants for states and local school districts, school safety voucher programs, teacher testing and merit pay, expansion of charter schools, and funding for the Individuals with Disabilities Education Act (IDEA).

"Our legislation would help kids acquire the reading skills they must have to keep pace in a highly competitive economy. This proposal will make a real difference for children in our Nation's primary and secondary schools, and I hope all of my colleagues will support our effort to combat illiteracy by improving students' reading skills," Coverdell concluded.

###

FORBES -February 23, 1998

Why do we have a worker shortage in a society with considerable residual unemployment?

The skills gap

By Kelly Barron

A SURGE IN AIRCRAFT ORDERS last year should have been great news for aerospace giant Boeing Co. Instead, it cost the company plenty. Production delays will cost it \$2.6 billion in actual and expected pretax charges.

To fill the new orders, the Seattle, Wash.-based firm, one of the U.S.' leading exporters, added 12,100 assembly workers last year. It found that 8,000 of them needed schooling in everything from reading blueprints to riveting. "A lack of experienced help in the work force made it more difficult to build as many aircraft as we had hoped," says James Dagnon, a Boeing senior vice president.

The workers needing retraining were by no means the bottom of the barrel. Boeing had already rejected a third of the candidates interviewed because they lacked even rudimentary reading and math skills or had poor employment histories.

A familiar story in high-tech businesses. But assembly lines? The list of industries hitting the wall of skilled-labor shortages keeps growing. It already includes financial services, transportation and manufacturing. Although there remain unemployed people in the U.S., the supply of employables is fast drying up.

This skills shortage shines a harsh light on the U.S. educational system, long a subject of concern to FORBES (see "Voucher kids," June 2, 1997 and "The end of arrogance," Feb. 13, 1995). Says Richard Judy, a senior research fellow at the Hudson Institute in Indianapolis, Ind. and coauthor

of Workforce 2020: "Our K-through-12 system in this country is just not getting the job done."

As far back as 1983 a presidential commission's report, "A Nation at Risk," concluded that inferior education threatened to blunt America's competitiveness. There have been halting reforms since, but teachers' unions still mother mediocrity at the local level. Worse, they block parental choice and vouchers. The unions' standard response to complaints about the quality of the product they deliver is: Give us more money.

With employable workers scarce, companies raid one another. Companies in the high-tech sector report turning over between 20% and 30% of their staffs every year. Part of that stems from bidding wars in Silicon Valley, in which talent scarcity is a major factor. But turnover is expensive. "How do you get a job done with those kinds of turnover rates?" asks Gale Fitzgerald, chairwoman and chief executive of Buffalo, N.Y.-based Computer Task Group.

In the days when industry required huge amounts of sheer muscle power, lack of education wasn't a big problem. But today nearly all jobs require literacy. Machinists need computer skills to operate chip-controlled equipment. Parcel delivery involves data entry. Telemarketers must know how to spell and edit their entries.

The trucking industry says it will need an estimated 80,000 new truck drivers every year through 2008. Drivers still need a certain amount of brawn, but they also require logistics skills, which means being able to conduct inventory, routing, even flow analysis, from the computers in their cabs. Cedar Rapids, Iowa-based trucking company CRST International has 15 recruiters constantly prowling for new blood. Says Vice President Larold Witt, "Five or ten years ago you could hire a lot of farm boys who had been driving a combine since they were 9. Now we're taking guys who have driven a car only once or twice in their lives."

Nearly 20% of the companies recently surveyed by Training magazine said they taught reading, writing, arithmetic or English to their new hires. Of

those semiliterates, 67% had high school diplomas-a further black eye for the public educational system. One company investing in the basics is \$2 billion (revenues) Qualcomm Inc., a San Diego, Calif. maker of wireless technologies. Last year the company remedially schooled 500 employees hired to manufacture telephones.

The skills shortage is especially hard on small manufacturers, who have fewer resources to train workers. At Delco Machine & Gear in Long Beach, Calif., Chief Executive Philip Jakobi teaches employees reading and math as well as machining. Though the company is growing at 15% a year, Jakobi says it could grow 20% a year with enough bodies.

Unions and politicians like Dick Gephardt would have you believe that companies move to places like India, Ireland and the Philippines only for cheap labor. In fact many of them move to those places in search of educated, trainable workers. Some businesspeople would like to import needed talent from overseas, but Congress and the Administration turn deaf ears to their pleas for more liberal immigration policies for skilled workers.

The Hudson Institute's Judy estimated that the unaddressed shortages throughout the U.S. economy will result in a 5% drop in the growth rate of GDP over the next five years. That translates into about \$200 billion in lost output-nearly \$1,000 for every American.

What to do about it? The White House talks about big new training initiatives. It talks about cutting class size and hiring more teachers. But there's a lot of waste in these government programs already. The U.S. General Accounting Office recently concluded that in 1995 nearly 95% of \$273 million in vocational training grants went to train people for oversupplied occupations such as cosmetology.

Some companies run effective vocational programs of their own. Cisco Systems has spent \$20 million on Networking Academy, a program that instructs youths to build and manage the computer-server networks the company sells. Students practice on their schools' computer systems and

intern at local companies that are more than happy to have workers who know what they're doing-teenagers or not.

"I got really good at it," exults 17-year-old Felicia Voss, a star pupil in Cisco's program at Thurgood Marshall Academic High School in lower-middle-income South San Francisco. "I terminate cables and do punch-down," she says, stopping herself. "Oh, you don't know what that means." Smart kid. Voss explains, "We put wires into a jack so other computers can get access."

That's splendid, but should businesses-heavily taxed already to support public schools-have to teach prospective employees how to read and write and do arithmetic? Unless the U.S. does something about its inefficient educational monopoly, it will have real trouble maintaining its present level of economic growth.

HB

45

DATE: 2/25/97

FURTHER:

DATE TURNED
IN TO OFFICE: 3/5/97

HESS Committee considered

CS FOR HOUSE BILL NO. 45(HES)

"An Act relating to runaway and missing minors; and providing for an effective date."

and recommends:

be replaced with _____ CS _____

adopt previous _____ CS _____

attached amendment(s)

adopt Letter of Intent by _____ Committee

further referral to the _____ Committee

Senate Bill:

same title

new title

House Bill:

same title

technical change

new: SCR# _____

SIGNING DO PASS	DP	OTHER RECOMMENDATIONS	NR	DNP	AM
<i>[Signature]</i>	✓				
<i>[Signature]</i>	✓				
CHAIR: <i>[Signature]</i>	✓	CHAIR:			

NEW FISCAL NOTE(S):

Department Date Zero Fiscal

Public Safety	3/4/97	✓	

PREVIOUS FISCAL NOTE(S):*

Department Date Zero Fiscal

APPROPRIATION -- no fiscal note

*include fiscal notes accompanying Governor's bill

FISCAL NOTE

STATE OF ALASKA
1997 LEGISLATIVE SESSION

BILL NO: CSHB 45 (HES)

Revision Date: 03/04/97
 Title: Runaway Juveniles

Dept. Affected: Public Safety
 BRU: Alaska State Troopers
 Component: Detachments

Sponsor: Rep. Kelly
 Requestor: S.HESS

COMPONENT SERIAL NO. 0799

EXPENDITURES/REVENUES: (Thousands of Dollars) (inflation not included)

OPERATING	FY 98	FY 99	FY 00	FY 01	FY 02	FY 03
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	-0-	-0-	-0-	-0-	-0-	-0-
CAPITAL	-0-	-0-	-0-	-0-	-0-	-0-
CHANGE IN REVENUES ()	-0-	-0-	-0-	-0-	-0-	-0-
Revenue Code						

FUNDING: (Thousands of Dollars)

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

Estimate of current year (FY 97) impact: \$ _____

POSITIONS:

FULL-TIME	0	0	0	0	0	0
PART-TIME	0	0	0	0	0	0
TEMPORARY	0	0	0	0	0	0

ANALYSIS: (Attach a separate page if necessary.)

This bill would not have any significant fiscal impact on AST.

Prepared By: Capt. Ted M. Bachman
 Division: Alaska State Troopers

Phone: 269-5650
 Date: 03/04/97

Approved by Commissioner: Ronald L. Otte *Ronald L. Otte*
 Agency: Department of Public Safety

Date: 3/4/97

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FISCAL NOTE

STATE OF ALASKA
1997 LEGISLATIVE SESSION

BILL NO. HB45

Revision Date: _____
Title: Relating to Runaway and Missing Minors
Sponsor: Representative Kelly
Requestor: House (HES)

Dept. Affected: Health and Social Services
BRU: Family and Youth Services
Component: DFYS Central Office
COMPONENT SERIAL NO. 259
See also (SN#): _____

Expenditures/Revenues:

(Thousands of Dollars)

OPERATING	FY98	FY99	FY00	FY01	FY02	FY03
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
----------------------	--	--	--	--	--	--

CHANGES IN REVENUES ()						
-------------------------	--	--	--	--	--	--

FUND SOURCE

(Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (please specify)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of any current year (FY97) cost: \$0.0

ANALYSIS: (Attach a separate page if necessary)

There would be no fiscal impact to the Division if this bill were to become law.

