

ALASKA LEGISLATURE COMMITTEE FILES 2001-2002 0072

10543 SENATE HEALTH EDUCATION & SOCIAL SERVICES

388

State of Alaska
Department of Education
Office of Data Management

District Enrollment as of October 1, 2000
FY2001

District	Pre- Elem.	KG	1	2	3	4	5	6	7	8	9	10	11	12 Ungraded	Total KG-12	Total PE-12	
Alaska Gateway Schools	0	27	40	28	37	43	38	46	47	44	49	32	32	27	0	490	490
Aleutian Region Schools	4	5	5	2	8	4	4	3	4	3	5	8	4	2	0	57	61
Aleutians East Borough Schools	0	24	18	19	19	29	24	19	21	28	30	21	25	24	0	301	301
Alyeska Central School	0	34	18	31	29	22	33	46	52	63	140	110	100	363	0	1041	1041
Anchorage Schools	403	3572	3808	3794	4115	3997	4103	3951	4142	3842	3763	3577	3263	3196	0	49123	49526
Annette Island Schools	6	23	28	20	24	24	32	20	26	23	29	25	22	29	0	325	331
Barrow Strait Schools	1	210	119	154	158	126	132	157	144	137	130	102	79	86	0	1734	1735
Bristol Bay Borough Schools	34	16	19	24	15	14	26	21	20	18	20	15	18	17	0	243	277
Chatham Schools	0	12	18	12	26	23	20	19	19	34	24	18	12	11	0	248	248
Chugach Schools	11	26	16	8	9	16	7	12	13	12	15	14	10	10	0	168	179
Copper River Schools	3	54	53	41	66	59	57	52	59	64	57	50	55	30	0	697	700
Cordova City Schools	13	19	35	36	44	35	42	41	47	38	41	37	24	15	0	465	478
Craig City Schools	6	43	45	46	42	48	37	50	49	42	36	38	38	23	0	537	543
Delta/Greely Schools	0	50	39	50	48	33	56	72	100	109	70	104	48	71	0	850	850
Denali Borough Schools	2	20	16	22	18	25	22	20	25	38	27	19	26	32	0	310	312
Dillingham City Schools	11	47	40	40	45	42	50	54	50	34	49	50	37	29	0	567	578
Fairbanks North Star Borough Schools	104	1061	1188	1140	1245	1298	1266	1258	1241	1189	1670	1235	927	837	0	15555	15659
Galena City Schools	0	0	285	296	276	281	298	280	240	251	221	185	181	137	409	3340	3340
Haines Borough Schools	0	24	24	22	31	29	40	23	35	42	30	39	35	28	0	402	402
Hoonah City Schools	0	13	12	15	17	13	17	18	20	22	16	19	24	20	0	226	226
Hydaburg City Schools	0	5	6	7	4	9	8	8	4	5	10	7	11	7	0	91	91
Ikroavik Area Schools	4	50	55	37	54	58	48	52	51	65	62	56	31	33	0	652	656
Juneau Borough Schools	31	321	376	431	427	419	485	415	424	421	518	462	428	336	0	5463	5494
Kake City Schools	1	8	6	12	11	9	11	23	13	12	21	20	9	10	0	165	166
Kashunamiut Schools	0	24	35	25	27	28	28	23	25	26	23	21	16	12	0	313	313
Kenai Peninsula Borough Schools	9	631	634	670	716	757	733	777	864	821	891	865	837	720	0	9916	9925
Ketchikan Gateway Borough Schools	48	142	186	159	211	177	207	203	207	207	278	189	152	151	0	2469	2517
Klawock City Schools	1	11	9	19	15	22	17	15	13	16	14	14	14	11	0	190	191
Kodiak Island Borough Schools	8	201	190	203	185	236	240	249	210	202	227	229	210	153	0	2735	2743
Kuspuk School District	0	30	37	34	42	36	54	43	35	32	40	34	32	25	0	474	474
Lake & Peninsula Borough Schools	48	45	33	42	34	45	32	41	38	45	32	37	22	34	0	480	528
Lower Kuskokwim Schools	17	372	344	328	405	301	226	290	316	263	293	208	174	158	0	3678	3695
Lower Yukon Schools	0	162	178	162	166	179	151	157	153	143	207	99	70	71	0	1898	1898
Mat-Su Borough Schools	84	809	837	853	957	1049	1031	1027	1019	1009	1327	1105	1040	861	0	12924	13008
Mt. Edgecumbe High School	0	0	0	0	0	0	0	0	0	0	94	89	90	57	0	330	330

District	Pre- Elem.	KG	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Total KG-12	Total PE-12
Nenana City Schools	0	204	158	160	178	156	154	180	151	157	147	111	77	56	0	1889	1889
Nome City Schools	0	59	57	52	86	80	54	51	57	51	63	72	38	41	0	761	761
North Slope Borough Schools	230	135	118	155	149	193	193	169	143	149	199	152	116	86	0	1957	2187
Northwest Arctic Borough Schools	42	255	161	164	192	197	174	180	193	151	166	118	100	95	0	2146	2188
Pelican City Schools	0	3	3	0	1	2	1	2	1	2	3	0	3	2	0	23	23
Petersburg City Schools	0	50	30	59	44	56	52	48	62	59	64	50	60	44	0	678	678
Pribilof Schools	0	10	13	6	16	17	9	12	11	9	15	9	10	7	0	144	144
<i>Saint Mary's District *</i>	4	10	10	16	8	14	12	13	12	8	9	6	9	4	0	131	135
Sitka Borough Schools	25	112	133	129	117	115	137	133	142	121	120	147	118	91	0	1615	1640
Skagway City Schools	0	13	9	11	11	9	15	5	9	8	7	12	10	13	0	132	132
Southeast Island Schools	0	29	16	16	18	18	27	28	20	22	18	26	27	20	0	285	285
Southwest Region Schools	0	98	77	53	71	58	67	70	68	60	40	31	42	36	0	771	771
Tanana Schools	0	7	4	5	6	7	5	11	6	3	7	8	8	3	0	80	80
Unalaska City Schools	3	28	39	27	32	22	28	31	27	23	28	25	20	22	0	352	355
Valdez City Schools	0	53	59	48	79	59	77	52	80	79	91	64	48	67	0	856	856
Wrangell Public Schools	6	36	36	34	41	40	43	33	41	41	50	38	27	31	0	491	497
Yakutat City Schools	1	10	12	16	14	14	12	18	11	13	12	13	16	6	0	167	168
Yukon Flats Schools	34	14	22	18	25	33	35	24	28	27	29	32	18	10	0	315	349
Yukon/Koyukuk Schools	0	28	32	44	46	33	41	53	47	54	33	24	24	36	0	495	495
Yupit Schools	0	30	39	30	34	39	32	26	30	39	26	35	26	18	0	404	404
Statewide Totals:	1194	9275	9780	9825	10694	10648	10743	10624	10865	10376	11586	10106	8893	8325	409	132149	133343

* Saint Mary's did not report enrollment data for FY2001. These numbers are estimates based on the FY2000 enrollments.

ECS Selected State Policies

Kindergarten

Education Commission of the States • 707 17th Street, Suite 2700 • Denver, CO 80202-3427 • 303-299-3600 • fax 303-296-8332 • www.ecs.org

The following summary includes policies enacted since 1998. Summaries are collected from *StateNet*, *Lexis-Nexis*, state Web sites and state newsletters. *StateNet* and *Lexis-Nexis* descriptions reflect the content of bills as introduced and may not reflect changes made during the legislative process. To assure that this information reaches you in a timely manner, minimal attention has been paid to style (capitalization, punctuation) or format.