5/20/97

Prepared by: L. Diane Worley, Director
Division: Family & Youth Services
Approved by Commissioner: Karen Berdoo, Commissioner
Agency: Department of Health & Social Services

Phone: 465-3191
Date: 02/07/97
Date: 2/12/97

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Alaska State Legislature

REPRESENTATIVE
PETER KELLY

Mailing Address:
119 N. Cushman, Suite 203
Fairbanks, Alaska 99701
(907) 456-8161



White or Jeanne
State Capitol
Juneau, Alaska
99801-1182
907) 465-2327

House District 3

House Of Representatives

Sponsor Statement

HB 45

Runaway and missing children

HB 45 provides a technical correction that occurred when my comprehensive re-write of the juvenile code was combined with Senator Steve Frank's legislation on runaway's following the last legislative session. When these two bills were combined a core piece of Senator Frank's legislation was lost. The reviser of bill needs this legislation to fix the problem.

This bill returns to a parent or guardian the decision to allow an unemancipated minor to remain on the street or to require the minor to return home. A runaway minor should not have the right of refusal as to where the minor should live. This decision should lie with the minor's parent, legal guardian, or in remote cases, a peace officer.

When you read the paper and learn of juveniles committing crime, vandalism, or living on the streets, you may ask yourself: "Where were these kids parents?" When you drive home late at night and see teens or younger children out on the street it is not just the parents who are at fault. Please remember that State law gives these children veto power over their parent's decision for the minor's return home.

We all agree that it is not in a minor's best interest for the minor to be "habitually absent from home or refusing to accept available care" (AS 47.10.010(a)(1)). It was not intentional for our statutes to read that a minor who has run away from home, must first consent to her or his return to that home. HB 45 corrects this problem.

STATE OFFICE
ALASKA PEACE OFFICERS ASSOCIATION

P.O. Box 240106 Anchorage, Alaska 99524-0106 Phone (907) 277-0515 Fax (907) 272-5355



January 17, 1997

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James See, Member
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Pres. Prince of Wales Chapter

Representative Pete Kelly
Alaska State Legislature
State Capitol (MS 3100)
Juneau, Alaska 99801-1182

Dear Representative Kelly,

On behalf of the Alaska Peace Officers Association, I would like to thank you for sponsoring House Bill 45 relating to runaway and missing minors. At a recent meeting of the APOA State Board, we decided to unanimously support this legislation. We believe that a runaway minor should not have the right of refusal or choice as to where the minor should live. We feel this decision should lie with the minor's parent, legal guardian or, in remote cases, a peace officer.

We encourage you to call on us when there are hearings on this bill, so that we may testify about the need for this legislation. If you need assistance as you shepherd this bill through the legislative process, please call me at 451-5316, or our business manager, Joseph Young at 277-0515.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Corkill".

Michael Corkill
APOA State President

Comments on HB45:

Kim Wood
PO Box 56152
North Pole, AK 99705

Upon reading HB45 I was taken back to April 23, 1996, when our daughter "decided" that she didn't want to live with us anymore and would rather "live her own life" at age 13. That was the day I summoned the police to pick her up off the street because she said she was not coming home. When she was taken to the police station, she said she was not going home with us. We then asked the police what we could do and we were told "nothing." They then transported her to Family Focus. That was all they said they could do. Never once did the police tell our daughter that she had to go home with us, so she really felt like she had the upper hand and we felt she did too. She got what she wanted, to do what she wanted, when she wanted. I'm sure she probably laughed inside all the way to Family Focus, while we were crying at home. I might add here that there was never any question of physical, mental, or sexual abuse, just a child who got it in her head that she could do what she wanted and there was nothing we could do about it. The sad thing is that she was right, until we found out about Teen Help.

How helpless we felt that day and the days that followed until we were given the number of Teen Help. The day after I called them, an escort team was on their way to Fairbanks to take our daughter to a residential treatment facility where we could all begin to sort through what was wrong and begin the healing process. To date things are going well and our daughter is in a safe, secure environment, where together we are all working on the issues that ultimately led to April 23, 1996.

Every day I see in the paper where another adolescent is either missing, or assaulting their parents, etc. It makes me angry that there is nothing in our own state, much less our own community that can provide assistance to our children who are definitely crying out for help.

I would venture to say that most of the kids on the street are not from abusive homes, but rather they know that there is nothing their parents can do to make them be responsible for the bad choices they have made, and that if not checked, will eventually ruin their lives, like ending up in jail for the rest of their life for shooting a police officer in the chest. And actions that affect the lives of others in the community by way of stealing, vandalism, etc. How sad that our state thinks it's more important to give grants to start charter schools for "gifted" children when the money could be better used to establish facilities to help our kids at risk. And yes, I do mean help. If you could talk to the kids in the program that our daughter is in, you would find that they are now thankful that their parents are

making the emotional and monetary sacrifice they are making to ensure that their son or daughter is receiving the help they need.

One thing I noticed in the bill, (4) (B) "that counseling services for the minor's parent or guardian and the minor's household may be available under AS 47.10.142(B)." This is a good place to start, too bad it was never offered to my family. We were on our own in finding counseling and it would have been helpful if someone would have assisted us. When your family is falling apart, you feel like you are all alone in the world, and there was nowhere to turn for us. I can only hope that our state government will take a serious look at this issue and take action soon. The problem is not getting better, and will not go away on its own. It's too late for my family, but not for countless others in our community that are now or will in the future go through this tragedy.

Respectfully,

Kim M. Wood 2/13/97

HB45...TELECONFERENCE...HESS...February 13, 1997

by Al Near

HB45 seeks to correct a technical error that occurred when SB289 was written into AS 47.10.141(B). I support this correction.

Despite our best efforts, the runaway youth problem continues to plague us. Responsible parents who are trying to instill traditional values encounter legal roadblocks. If a kid chooses to leave home (runaway), there's very little a parent can do to prevent it, and kids know this! Laws designed to protect abused and neglected children are easily exploited by rebellious kids who are challenging authority. Young people who, in an earlier time would have been held accountable for their misdeeds, can now exercise adult freedoms unencumbered by responsibility.

Alaska desperately needs the option of secure treatment facilities for our rebellious runaways. At present, families have few choices when their son or daughter runs. If pleading with them to come home doesn't work...then what? A growing number of Alaskan families are sending them to programs "Outside". Facilities in Utah, Idaho and Montana can maintain a secure environment for rehabilitation programs and their success rates are impressive...over 80%! The cost is high too...\$100 a day and up, but over a dozen families in Fairbanks alone have children in just one of these programs today.

Why can't we have this option *in Alaska*? It seems that mandates flowing from Federal legislation of the 70s may be the reason. To ensure so called "least restrictive" settings for juveniles in custody here, certain Federal funds for juvenile programs are contingent upon compliance. For example, detention of juveniles who run away from home would place a portion of this grant money at risk. It's assumed that kids who run away are fleeing abusive homes. This completely overlooks the merely rebellious ones...kids who would exploit these laws and manipulate the system. Kids who know that law enforcement agencies do NOT aggressively pursue runaways or the people who harbor them.

I urge you and the administration to consider lifting the ban against secure placement for habitual runaways.



How times have changed

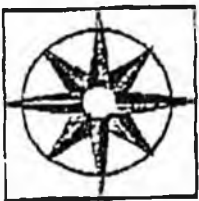
Public school teachers rate the top disciplinary problems

1940

- Talking out of turn
- Chewing gum
- Making noise
- Running in the halls
- Cutting in line
- Dress-code violations
- Littering

1990

- Drug abuse
- Alcohol abuse
- Pregnancy
- Suicide
- Rape
- Robbery
- Assault



TEEN HELP
1-800-355-8336

ID #

In the next 24 hours . . .

(Based on national averages)

- 1,439 Teens will attempt suicide
- 2,795 Teenage girls will become pregnant
- 9,506 Teens will take their first drink of alcohol or use of drugs
- 3,561 Teens will run away

Truancy and violence by teens have increased tremendously. Teens now account for over a fourth of all Sexually Transmitted Diseases and over fifty percent of all teens use alcohol or drugs.

More teens than ever before are in need of help. Even the best of homes are being affected by this nationwide problem.

Teen Help . . .

has resources or can refer parents to resources such as:

- Parent Support Groups
- Parent and Teen Retreats
- Adolescent Counselors
- Short Term Crisis Centers
- Treatment Programs
- Schools, Camps, other Alternatives

For more information . . .

Call TEEN HELP

1-800-355-8336

WARNING SIGNS OF RUNAWAY CHILDREN

It is apparent that children with runaway tendencies manifest similar behaviors. The following list was compiled by parents of runaway children in the Fairbanks area. Those contributing the information all agree that it is far more than coincidental that many behaviors are similar, but they are puzzled as to what moves a child in that direction.

We hope this this information will alert other parents to a potential runaway problem before it happens.

- Dishonesty (lying, cheating, stealing).
- Lack of conscience.
- Poor school performance.
- Disruptive and/or disinterested in class.
- Disinterest in extra-curricular or other organized activities.
- Friendships with inferiors or hanging around with the bad elements.
- Inability to see the consequences of any given action.
- Drops out of family activities.
- Disavows family values.
- Manipulates others.
- Poor judgement and decision-making skills.
- Will do anything for peer acceptance.
- Gang attire and music preferences.
- Severe mood shifts.
- Bored and unable to entertain self – relies on peers, TV and others.
- Impulsive behavior – self damaging and harmful (i.e., drugs, shoplifting, sex, etc.)
- Low self-esteem.
- No sense of identity.
- Frequent and inappropriate display of anger.
- Unstable and intense friendships of short duration.
- Threats of suicide.
- Self mutilation.
- Avoidance of responsibilities by running or consequences of actions.
- Consistently truant.
- Destructive to property of self and others.
- Never admits to fault.
- Exhibits paranoid behavior.
- Continues to maintain relationship with boyfriend/girlfriend as forbidden by parents.
- Unrealistic use of money. Unable to hang on to money. Does not know value.

HB

145

SENATE COMMITTEE REPORT

DATE: 3/24/97

FURTHER: Finance

DATE TURNED
IN TO OFFICE: 4/9/97

HESS Committee considered CS FOR HOUSE BILL NO. 145(HES)

"An Act relating to certification of teachers."

and recommends:

be replaced with _____ CS _____ (_____)

adopt previous _____ CS _____ (_____)

attached amendment(s)

adopt Letter of Intent by _____ Committee

further referral to the _____ Committee

Senate Bill:

same title

new title

House Bill:

same title

technical change

new: SCR# _____

SIGNING DO PASS	DP	OTHER RECOMMENDATIONS	NR	DNP	AM
<i>[Signature]</i>					
<i>[Signature]</i>	X				
<i>[Signature]</i>	✓				
<i>[Signature]</i>	✓				
CHAIR: <i>[Signature]</i>	✓				

NEW FISCAL NOTE(S):

Department Date Zero Fiscal

Department	Date	Zero	Fiscal

PREVIOUS FISCAL NOTE(S):*

Department Date Zero Fiscal

Department	Date	Zero	Fiscal

APPROPRIATION -- no fiscal note

*include fiscal notes accompanying Governor's bill

HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

ALASKA STATE LEGISLATURE
HOUSE OF REPRESENTATIVES

STATE CAPITOL, JUNEAU 99801
(907) 465-3759



SPONSOR STATEMENT

CS HB 145 (HES)

"An Act relating to certification of teachers."

We all realize the importance of having well-qualified teachers in our school system. In an effort to provide our state with a quality teaching force, we must ensure that our prospective teachers demonstrate a minimum level of competency in basic skills.

There are over 40 states that include tests as a part of their teacher licensure. The passage of CS HB 145 (HES) would add Alaska to that list.

Beginning July 1, 1998, CS HB 145 (HES) would require people who are not now licensed to teach in the state to pass a competency examination designated by the Alaska State Board of Education before receiving their certification. It is our intention that the Board will select a basic test for primary grades and a test for subject endorsements in secondary. The board will also establish the minimum acceptable level of performance for this examination.

I urge you to support these increased standards for our teachers.

FISCAL NOTE

STATE OF ALASKA
1997 LEGISLATIVE SESSION

No. 2
Bill Version: CSHB 145 (HES)
(H) Publish Date: 3/12/97

Title: An act relating to certification
of teachers...
Sponsor: Rep. Bunde
Requestor: _____

Dept. Affected Education
BRU: Teacher & Learning Support
Components: Teacher Certification
Serial # 1240

EXPENDITURES/REVENUES: (THOUSANDS OF DOLLARS)

OPERATING	FY 98	FY 99	FY 00	FY 01	FY 02	FY 03
Personal Services	0.0	0.0	0.0	0.0	0.0	0.0
Travel	10.0	0.0	0.0	0.0	0.0	0.0
Contractual	40.0	0.0	0.0	0.0	0.0	0.0
Supplies	0.0	0.0	0.0	0.0	0.0	0.0
Equipment	0.0	0.0	0.0	0.0	0.0	0.0
Land & Structures	0.0	0.0	0.0	0.0	0.0	0.0
Grants, Claims	0.0	0.0	0.0	0.0	0.0	0.0
Miscellaneous	10.0	0.0	0.0	0.0	0.0	0.0
TOTAL OPERATING	60.0	0.0	0.0	0.0	0.0	0.0

CAPITAL	0.0	0.0	0.0	0.0	0.0	0.0
---------	-----	-----	-----	-----	-----	-----

REVENUE	0.0	0.0	0.0	0.0	0.0	0.0
---------	-----	-----	-----	-----	-----	-----

FUNDING: (THOUSANDS OF DOLLARS)

General Fund	60.0	0.0	0.0	0.0	0.0	0.0
Federal Fund	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	60.0	0.0	0.0	0.0	0.0	0.0

POSITIONS :

Full-Time	0	0	0	0	0	0
Part-Time	0	0	0	0	0	0
Temporary	0	0	0	0	0	0

ANALYSIS: (ATTACH A SEPARATE PAGE IF NECESSARY)

see attached analysis

Prepared by:

House Finance Committee

Rep. Mark Hanley, Co-Chair

Rep. Gene Therriault, Co-Chair

Date: 3/11/97

Phone: 465-4939

Phone: 465-4797

COMMITTEE COPY

PAGE 1

OF

1



NEA-ALASKA

Affiliated with the National Education Association

February 24, 1997

Representative Con Bunde
Chairman of the House HESS Committee
Juneau, Alaska

Dear Representative Bunde:

NEA-Alaska supports the use of testing to measure professional knowledge and competency of those who seek initial certification to teach in Alaska. We support HB 145.

Testing teachers prior to certification is consistent with last year's legislative mandate requiring a comprehensive system of teacher evaluation for experienced teachers. Beginning this year school administrators will be working more closely with teachers to both improve individual teaching performance.

NEA-Alaska seeks higher standards for teachers. Preparation programs must be relevant to experiences and needs of the classroom. The use of testing will provide Alaska a wealth of information on how well they are doing to prepare for Alaska's classrooms. Institutions that prepare students to teach in Alaska can use test results to identify methodology and innovation to insure that students who become teachers are trained and prepared well.

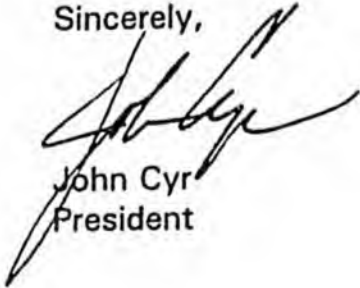
Certification standards imposed on new hires by the state must be rigorous. The evaluation teachers receive in classrooms by administrators along with future efforts by the State Board of Education in working with local school districts to improve teaching performance will move Alaska's schools toward greater levels of excellence. We support the Department's efforts to develop pre-service and practice assessments and measures for new and career teachers.

HB 145 will provide Alaska school districts a degree of assurance that applicants for teaching positions who apply for initial certification have

successfully completed a test designed to measure competency in basic skills, professional knowledge or expertise in their area of teaching specialty.

We look forward to working with the sponsors of the bill to address ways to make the bill better and more functional.

Sincerely,

A handwritten signature in black ink, appearing to read "John Cyr", written over the typed name and title.

John Cyr
President

TABLE B-2
ASSESSMENT REQUIREMENTS FOR THE INITIAL TEACHING CERTIFICATE

STATE	Basic Skills Exam:					Subject Matter Exam	General Knowledge Exam	Knowledge of Teaching Exam	Assessment of Teaching Performance	Footnotes
	Reading	Math	Writing	Spelling	Other					
	1	2	3	4	5	6	7	8	9	
Alabama	(1)	(1)	(1)	(1)		(2)		(2)	X	(1) For admission to program (2) Institution's exit exam
Alaska										
Arizona	X	X			(1)					(1) Grammar
Arkansas	X	X	X			X		X		
California	X	X	X			(1)			X	(1) Or completion of an approved subject matter program
Colorado	X	X	X		(1)	X	X	X		(1) Oral English proficiency
Connecticut	X	X	X			X				
Delaware	X	X	X							
D.C.	X	X	X			X			X	
Florida	X	X	X			X	X	X	X	
Georgia						X				
Hawaii	X	X	X			X		X	X	
Idaho										
Illinois	X	X	X		(1)	X				(1) Grammar
Indiana	X		X		(1)	X	X	X		(1) Listening
Iowa										
Kansas	X	X	X					X		
Kentucky	(1)	(1)	(1)	X		X	X	X	X	(1) Required for admission to teacher education
Louisiana	X	X	X		(1)	X	X	X	X	(1) Communication skills
Maine					(1)		X	X		(1) Communication skills
Maryland	X		X	X	(1)	X	X	X		(1) Listening
Massachusetts						(1)				(1) Two-part exam covering communication and literacy skills and the subject matter knowledge for the certificate proposed for fall 1990
Michigan	X	X	X			X	(1)			(1) Elementary Certificate exam (subject-area exam)
Minnesota	X	X	X		(1)					(1) PPST required
Mississippi	X	X	X		(1)	X	X	X		(1) Listening
Missouri	(1)	(1)	(1)	(1)		X				(1) For entry into teacher education
Montana	X	X	X		(1)		X	X		(1) Listening
Nebraska	X	X	X							
Nevada	X	X	X			X		X		
New Hampshire	(1)	(1)	(1)							(1) Demonstrate competence by: a) college recommendation, b) possession of MA or higher, c) certification from state requiring basic skills test, d) statement from college
New Jersey						X	(1)		X	(1) For elementary education
New Mexico	X	X	X		(1)		X	X		(1) Listening
New York							X	X		
North Carolina	(1)	(1)	(1)		(2)	X		X		(1) Prior to entry into teacher education (2) Listening
North Dakota	(1)						X	X		(1) Prior to entry into teacher education
Ohio	X	X	X			X	X	X		
Oklahoma	X	X	X			X			X	
Oregon	X	X	X			(1)	X	X	(2)	(1) Communication Skills & General Knowledge Exams required for elementary (2) For Oregon graduates
Pennsylvania	X		X		(1)	X	(2)	X		(1) Listening (2) Includes Math
Rhode Island (1)	X	X	X	X			X	X		(1) Core battery of NTE
South Carolina	X	X	X			X		X		
South Dakota (1)	X	X	X			X			X	(1) Required within the institutional program requirements
Tennessee	X	X	X			X	X	X	X	
Texas	X	X	X			X		X		
Utah										
Vermont										
Virginia	X	X	X			X	X	X		
Washington	(1)	(1)	(1)							(1) Required for some prior to entering teacher education
West Virginia	X	X	X			X			X	
Wisconsin	X	X	X							
Wyoming										