State	Status/Date	Level	Summary
NH	Signed by governor 06/2000	pre-K-12	Relates to the establishment of an alternative kindergarten program within a school district; provides that school districts operating an approved alternative kindergarten program shall be eligible to receive adequate education grant distributions; provides for programs which were approved and in effect before a set date may continue to operate and receive per pupil adequate education grant amounts. Title: H.B. 1188 Source: Lexis-Nexis/StateNet
NH	Signed by governor 06/2000	pre-K-12	Makes an appropriation from the Education Trust Fund to the Department of Education for the funding of public kindergarten programs; adjusts the Adequate Education Grant amount for the Town of Orange for the fiscal year 2000; adjusts the property tax warrant in the Town of Orange. Title: S.B. 397 Source: Lexis-Nexis/StateNet
NY	Signed by governor 05/2000	pre-K-12	Relates to state aid for school districts; funds a workforce education program in New York City; creates the Universal Prekindergarten Reserve Fund; provides State aid for conversion to full day kindergarten; relates to administration of the School Tax Relief Program; relates to 1997 and later assessment rolls; relates to tuition assistance program awards; relates to allowances for members of the Legislature, funding for the Legislature and legislative commissions. Title: A.B. 9291 Source: Lexis-Nexis/StateNet
IN	Signed by governor 03/2000	pre-K-12	Requires the mailing, instead of publishing, of the school corporation performance report; provides that a child must be at least five years of age on July 1 of the 2000-2001 school year or any subsequent school year to officially enroll in a kindergarten program offered by a school corporation; provides that an assessment for early entry must consist of more than an intelligence test; states that \$ 25 is the maximum fee a parent must pay to obtain a waiver for early entry. Title: S.B. 489 Source: Lexis-Nexis/StateNet
NM	Signed by governor 02/2000	pre-K-12	Relates to full day kindergarten programs; provides funding. Title: H.B. 211 Source: Lexis-Nexis/StateNet
NJ	Signed by governor 01/2000	pre-K-12	Provides additional State aid to support full-day kindergarten programs in charter schools located in the Abbott districts. Title: A.B. 2773 Source: Lexis-Nexis/StateNet

OH Signed by governor 07/99 pre-K-12 Requires a child under the age of 6 who attends kindergarten to be considered of compulsory school age.
Title: H.B. 281
Source: Lexis-Nexis/StateNet

MO Signed by governor 07/99 pre-K-12 Amends existing law to add that child whose fifth birthday is before August 1 or is 5 at the commencement of the summer school session immediately prior to the beginning of the school year, whichever is earlier, is eligible for entry to kindergarten.
Title: H.B. 889
Source:

VA Signed by governor 01/99 pre-K-12 Clarifies in standard 1 of standards of Quality (SOG) that school divisions offering half-day kindergarten programs are to adjust their average daily membership (ADM) for kindergarten to reflect 85% of the total kindergarten ADM, as in appropriation act.
Title: H.B. 2141
Source: Lexis-Nexis/StateNet

HI Died 10/98 pre-K-12 Amends the age requirement for a child to attend kindergarten to be at least 5 years of age, to be more specifically determined by the Board of Education.
Title: S.B. 2871
Source: Lexis-Nexis/StateNet

KS Died 05/98 pre-K-12 Relates to school districts; authorizes the collection of fees for maintenance of kindergarten for full school days; imposes certain limitations.
Title: H.B. 2853 Kindergarten
Source: Lexis-Nexis/StateNet

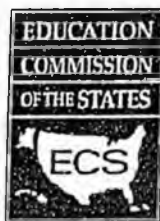
OK Signed by governor 05/98 pre-K-12 Intended to deal with increasing numbers of 4-year olds in kindergarten. Removes authority for underage children to attend kindergarten and first grade, eliminates income eligibility criteria for early childhood programs, and increases financing for districts offering early childhood programs.
Title: H.B. 1657
Source: Research Division, Oklahoma House of Representatives

TN Signed by governor 05/98 pre-K-12 BECAME LAW WITHOUT GOVERNOR'S SIGNATURE . Requires children entering kindergarten to be five years of age 7/31, rather than present date of 9/30.
Title: S.B. 2787 Kindergarten Requirement
Source: Information for Public Affairs, Inc.