Assessments Used by States for Teacher Certification/Licensure
1996

state	basic skills	teaching knowledge: pedagogy and/or specialty areas	in-class observation
Alabama	x	preparing institution's exit exam	x
Alaska	-	-	-
Arizona	x	-	-
Arkansas	PPST	-	x
California	x	Praxis II and MSAT	x
Colorado	x	PLACE state developed exams	x
Connecticut	Praxis I	Praxis II	x
Delaware	PPST	-	x
District of Columbia	PPST	Praxis II specialty area tests	x
Florida	x	x	-
Georgia	-	state developed exams	x
Hawaii	PPST	PLTT and Praxis II specialty area tests	x
Idaho	-	-	x
Illinois	x	state developed exams	x
Indiana	x	Praxis II core battery and specialty area tests	x
Iowa	-	-	x
Kansas	PPST	Praxis II core pedagogy	x
Kentucky	x	Praxis II core battery and specialty area tests	x
Louisiana	x	Praxis II core battery and specialty area tests	x
Maine	PPST	Praxis II core battery	-
Maryland	-	Praxis II core battery and specialty area tests	-
Massachusetts	x	Praxis II core battery and specialty area tests	x
Michigan	x	x	x
Minnesota	PPST	-	x
Mississippi	x	Praxis II core battery and specialty area tests	x
Missouri	x	Praxis II core battery and specialty area tests	x
Montana	PPST	Praxis II core general knowledge and communication	x
Nebraska	PPST	-	x
Nevada	PPST	-	x
New Hampshire	x	-	x
New Jersey	-	Praxis II core general knowledge and specialty area tests	x
New Mexico	x	Praxis II core battery and specialty area tests	x
New York	-	Praxis II core battery and specialty area tests	x
North Carolina	PPST	Praxis II core pedagogy and specialty area tests	x
North Dakota	x	-	x
Ohio	x	Praxis II core pedagogy and general knowledge and specialty area tests	x
Oklahoma	PPST	specialty area exams	x
Oregon	PPST	Praxis II core pedagogy and specialty area tests	x
Pennsylvania	x	Praxis II core battery and specialty area tests	-
Rhode Island	x	Praxis II core battery and specialty area tests	x
South Carolina	x	Praxis II core pedagogy and specialty area tests	x
South Dakota	-	-	x
Tennessee	PPST	Praxis II core battery and specialty area tests	x
Texas	x	x	x
Utah	-	-	x
Vermont	-	-	x
Virginia	PPST	Praxis II core battery and specialty area tests	x
Washington	x	-	x
West Virginia	PPST	PLTT and specialty area tests	x
Wisconsin	x	-	x
Wyoming	-	-	x
total	78%	67%	86%

SOURCES: The NASDTEC Manual, 1996-1997; Manual on Certification and Preparation of Educational Personnel in the United States & Canada" (May, 1996) and Educational Testing Service web site

p100716a standstate teacher assessments

Sec. 14.20.020. Requirements for issuance of certificate. (a) Except as provided in (f) of this section, the department shall issue a teacher certificate to every person who meets the requirements in (b) and (c) of this section.

(b) A person is not eligible for a teacher certificate unless that person has received at least a baccalaureate degree from an institution of higher education accredited by a recognized regional accrediting association or approved by the commissioner. However, this subsection is not applicable to

- (1) persons employed in the state public school system on September 1, 1962;
- (2) persons issued an emergency certificate during a situation which, in the judgment of the commissioner, requires the temporary issuance of a certificate to a person not otherwise qualified.

(c) The board may establish by regulation additional requirements for the issuance of certificates, including the fees to be charged for each certificate.

(d) The board may by regulation establish various classes of certificates.

(e) The annual estimated balance in the account maintained by the commissioner of administration under AS 37.05.142 may be used by the legislature to make appropriations to the department to carry out the purposes of this section and to support the activities of the Professional Teaching Practices Commission under AS 14.20.460, 14.20.470, and 14.20.500.

(f) Except as otherwise provided in this subsection, the department may not issue a teacher certificate to a person who has been convicted of a crime involving a minor under AS 11.41.434 — 11.41.440, 11.41.455, or 11.41.460, or under a law in another jurisdiction with elements substantially similar to an offense described in AS 11.41.434 — 11.41.440, 11.41.455, or 11.41.460. When five years have elapsed after a person has received an unconditional discharge for a conviction of a crime listed in this subsection, the person may petition the department to issue the certificate in spite of the conviction if the person otherwise satisfies the requirements for the certificate. When deciding whether to grant or deny the petition, the department shall consider the nature of the particular crime, whether and to what extent the person has been rehabilitated, and the other factors that the department determines are significant.

(g) The department shall issue a teacher certificate to a person who possessed a valid Alaska teacher certificate upon retirement. A teacher certificate issued under this subsection is valid for the life of the retired teacher and qualifies the holder as a substitute teacher in the state.

(h) A person is not eligible for a teacher certificate unless the person has completed three semester hours in Alaska studies and three semester hours in multicultural education or cross-cultural communications. However, the commissioner may issue a provisional certificate, valid for no longer than two years, to an applicant who has not completed the semester hours required under this subsection at the time of application. (§ 37-5-4 ACLA 1949; am § 1 ch 76 SLA 1962; am § 10 ch 98 SLA 1966; am §§ 13, 14 ch 32 SLA 1971; am §§ 19, 20 ch 138 SLA 1986; am §§ 6, 7 ch 151 SLA 1990; am § 1 ch 3 SLA 1991; am § 5 ch 90 SLA 1991; am § 1 ch 105 SLA 1992)

Revisor's notes. — In 1992, in (f) of this section, "AS 11.41.434 — 11.41.440" was substituted for "AS 11.41.434 — 11.41.442" in two places to correct a manifest error in § 7, ch. 151, SLA 1990.

Effect of amendments. — The 1992 amendment, effective September 18, 1992, added subsection (h).

Editor's notes. — Section 10, ch. 151, SLA 1990 provides that subsection (f) does not apply when the crime occurred before September 19, 1990.

Opinions of attorney general. — The State Board of Education may not provide for issuance of a "teacher certificate" for a person who does not hold at least a baccalaureate degree unless the person comes

within one of the exceptions enumerated in this section. August 29, 1988 Op. Att'y Gen.

The State Board of Education may provide for a "provisional certificate" that is not a "teacher certificate," but it may not authorize the holder to be employed as a teacher or to be eligible for membership in the Teachers' Retirement System unless the certificate is based upon at least a baccalaureate degree. Similarly, a holder of a provisional certificate based on less than a baccalaureate degree would not be considered a "certificated employee" within the meaning of AS 14.20.550, relating to collective bargaining rights. August 29, 1988 Op. Att'y Gen.

4 AAC 12.020

REGULAR CERTIFICATE (TYPE A): PROVISIONAL CERTIFICATE
(PROVISIONAL TYPE A).

(a) The regular certificate, valid for five years, shall be issued to an applicant who

(1) has completed a teacher education program approved by the board, has a bachelor's degree, and is recommended by the preparing institution; or

(2) has completed an approved program in another state and is recommended by the preparing institution.

(b) Except as otherwise provided by 4 AAC 12.042, the applicant must have earned at least six semester hours of credit within the five years immediately preceding application.

(c), (d) Repealed 4/9/87.

(e) To meet the requirements of (a) of this section, the applicant must have satisfactorily completed three semester hours in Alaska studies and three semester hours in multicultural education or cross-cultural communications.

(f) The commissioner may issue a nonrenewable provisional certificate (provisional Type A), valid for no longer than two years, to an applicant who has completed the requirements of this section, except for the requirements in (e) of this section.

(g) For the purposes of endorsement and certification for other types of certificates issued under this chapter, a provisional certificate (provisional Type A) may be considered the equivalent of a regular certificate (Type A).

(h) The commissioner may convert a provisional certificate (provisional Type A) to a regular certificate (Type A) upon satisfactory completion of the courses required under (e) of this section and payment of the fee for a regular certificate.