WA Died 05/98 pre-K-12 Establishes the full-day kindergarten grant program in the 1998-99 school year to qualify school districts; may increase the time in kindergarten from one half-day to one full-day for each annual average full-time equivalent kindergarten student enrolled.
Title: H.B. 2318 & H.B. 2329 Full-Day Kindergarten Program
Source: Lexis-Nexis/StateNet

WA Died 05/98 pre-K-12 Funds full day kindergarten programs.
Title: H.B. 2329 Full-Day Kindergarten Programs
Source: Lexis-Nexis/StateNet

NV Signed by governor 07/97 pre-K-12 Makes kindergarten attendance mandatory in Nevada effective July 1, 1999. Children age 6 on or before 9/30 must be admitted to kindergarten or, if he or she has completed kindergarten, be admitted to the first grade.
Title: A.B. 6
Source: Lexis-Nexis/StateNet



ECS StateNotes

Kindergarten

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Kindergarten: State Characteristics

ECS Information Clearinghouse
March 2000

KEY:

M = Mandatory

P = Permissive

LEA = Local Education Agency

State	Compulsory Age	Kindergarten Entrance Age	District Offering	Pupil Attendance
AL	7	5 on or before 9/1	M	P
AK	7	5 on or before 8/15	P	P
AS	6	5 by 9/1	M	M
AZ	6	5 before 9/1	M ¹	P
AR	5	5 on or before 9/15	M	M ²
CA	6	5 on or before 12/2	P	P
CO	7	LEA option	P	P
CT	7	5 by 1/1	M	P
DE	5	5 on or before 8/31	M	M
DC	5	5 by 12/31	M	M
FL	6	5 by 9/1	M	M ³
GA	7	5 by 9/1	M	P
HI	6	5 by 12/31	P	P
ID	7	5 by 9/1	P	P
IL	7	5 on or before 9/1	M ⁴	P
IN	7	5 by 6/1	M	P
IA	6	5 on or before 9/15	M	P
KS	7	5 on or before 8/31	M	P
KY	6	5 on or before 10/1	M	P
LA	7	5 by September 30 ⁵	M	M ⁶
ME	7	5 on or before 10/15	M ⁷	P
MD	5	5 by 12/31	M	M
MA	6	LEA option	M	P
MI	6	5 on or before 12/1	P	P
MN	7	5 by 9/1	M	P
MS	6	5 on or before 9/1	M	P
MO	7	5 as of 7/1 ⁸	P	P
MT	7	5 on or before 9/10	M	P
NE	7	5 on or before 10/15	M ⁹	P
NV	7	5 by 9/30	M	P
NH	6	LEA option	P	P

State	Compulsory Age	Kindergarten Entrance Age	District Offering	Pupil Attendance
NJ	6	LEA option	P	P
NM	5	5 by 9/1	M	P
NY	6	5 on or before 12/1	M	P
NC	7	5 on or before 10/16	M	P
ND 10	7	5 as of midnight 8/31	P	P
OH	6	5 on or before 9/30	M	M
OK	5	5 on or before 9/1	M	M
OR	7	5 on or before 9/1	P	P
PA	8	LEA option	P	P
PR	5	5 by 8/1	M	M
RI	6	5 on or before 12/31	M	M
SC	5	5 on or before 9/1	M	M 11
SD	6	5 on or before 9/1	M	P
TN	7	5 on or before 9/30	M	M
TX	6	5 on or before 9/1	M	P
UT	6	5 on or before 9/2	M	P
VT	7	5 on or before 1/1 12	M	P
VI	5	5 13	M	M
VA	5	5 on or before 9/30	M	M
WA	8	5 on or before midnight 8/31	P 14	P
WV	6	5 prior to 9/1	M	P 15
WI	6	5 on or before 9/1	M	P
WY	7	5 on or before 9/15	P	P

NOTES:

- Each school district shall establish a kindergarten program in Arizona, unless the governing board of the school district files an exemption claim with the department of education.
- In Arkansas, pupil attendance is mandatory, but parents can request a waiver.
- In Florida, the compulsory school age is 6; however, successful completion of kindergarten is mandatory and if it is not successfully completed a child may be older than 6 when entering first grade.
- Illinois permits districts to offer full-day kindergarten programs and receive full state aid.
- The kindergarten entrance age for the Orleans Parish, Louisiana School District is 5 by December 30.
- Louisiana specifies mandatory half-day attendance or test for first-grade readiness.
- In Maine, schools shall either operate a kindergarten program or otherwise provide for students to participate in such a program.
- As of July 1, 1997, the kindergarten entrance age in Missouri is 5 before August 1. In addition, beginning with the 1997-98 school year, St. Louis and Kansas City may require that child is 5 on or before any date between August 1 and October 1.
- Kindergarten is required for accreditation of districts in Nebraska, thus all LEAs offer it.
- In North Dakota, children with special talents/abilities born between 9/1 and 12/31 can be enrolled early, upon passing State Department of Education approved screening tests.
- The South Carolina Education Improvement Act of 1984 specifies that "5-year-olds shall attend kindergarten" but parents may obtain a waiver from this requirement.
- In Vermont, a school district may establish and enforce a regulation which requires that students admitted to kindergarten have attained the age of five on or before any date between August 31 and January 1.