History -

In effect before 7/28/59; am 6/9/61, Register 3; am 4/4/63, Register 10; am 1/28/66, Register 20; am 9/8/66, Register 24; am 5/30/71, Register 38; am 10/4/73, Register 47; am 8/30/75, Register 55; am 9/30/83, Register 87; am 8/30/86, Register 99; am 4/9/87, Register 102; am 7/2/93, Register 126; am 6/9/95, Register 134

Authority -

AS 14.07.060

AS 14.20.020

Marked Up

0-LS0552K

Version

SENATE CS FOR CS FOR HOUSE BILL NO. 145(FIN)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTIETH LEGISLATURE - FIRST SESSION

BY THE SENATE FINANCE COMMITTEE

Offered: 4/25/97

Referred: Rules

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

A BILL

Added in (S) FIN

FOR AN ACT ENTITLED

considered a technical amendment"

1 "An Act relating to certification of teachers; and providing for an effective date."

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

3 * Section 1. AS 14.20.020(b) is amended to read:

4 (b) A person is not eligible for a teacher certificate unless that person has
5 received at least a baccalaureate degree from an institution of higher education
6 accredited by a recognized regional accrediting association or approved by the
7 commissioner and, if applicable, has passed the examination or examinations
8 required by (i) of this section. However, this subsection is not applicable to

9 (1) persons employed in the state public school system on September 1,
10 1962;

11 (2) persons issued an emergency certificate during a situation that
12 [WHICH], in the judgment of the commissioner, requires the temporary issuance of
13 a certificate to a person not otherwise qualified.

14 * Sec. 2. AS 14.20.020(c) is amended to read:

— Added in Finance

15 (c) The board may establish by regulation additional requirements for the

1 issuance of certificates. The department shall establish by regulation [,
 2 INCLUDING] the fees to be charged for each certificate, including fees for criminal
 3 history background checks and for other charges assessed against teachers as part
 4 of certification. In establishing the fees to be charged, the department shall
 5 establish the fee levels so that the total amount of the fees collected relating to the
 6 certification of teachers approximately equals, when added to the other fees
 7 collected from teachers, the actual regulatory costs for certifying and disciplining
 8 teachers in the state. The department shall annually review each fee level to
 9 determine whether the regulatory costs are approximately equal to fee collections.
 10 If the review indicates that fee collections and regulatory costs are not
 11 approximately equal, the department shall calculate fee adjustments to the fees
 12 for certification of teachers and adopt regulations under this subsection to
 13 implement the adjustments. In January of each year, the department shall report
 14 on all fee levels and revisions for the previous year under this subsection to the
 15 office of management and budget. The department shall consider the board's
 16 recommendations concerning the fee levels and regulatory costs before revising
 17 fee schedules to comply with this subsection. In this subsection, "regulatory
 18 costs" means costs of the department that are attributable to regulation of the
 19 teaching profession, including the portion of the expenses of the board that are
 20 attributable to the regulation of the teaching profession and the expenses of the
 21 Professional Teaching Practices Commission.

22 * Sec. 3. AS 14.20.020 is amended by adding a new subsection to read:

23 (i) Beginning on July 1, 1998, a person is not eligible for an initial regular
 24 teacher certificate unless the person has taken and successfully completed a
 25 competency examination or examinations designated, at the time the person took the
 26 test, by the board. The board shall review nationally recognized examinations that are
 27 designed to test the competency of new teachers and shall designate those
 28 examinations that it finds adequately test the skills and abilities of new teachers. For
 29 each examination designated under this subsection, the board shall establish the
 30 minimum acceptable level of performance.

31 * Sec. 4. The requirements for examination established in secs. 1 and 3 of this Act do not

1 apply to a teacher who holds a valid regular teacher certificate on the effective date of secs.
2 1 and 3 of this Act.

3 * Sec. 5. The Department of Education shall report to the legislature by March 1, 1998,
4 on the examinations the department has selected in compliance with AS 14.20.020(i), enacted
5 by sec. 3 of this Act. The department shall also report to the legislature by March 1, 1999,
6 on the progress made in using competency examinations in issuing initial regular teacher
7 certificates.

8 * Sec. 6. Section 2 of this Act takes effect July 1, 1998. - Added in FIN

After July 1, 1998, the fees collected for
teaching certificates shall cover the
regulatory costs of certifying & disciplining
teachers, including the Professional Teaching
Practices Cmsn.

CORRECTION

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



Rev. 6/98

Central Microfilm Services
Department of Education
State of Alaska

Marked Up

0-LS0552K

Version

SENATE/CS FOR CS FOR HOUSE BILL NO. 145(FIN)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTIETH LEGISLATURE - FIRST SESSION

BY THE SENATE FINANCE COMMITTEE

Offered: 4/25/97

Referred: Rules

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

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FISCAL NOTE

STATE OF ALASKA
1997 LEGISLATIVE SESSION

No. 3
Bill Version: SCS CSHB 145 (FIN)
(S) Publish Date: 4-29-97

Revision Date: _____ Dept. Affected: EDUCATION
Title: An act relating to certification of teachers BRU: Teaching and Learning Support
Component: Teacher Certification
Sponsor: House HES
Requester: Senate Finance Committee COMPONENT SERIAL NO. 1240

Expenditures/Revenues: (Thousands of Dollars)

OPERATING EXPENDITURES	FY98	FY99	FY00	FY01	FY02	FY03
PERSONAL SERVICES						
TRAVEL	15.0					
CONTRACTUAL	75.0	20.0	20.0	20.0	20.0	20.0
SUPPLIES	10.0	3.0	3.0	3.0	3.0	3.0
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	100.0	23.0	23.0	23.0	23.0	23.0

CAPITAL EXPENDITURES	0	0	0	0	0	0
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CHANGES IN REVENUES						
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FUNDING: (Thousands of Dollars)

1002 Federal Receipts	0	0	0	0	0	0
1003 GF Match	0	0	0	0	0	0
1004 GF	100.0					
1005 GF/Program Receipts		23.0	23.0	23.0	23.0	23.0
Other:						
TOTAL	100.0	23.0	23.0	23.0	23.0	23.0

Estimate of current year (FY97) cost: \$

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS: (Attach a separate page if necessary)

The Senate Finance Committee Substitute requires that the Department of Education establish fees sufficient to cover the cost of certifying and disciplining teachers in Alaska. The legislation requires that the program be self-supporting beginning July 1, 1998. The costs included in this fiscal note are related to developing a teacher examination in FY98 and for implementation beginning in FY99 to be paid by certification applicants. This note does not include changes in the fee structure that will be required in order to become self-supporting.

Please see the attached analysis for additional information on the FY98 costs.

Prepared by: Nancy Buell
Division: Teaching and Learning Support
Approved by Commissioner: Shirley J. Holloway, Ph.D.
Agency: Department of Education

Phone: 465-8689
Date: 4/25/97
Date: 4/25/97

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Department of Education
Fiscal Note Analysis

SCS CSHB 145 (FIN)

An Act relating to certification of teachers

Travel - \$15.0

With the implementation date of July 1, 1998, the department will need to accelerate the work of the Professional Licensure Task Force. The existing travel budget for the Teacher Certification unit is very limited. In order for staff to be able to work with the task force and the State Board in implementing the teacher exam, additional travel will be required.

Contractual - \$75.0

Funding under contractual will be used for the following:

1. professional services contract to review and analyze all nationally recognized tests to determine if they meet Alaska's standards for professional educators and determine legally defensible cut-off scores, \$50.0;
2. costs associated with revising forms, procedures, regulations, and the development of informational materials including advertising, printing and mailing, \$5.0;
3. revisions to data base application to accommodate the standards based licensure system including tracking and reporting \$15.0; and
4. start up costs for the administration of the test, \$5.0.

Supplies - \$10.0

These funds include office supplies such as purchase of envelopes, preprinted forms, computer software (not hardware), and other consumable supplies related to implementation of the teacher exam.

It is anticipated that once a test is selected that meets the Alaska standards for professional educators, applicants for licensure in the state would pay a specific vendor for administration of the test. However, based on information from other states that have implemented a teacher exam, there are ongoing costs to the department that are reflected in the fiscal note.

The legislation will affect approximately 4,500 new applicants each year including those new to the profession, new to Alaska, new to teaching in Alaska, or new Type B applicants who must qualify for a Type A.

Impact of Moving Teacher Certification to Occupational Licensing

The Department of Education has no strong objection to moving Teacher Certification to Occupational Licensing, but sees no compelling reason to do so, and some substantial issues would need to be resolved before such a move were made. It may be that after these are explored, the decision would be not to move it, as has been the case with other Departments and licensing functions. Among the issues are:

1. A move would involve changing the statutory authority of the State Board of Education and the Commissioner of Education, both of whom have waiver and approval authority not just over teacher certification, but over approval of the institutions which prepare teachers. At present, no licensing area administered by Occupational Licensing has a relationship with a Board or Commissioner outside of the Department of Administration.
2. In regard to the latter, the only relationship the Department of Education now has with the universities preparing teachers is through the approval of their programs. This includes on-site reviews of in-state programs, for example. Since the primary way in which teachers are prepared is through a university, such a relationship needs to continue. Would Occupational Licensing maintain such a relationship?
3. The State Board of Education is currently in the midst of redefining what is required for licensure for both teachers and administrators. This work has been going on for two years and has involved a large, representative group (NEA, PTA, School Boards, Native Organizations, School Administrators and University staff). It would be critical that there be a transition for this work, which is coordinated with the passage of HB465 and the development of new teacher performance standards. The recommendation of this group is an entirely new system of licensure designed to substantially improve the quality of the workforce according to national and state recommendations. It is the intent of the State Board to propose these changes in the next legislative session.
4. All licenses in Occupational Licensing are funded entirely out of program receipts. 1/3 of the non-designated receipts go to the Professional Teaching Practices Commission, but it has no other relationship to the Department. The relationship of the PTPC to Occupational Licensing would have to be determined, and whether 1, 2 or 3 boards would emerge from the transition (c.g. some new Board which would combine PTPC and SBOE functions, the existing SBOE and PTPC, or a new Board and PTPC, etc.). How much would fees need to be raised to support the new structure?