13. In order to be eligible for kindergarten in the Virgin Islands, a child must reach the age of 5 during the calendar year in which they enter kindergarten.
14. LEAs in Washington can permit early entrance up to 3 months.
15. Kindergarten attendance in West Virginia is permissive, but prior to entrance into the first grade each child must successfully complete kindergarten. Under extraordinary circumstances a child may pass a county school board approved readiness test in lieu of kindergarten attendance.

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www.edweek.org/ew/001-17/07delay.html

Read "Grade Retention Doesn't Work," a Sept. 17, 1997 commentary.

Trouble Ahead for Older Students,
Study Finds

By Jessica Portner

Age matters. That, in a nutshell, is the conclusion of a new study about delaying children's entry into school or retaining them in the same grade once they get there.

The study, published last week in *Pediatrics*, the journal of the American Academy of Pediatrics, could lend credence to educators who oppose holding children back. It could also give pause to parents who postpone enrolling their children in school in the hope of giving them an academic edge.

Because down the road, the study says, separating these children from others their own age may set them up for problems.

Researchers at the University of Rochester found that students who are older than their classmates because they started school late tend to have more behavioral problems in adolescence than students who are the average age for their grade.

"Parents want to keep kids out to give them a leg up on tests," said Dr. Robert S. Byrd, an assistant professor of pediatrics at the University of Rochester school of medicine in Rochester, N.Y. "But holding children out of school may not give them any advantage, and may cause problems."

Since the 1970s, the proportion of students who have delayed entering kindergarten has doubled, owing in part to holding children back to give them a competitive academic and social advantage, the report says. This and other trends, including a rise in the number of special education students who are

allowed more time to complete high school, as well as immigrant students who may need more time to catch up on coursework, have contributed to an aging school population in the United States.

The percentage of 12th graders in U.S. public schools who are 19, 20, or 21 has nearly doubled in recent years, from 4 percent in 1984 to 7 percent in 1994. ("Older Students Make Presence Felt in Classes," Sept. 18, 1996.)

For the study, Dr. Byrd and his colleagues at Rochester General Hospital analyzed interviews with parents of more than 9,000 children, ages 7 to 17, collected for the federal National Health Interview Survey in 1988.

Of the 26 percent of children in that sample who were old for their grades relative to their peers, about half had been retained a year. The other half had been held back from entering school by their parents, or because a child's birthday fell near a school's cutoff date.

Conduct Unbecoming

The researchers found that students who repeated a year were more likely than their younger classmates to manifest behavioral problems, such as crying excessively, cheating, lying, and losing their tempers. In addition, the study found, students who started school later had more behavioral difficulties than average-age students, especially when they reached adolescence.

At age 17, 7 percent of the average-age students in the study exhibited extreme behavioral problems. In comparison, 16 percent of the students who started kindergarten late displayed similar inappropriate conduct, while 31 percent of the students who had failed a grade for academic reasons showed extreme behaviors, the researchers found.

"Early on, children who have been delayed look like normal age-for-grade kids, whereas when they reach adolescence, they look more like kids who've failed a grade," Dr. Byrd said.

No Social Promotion

In general, older students may exhibit improper behavior because separation from students their own age might make them feel self-conscious and stigmatized, the study says.

But just because students who are older than their peers may have more behavioral problems should not be an argument for promoting children who aren't academically ready to advance to the next grade, some education groups said last week. ("Promote or Retain? Pendulum for Students Swings Back Again," June 11, 1997.)