In the improvement of public education, teacher certification is an important piece, and must be coordinated. The timing is not right to make changes right now, though it would probably be appropriate by the next legislative session. That would give the Department time to look at other models from other states and explore a transition which would be appropriate, or recommend against the move due to the complications which might arise.

HB

147

SENATE COMMITTEE REPORT

DATE: 4/3/97

FURTHER:

DATE TURNED
IN TO OFFICE: 4/14/97

HESS Committee considered CS FOR HOUSE BILL NO. 147(HES) am
STATE BOARDING SCHOOLS/CHARTER SCHOOLS

and recommends:

- be replaced with _____ CS _____ (_____)
- adopt previous _____ CS _____ (_____)
- attached amendment(s)
- adopt Letter of Intent by _____ Committee
- further referral to the _____ Committee

Senate Bill:

- same title
- new title
- House Bill:**
- same title
- technical change
- new: SCR# _____

SIGNING DQ PASS	DP	OTHER RECOMMENDATIONS	NR	DNP	AM
<i>[Signature]</i>					
<i>[Signature]</i>					
<i>Karen D. Luman</i>	✓				
<i>Lynne Meehan</i>	✓				
CHAIR: <i>Conn Wilbur</i>	✓	CHAIR:			

NEW FISCAL NOTE(S):

Department	Date	Zero	Fiscal
Education	4/11/97	✓	

PREVIOUS FISCAL NOTE(S):*

Department	Date	Zero	Fiscal
Education	3/5/97	✓	

APPROPRIATION -- no fiscal note

*Include fiscal notes accompanying Governor's bill

FISCAL NOTE

STATE OF ALASKA

BILL NO. CS HB 147(HES) am

1997 LEGISLATIVE SESSION

Revision Date: _____

Department Affected: Education

Title: An act relating to the expenses of housing

BRU: K-12 Support

nonresident charter school students; relating to ...

Component: Mt. Edgecumbe Boarding School

Sponsor: House HESS

Requester: Senate HESS

COMPONENT SERIAL NO. 1060

Expenditures/Revenues:

(Thousands of Dollars)

OPERATING	FY 98	FY 99	FY 00	FY 01	FY 02	FY 03
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS	0.0	0.0	0.0	0.0	0.0	0.0
MISCELLANEOUS						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES						
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FUND SOURCE

(Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	0.0	0.0	0.0	0.0	0.0	0.0
1005 GF/Program Receipts						
1006 GF/MHTIA						
Other						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of current year (FY97) impact: -0-

ANALYSIS: (Attach a separate page if necessary.) Section 1 states that expenses of housing nonresident students who attend a charter school, including room, board and other reasonable expenses, may not be paid for with state money. Section 2 allows a charter school to serve nonresident students including providing domiciliary services for those students. Section 3 requires the state board to regulate domiciliary services. Sections 4 - 15 expand the current statutory authority so the department may establish and operate multiple state boarding schools. Sections 16 - 18 amend other statutory references from the state boarding school to a state boarding school.

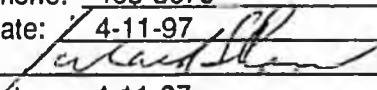
Prepared by: Eddy Jeans, School Finance Manager

Phone: 465-8679

Division: Education Support Services

Date: 4-11-97

Approved by Commissioner: Shirley J. Holloway, Ph. D., Commissioner



Agency: Education

Date: 4-11-97

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The department does not anticipate establishing or operating new state boarding schools at this time. The cost of operating additional boarding schools would be based on site specific conditions including availability of facilities, number of students to be served and location.

HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

ALASKA STATE LEGISLATURE
HOUSE OF REPRESENTATIVES



STATE CAPITOL, JUNEAU 99801
(907) 465-3759

SPONSOR STATEMENT CS HB 147(HES)am

"An Act relating to the expenses of housing nonresident charter school students; relating to authorizing charter school programs to provide domiciliary and other services to nonresident charter school students; relating to duties of the state board of education; and relating to the establishment of state boarding schools."

Mt. Edgecumbe, the state's only authorized boarding school, has earned a reputation for academic excellence. Many of our Alaskan leaders have graduated from there.

An increase in the state's boarding school program has been discussed as one way to improve the quality of education in Alaska's rural high schools. CS HB 147 (HES) am would enable the state to open additional boarding schools.

CSHB 147 (HES) am would also allow a charter school to be designed to serve nonresident students. The funds required to pay the expenses of housing nonresident students who attend the charter school, including room, board, and other reasonable housing expenses may not be paid for with state money, but may be paid for with funds contributed by sources other than the state.

There was an amendment on the House floor that says the Board of Education shall adopt regulations that require board approval before schools offer domiciliary services.

Let us build upon the success of Mt. Edgecumbe and provide this opportunity for more students.

FISCAL NOTE

No. 1
 Bill Version: CSHB 147(HES)
 (H) Publish Date: 3/12/97

STATE OF ALASKA
 1997 LEGISLATIVE SESSION

Revision Date: _____
 Title: An act relating to charter schools and the
establishment of state boarding schools
 Sponsor: HESS
 Requester: HESS

Department Affected: Education
 BRU: K-12 Support
 Component: Mt. Edgacumbe Boarding School
1060

COMPONENT SERIAL NO. _____

Expenditures/Revenues:

(Thousands of Dollars)

OPERATING	FY 98	FY 99	FY 00	FY 01	FY 02	FY 03
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS	0.0	0.0	0.0	0.0	0.0	0.0
MISCELLANEOUS						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES						
---------------------------	--	--	--	--	--	--

FUND SOURCE

(Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	0.0	0.0	0.0	0.0	0.0	0.0
1005 GF/Program Receipts						
1006 GF/MHTIA						
Other						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of current year (FY97) impact: -0-

ANALYSIS: (Attach a separate page if necessary.) Section 1 requires a local school board to provide funds to pay the expenses of housing nonresident students who attend a charter school, including room, board and other expenses. Section 1 does not create a financial burden on the State of Alaska, rather obligates the local school board to cover boarding home or residential cost. Section 2 allows a charter school to serve nonresident students including providing domiciliary services for those students. Sections 3 - 14 expand the current statutory authority so the department may establish and operate multiple state boarding schools. Sections 15 - 17 amend other statutory references from the state boarding school to a state boarding school.

Prepared by: Eddy Jeans, School Finance Manager Phone: 465-8679
 Division: Education Support Services Date: 3-5-97
 Approved by Commissioner: Shirley Holloway, Ph. D., Commissioner
 Agency: Education Date: 3-5-97

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The department does not anticipate establishing or operating new state boarding schools at this time. The cost of operating additional boarding schools would be based on site specific conditions including availability of facilities, number of students to be served and location.

Article 02. CHARTER SCHOOLS

Sec. 14.03.250. Establishment of charter schools.

(a) A charter school may be established as provided under AS 14.03.250 - 14.03.290 upon the approval of the local school board and the state Board of Education of an application for a charter school. The state Board of Education may not approve more than 30 charter schools to operate in the state at any one time and shall approve charter schools in a geographically balanced manner as follows: not more than 10 schools in Anchorage; not more than five schools in Fairbanks; not more than three schools in the Matanuska-Susitna Borough; not more than three schools in the Kenai Peninsula Borough; not more than two schools in the City and Borough of Juneau; not more than seven schools located in other areas of the state, and these seven schools shall be allocated as nearly as possible in a geographically balanced manner throughout the rest of the state.

(b) A local school board shall prescribe an application procedure for the establishment of a charter school in that school district. The application procedure must include provisions for an academic policy committee consisting of parents of students attending the school, teachers, and school employees and a proposed form for a contract between a charter school and the local school board, setting out the contract elements required under AS 14.03.255(c).

(c) A local school board shall forward to the state Board of Education applications for a charter school that have been approved or denied by the local board.

History - (sec. 1 ch 77 SLA 1995)

Under sec. 9, ch. 77, SLA 1995, this section is repealed July 1, 2005.

Revisors Notes -

Enacted as sec. 1, ch. 77, SLA 1995 and codified in 1995, at which time "AS 14.03.250 - 14.03.290" was substituted for "this Act" in subsection (a), and "AS 14.03.255(c)" was substituted for "sec 2(c) of this Act" in subsection (c).

Sec. 14.03.255. Organization and operation of a charter school.

(a) A charter school operates as a school in the local school district except that the charter school (1) is exempt from the local school district's textbook, program, curriculum, and scheduling requirements; (2) is exempt from AS 14.14.130(c); the principal of

the charter school shall be selected by the academic policy committee and shall select, appoint, or otherwise supervise employees of the charter school; and (3) operates under the charter school's annual program budget as set out in the contract between the local school board and the charter school under (c) of this section. A local school board may exempt a charter school from other local school district requirements if the exemption is set out in the contract.

(b) A charter school shall

(1) keep financial records of the charter school;

(2) oversee the operation of the charter school to ensure that the terms of the contract required by (c) of this section are being met;

(3) meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and

(4) meet with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals.

(c) A charter school shall operate under a contract between the charter school and the local school board. A contract must contain the following provisions:

(1) description of the educational program;

(2) specific levels of achievement for the education program;

(3) admission policies and procedures;

(4) administrative policies;

(5) statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget;

(6) method by which the charter school will account for receipts and expenditures;

(7) location and description of the facility;

(8) name of the teacher, or teachers, who, by agreement between the charter school and the teacher, will teach in the charter school;

(9) teacher-to-student ratio;

(10) number of students served;

(11) the term of the contract, not to exceed a term of five years;

(12) a termination clause providing that the contract may be terminated by the local school board for the failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause;

(13) a statement that the charter school will comply with all state and federal requirements for receipt and use of public money;

(14) other requirements or exemptions agreed upon by the charter school and the local school board.

(d) A charter school may be operated in an existing school district facility or in a facility within the school district that is not currently being used as a public school, if the chief school administrator determines the facility meets requirements for health and safety applicable to other public schools in the district.

History - (sec. 2 ch 77 SLA 1995)

Under sec. 9, ch. 77, SLA 1995, this section is repealed July 1, 2005.

Revisors Notes -

Enacted as sec. 2, ch. 77, SLA 1995. Codified in 1995.

Sec. 14.03.260. Funding for charter school.

(a) A local school board shall provide an approved charter school with an annual program budget. The budget shall be not less than the amount generated by the students enrolled in the charter school less administrative costs retained by the local school district, determined by applying the indirect cost rate approved by the Department of Education. The "amount generated by students enrolled in the charter school" is to be determined in the same manner as it would be for a student enrolled in another public school in that school district.

(b) The program budget of a charter school is to be used for operating expenses of the educational program of the charter school, including purchasing textbooks, classroom materials, and instructional aids.

(c) The charter school shall provide the financial and accounting information requested by the local school board or the Department of Education, and shall cooperate with the local school district or the department in complying with the requirements of AS 14.17.190.

History - (sec. 3 ch 77 SLA 1995)

Under sec. 9, ch. 77, SLA 1995, this section is repealed July 1, 2005.

Revisors Notes -

Enacted as sec. 3, ch. 77, SLA 1995. Codified in 1995.

Sec. 14.03.265. Admission.

(a) The program of a charter school may be designed to serve
(1) students within an age group or grade level; or
(2) students who will benefit from a particular teaching method or curriculum.

(b) A charter school shall enroll all eligible students who submit a timely application, unless the number of those applications exceeds the capacity of the program, class, grade level, or building. In the event of an excess of those applications, the charter school and the local school board shall attempt to accommodate all of those applicants by considering providing additional classroom space and assigning additional teachers from the district to the charter school. If it is not possible to accommodate all eligible students who submit a timely application, students shall be accepted by random drawing. A school board may not require a student to attend a charter school.

(c) In addition to other requirements of law, a charter school shall be nonsectarian.

History - (sec. 4 ch 77 SLA 1995)

Under sec. 9, ch. 77, SLA 1995, this section is repealed July 1, 2005.

Revisors Notes -

Enacted as sec. 4, ch. 77, SLA 1995. Codified in 1995.

Sec. 14.03.270. Teacher or employee transfers, evaluations, and negotiated agreements.

(a) A teacher or employee may not be assigned to a charter school unless the teacher or employee consents to the assignment.

(b) All provisions of an existing negotiated agreement or collective bargaining agreement applicable to a teacher or employee of a district apply to that teacher or employee if employed at a charter school in that district, unless the district and the bargaining unit representing the teacher or employee agree to an exemption.

(c) A teacher in a charter school shall be evaluated in an equivalent manner as all other teachers in the district, except that if there is no administrator assigned to the charter school, the local school board, with the agreement of the charter school, shall designate a school district administrator in that district to evaluate a teacher in a charter school.

History - (sec. 5 ch 77 SLA 1995)

Under sec. 9, ch. 77, SLA 1995, this section is repealed July 1, 2005.

Revisors Notes -

Enacted as sec. 5, ch. 77, SLA 1995. Codified in 1995.

Sec. 14.03.275. Contracts; duration.

A contract for a charter school may be for a term of no more than five years and may not extend beyond July 1, 2005.

History - (sec. 6 ch 77 SLA 1995)

Under sec. 9, ch. 77, SLA 1995, this section is repealed July 1, 2005.

Revisors Notes -

Enacted as sec. 6, ch. 77, SLA 1995. Codified in 1995.

Sec. 14.03.280. Regulations.

The state Board of Education may adopt regulations under AS 44.62 (Administrative Procedure Act) necessary to implement AS

14.03.250 - 14.03.290.

History - (sec. 7 ch 77 SLA 1995)

Under sec. 9, ch. 77, SLA 1995, this section is repealed July 1, 2005.

Revisors Notes -

Enacted as sec. 7, ch. 77, SLA 1995. Codified in 1995, at which time "AS 14.03.250 - 14.03.290" was substituted for "this Act."

Sec. 14.03.290. Definitions.

In AS 14.03.250 - 14.03.290

(1) "academic policy committee" means the group designated to supervise the academic operation of a charter school and to ensure the fulfillment of the mission of a charter school;

(2) "charter school" means a school established under AS 14.03.250 - 14.03.290 that operates within a public school district;

(3) "local school board" means a borough or city school board or a school board of a regional educational attendance area;

(4) "parent" means a biological, adoptive, or foster parent, or an adult who acts as guardian of a child and makes decisions related to the child's safety, education, and welfare;

(5) "parent advisory group" means a group that is recognized by the school as representative of those parents having children attending that school, that has regular meetings, and in which membership is open to all parents within that school's attendance area;

(6) "teacher" means a person who serves a school district in a teaching, counseling, or administrative capacity and is required to be certificated in order to hold the position.(8 ch 77 SLA 1995)

Postponed repeal effective date. - Under sec. 9, ch. 77, SLA 1995, this section is repealed July 1, 2005.

Revisors Notes -

Enacted as sec. 8, ch. 77, SLA 1995. Codified in 1995, at which time "AS 14.03.250 - 14.03.290" was substituted for "this Act" in the introductory language and paragraph (2) to reflect the codification, and "school board of a regional educational attendance area" was substituted for "regional school board" in paragraph (3) to correct a manifest error in ch. 77, SLA 1995.

Legislature targets rural schools for cuts

By DOUGLAS FISCHER
Staff Writer

JUNEAU—Education is getting a lot of attention this session, and rural lawmakers and school officials are not too happy to see it.

That's because many proposals in this Legislature leave rural school districts with less state money and fewer schools.

Chief among concerns are four different attempts—one of them by the governor—to fundamentally change how the state pays for education. Every proposal requires rural districts to pick up

some of their education costs. All of them erase cash for the 10 schools with under 10 students.

Also viewed with suspicion is an attempt to increase the number of boarding schools in Alaska. Administrators throughout the state applaud the measure as a way to increase options.

But some rural lawmakers wonder if their urban counterparts see it as a way to further consolidate Bush schools.

"This year, more than any other year, I've heard a number of legislators say, 'Well, let's close down those small schools,'" said Sen. Georgianna Lincoln, D-Rampart. "It's really disturbing. The debate is not about providing quality education to all Alaskans, but about how can we balance the budget."

Those who want to rewire education spending insist the current formula is complex, unwieldy and

See LEGISLATURE, Page A-11



LINCOLN



BUNDE

Continued from Page A-1

unfair. And the state's smallest schools, they say, are too expensive to run.

"The reality of closing smaller schools is upon us," said Rep. Con Bunde, R-Anchorage and the author of several education proposals.

"Why, by law, should there be only one state boarding school?" he asked. "As we move toward consolidation ... what happens when those schools close?"

Those 10 schools with less than 10 students cost \$1.5 million to run annually.

That, said Lincoln, is simply the cost of bringing public education to the Bush.

"These teachers have to be everything," Lincoln said. "You have one teacher teaching (grades) K through six, the other teaches seven through twelve. It's not like you have 23 (students) of the same grade level."

Bunde thinks the state can do better than spend \$1.5 million on less than 100 students.

"I don't think the education is sound, nor do I think it is a good investment of our education dollars," he said. "The Lower 48 did away with one-room schoolhouses with four to five students a long time ago. Maybe it's time for Alaska to catch up."

Sitka's Mount Edgecumbe, composed largely of rural students, is by law the state's only boarding school. Educators agree the state should have more but not at the expense of local schools.

"We support charter schools and boarding schools," said Carl Rose, executive director of the Association of Alaska School Boards. But they are "very concerned" about Bunde's bill, House Bill 147, which strips the mandate limiting boarding schools but provides no cash for new ones. The bill cleared its last committee Friday and awaits a full Senate vote.

"It dangles out there like a carrot, and we're not able to take advantage of it," Rose said. "Some of our school districts

Fbxs Daily News-Miner

4/13/97

LEGISLATURE: Rural schools targeted

as legislators look to trim budget

might want to do something like this, but to come up with the capital would take some effort."

Money seems to be the root of education's woes. Nearly everybody wants more, but the Legislature has held next year's state spending largely level.

So instead of a cash infusion, lawmakers are considering four proposals that shuffle how the state spreads the cash it has. Last year, that was nearly \$1 billion.

Those leading the call for change chafe at a system where unorganized regions contribute nothing locally to the tax while

boroughs are required to pay a percentage of their local property values. In Fairbanks, that was \$13.8 million last year.

"People just don't want to accept the fact that anything is wrong with the foundation formula," said Sen. Gary Wilken, R-Fairbanks, who heads the reform charge in the Senate. "Those are the people who are today taking advantage of the formula."

Opponents say the formula, last overhauled in 1987, needs only a minor adjustment for inflation and other variables.

"We do not have a funding dis-

tribution problem," said Leland Dishman, the North Slope Borough's school superintendent. "We have a financial funding problem."

Critics of a rewrite note that proposals in the Legislature reduce the amount of general fund dollars going into the Bush. And when funding is held level, that means urban areas benefit.

"Con's (Bunde's) proposal quite often tends to redirect money out of outlying areas and into Anchorage," said Rep. Tom Brice, D-Fairbanks. "If that's what we're trying to accomplish,

I don't think we're doing anyone a service."

Bunde said that's not the goal, though Anchorage will benefit. "It redirects money from the very smallest schools and keeps it in the pot where it gets redistributed," he said, noting every district benefits.

Under Wilken's proposal, Senate Bill 146, 55 percent of the students in unorganized areas receive more education cash, he said. But 45 percent will see less. And four of every five students in borough school districts see more funds.

The issue is a complex one.

"What would be helpful to me is a blackboard," said Rep. Brian Porter, R-Anchorage, at a recent hearing on Bunde's 29-page bill.

Porter spoke for a majority of House Health, Education and Social Services Committee members, who face several long meetings on the issue. Assuming a proposal advances, Republican leaders do not expect a new formula to land on the governor's desk this year..

Following are charter schools around the state in various stages of operation and approval. Others are in the early planning stages, including Excel Charter School in North Pole.

Up and running

Chinook Charter School, Fairbanks

1 Start date: August 1998
Enrollment: 75
Grade span: K-7

Program: Multi-age classrooms; individualized learning plans; project-based curriculum; no textbooks, grades or tests; after-school enrichment courses; mandatory parent involvement
Per-student cost: \$5,013
Pupil/teacher ratio: 18 to 1
Facility: Former elementary school
Start-up group: Four public school teachers who recruited like-minded parents

Takotna Training Center Charter School, Takotna

2 Start date: July 1998
Enrollment: 21
Grade span: 9-12

Program: Alternative high school and boarding school
Per-student cost: N/A
Pupil/teacher ratio: 10.5 to 1
Facility: Sharing the high school building
Start-up group: Iditarod School District and local parents

Approved by state Board of Education

Project Education Regional Vocational Charter School, Galena

3 Start date: Projected August 1997
Enrollment: Up to 50
Grade span: 11-12, with plans to expand for high school graduates

Program: Boarding school with school-to-work vocational emphasis, college track opportunity through Galena City Schools, eight-week mini courses for out-of-town students, student-advised curriculum, mandatory parent involvement
Per-student cost: Projected up to \$12,000
Pupil/teacher ratio: 10 to 1
Facility: Former Galena Air Force Base buildings
Start-up group: Galena City Schools with parent advisory council and policy committee

Delta Greely Cyber Charter School, Delta Junction

4 Start date: Accepting enrollment statewide for August
Enrollment: 100 full-time students. Will accept part-time.

Grade span: 7-12
Program: Delivered via the Internet. Students must have a computer and Internet access and will communicate with teachers by e-mail. Curriculum features the standard requirements of all districts but is not delivered in defined courses. Individual approach is allowed. Seeks to be an electronic substitute for the 2,000 students in the state's correspondence program.
Per-student cost: \$5,349
Pupil/teacher ratio: 25 to 1
Start-up group: Teachers and parents who formed the Academic Policy Committee. To enroll or learn about course descriptions, visit the Cyber School's Web site at: <http://www.dgsd.k12.ak.us/dcyber/dcyberindex.html>

Approved by local school board and pending approval by state*

Aquarian Charter School, Anchorage

5 Start date: August
Enrollment: 120
Grade span: K-6

Program: Targeting bright, high-achieving children from families with working parents; using state academic standards and accelerated learning curriculum based on recent brain research, "using music, joy and elation with high expectations for students."
Per-student cost: \$3,588
Pupil/teacher ratio: 24 to 1
Facility: Free rent in a new building financed by Aquarian Educational Academy, a private school for preschool and kindergarten
Start-up group: Parents whose children attended Aquarian Educational Academy

Walden Pond Charter School

6 Start date: August
Enrollment: 130
Grade span: 7-12

Program: Targeting students who are "falling through the cracks"; curriculum focuses on critical thinking skills, dialogue and outdoor experiences; students required to meet academic standards. School calendar is 10 days longer than regular public schools and the schedule alternates five weeks in the classroom with one-week workshops.
Per-student cost: Up to \$4,700
Pupil/teacher ratio: 15 to 1
Facility: Not found yet
Start-up group: Parents

Family Partnership Charter School, Anchorage

7 Start date: August
Enrollment: About 120
Grade span: K-12

Program: System of home schools where teachers are paired with families; parents and teachers are equal partners in directing the students' education. A parent/teacher contract defines the program.
Per-student cost: \$3,400 to \$4,300
Pupil/teacher ratio: N/A
Facility: Central office in a classroom in an existing school
Start-up group: Parents and teachers

Homer Charter School, Kenai

8 Start date: August
Enrollment: 25
Grade span: Planning for 4-8, adding grade 7 in second year, encompass K-12 in third year.

Program: Socratic practice, individualized learning plans, project-based curricula and interdisciplinary education. Teachers will be aided by mentors from the community and parent volunteers. Students will help tailor their own schedule to fit the task or project. Plan to team with nonprofit organizations and government agencies such as U.S. Department of Fish and Wildlife and Pratt Museum in Homer.
Per-student cost: \$4,400
Pupil/teacher ratio: 25 to 1
Facility: Sharing one of the existing schools.
Start-up group: Parents, community members and teachers.

Aurora Borealis School, Kenai

9 Start date: August
Enrollment: 75
Grade span: K-8

Program: High expectations, innovative programs, varied educational techniques, parent survey helping to guide program; individualized, self-paced and competency-based curriculum, advanced learning technology; Calvert School curriculum will be core curriculum.
Per-student cost: \$4,389 to \$5,739
Pupil/teacher ratio: 20 to 1
Facility: A hall with gymnasium and classrooms belonging to Peninsula Grace Lutheran Church.
Start-up group: Parent group with assistance by the school district

Bayview Charter School, Seward

10 Start date: August
Enrollment: 20 and perhaps more
Grade span: 6- to 9-year-olds (no grades)

Program: Individually centered program grounded in the theory of multiple intelligence, based on Harvard professor Howard Gardner's book, "Frames of Mind." Would use hands-on materials and a project-based curriculum for in-depth learning that combines study areas. Would draw from the Kenai Peninsula Borough School District's curriculum.
Per-student cost: \$4,300
Pupil/teacher ratio: 20 to 1
Facility: Sharing space in existing middle school. Hope to move into the Sealife Center, still under construction.
Start-up group: Parents, teachers, community members.

New Beginnings Charter School, Fairbanks

11 Start date: August
Enrollment: 20, expanding to about 70
Grade span: 7-12

Program: The school would expand Fairbanks Native Association's residential treatment facility for teens, where students recover from alcohol and drug addictions while continuing with school. It would serve mostly Native Alaskan students, many of whom have dropped out of regular public schools or been expelled.
Per-student cost: \$8,320
Pupil/teacher ratio: 10 to 1
Facility: Sharing building with residential treatment program, Graf Rheenerhaenji, which serves students with drug and alcohol addictions, on Lawlor Road.
Start-up group: Fairbanks Native Association

Academy Charter, Palmer

12 Start date: August
Enrollment: 20
Grade span: Kindergarten first year, K-4 by second year

Program: High emphasis on parent involvement, curriculum centered on core studies such as math, science, social studies, language arts, with heavy emphasis in technology and fine arts.
Per-student cost: Negotiating with school district, though probably about \$5,700 per student.
Pupil/teacher ratio: 20 to 1
Facility: Leasing space adjacent to a day-care center.
Start-up group: Teachers and parents

Midnight Sun Family Learning Center, north of Wasilla

13 Start date: August
Enrollment: 90-100
Grade span: K-8

Program: High emphasis on parent involvement, curriculum centered on core studies such as math, science, social studies, language arts, with heavy emphasis in technology.
Per-student cost: Negotiating with school district, though probably about \$5,700 per student.
Pupil/teacher ratio: 20 to 1
Facility: Leasing space in a mall being remodeled
Start-up group: Teachers and parents

* On the agenda for approval at the state Board of Education's April meeting.
Sources: Alaska Department of Education, school officials, charter school organizers