"To pass kids along when they can't read--to socially promote them--is an outrage," said Bella Rosenberg, an assistant to the president of the American Federation of Teachers. The 950,000-member union published a national report last month that decried so-called social-promotion policies, but cautioned against conventional retention as well. ("AFT Report Assails Schools' Promotion, Retention Policies," Sept. 17, 1997.)

While overworked instructors rarely want to shoulder the unfinished work of another teacher, the question shouldn't be social promotion vs. retention, Ms.

Rosenberg argued. "The issue is getting these kids the academic help they need in a timely way so they can turn things around," she said.

While education researchers found the study intriguing, they said it should come with some caveats. "This is an important study in that it reiterates the importance of early intervention," said Nancy Karweit, a research scientist at the Center for Research on the Education of Students Placed at Risk, located at Johns Hopkins University in Baltimore.

But Ms. Karweit said that because the Rochester study uses a decade-old survey, it may not accurately reflect current trends. More districts have halted the practice of retaining students in recent years, she said.

Ms. Karweit also noted that the study fails to distinguish between children who were held back from starting school by their parents to give them an academic boost and those who were retained by their kindergarten teachers because of learning disabilities, for example.

If this "early retention" were counted, Ms. Karweit said, it might shed more light on how problematic delaying a child's entry into school really is.

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Article

SCHOOL ISSUES ARTICLE

All Kids Make Progress in Kindergarten

After tracking 22,000 kindergartners for a full year, the National Center for Education Statistics (NCES) reports mixed findings. Although most children who start school without basic school-readiness skills catch up by the end of the school year, their more-advantaged classmates continue to move further ahead to master more-complex skills.

The National Center for Education Statistics (NCES) reported some good news and some bad news about the nation's kindergartners this week.

The good news is that most children who start school without basic school-readiness skills catch up by the end of the school year. The bad news is that they spend the entire year catching up; in the meantime, their more-advantaged classmates gain further mastery of more-complex reading and math skills, said Jerry West, one of the authors of the NCES report. The gap widens in more-sophisticated skill areas as children who have basic skills at kindergarten entry move on to more-advanced skills, West said.

"There's certainly mixed news in the report," said Gary W. Phillips, acting commissioner of education statistics for NCES, at a press conference this week. "The good news is that during kindergarten, all types of students improve their readiness for school. On the other hand, the pattern of group differences entering kindergarten is still there at the end of kindergarten. Furthermore, the gap between at-risk and more-advantaged students is reduced for more basic skills but widened for more complex skills."

The report, the Kindergarten Year, is part of an ongoing, six-year, early childhood longitudinal study. It tracks 22,000 children from 1,000 elementary schools, who represent the nation's 4 million kindergarten students. The study began in the fall of 1998, when students were evaluated before they entered kindergarten. This is the second full report and reflects data that compares the children's skills in the fall of 1998 with their abilities at the end of the kindergarten year in the spring of 1999.

The overall purpose of the study is to gather information about children's knowledge and skills from the beginning of kindergarten through fifth grade. It will include information about social, emotional, and physical development, such as specifics regarding children's home environments, home educational practices, school and classroom environments, curriculum, and teacher qualifications. The study costs \$6 million annually, West said.

"The report isn't terribly surprising," said Edward F. Zigler, who founded Head Start 35 years ago. He is currently Sterling Professor of Psychology at Yale University. Kids who grow up in poverty have long been at an academic disadvantage compared with children from middle class homes, Zigler said. Although that isn't news to most educators, Head Start continues to fall short.

The program serves only 42 percent of the children who live in poverty and does not serve at-risk children who live in households just above the poverty level, he noted.

The report further substantiates school-readiness differences based on varying early childhood home and school experiences. "There is a high correlation between family income and preschool experience," Zigler told *Education World*. "For poor families, preschool is too expensive. Middle class homes have better learning environments plus [kids] get preschool, so they're ahead of the children from the poor homes. Plus poor children usually had lousy childcare. Put all those things together, and they are behind."

"Many countries have universal early childhood programs," Zigler continued. "We do all this talk about investing in children and in education in this country but we're not making any progress."

Zigler thinks progress is on the horizon, however, mainly because of the education debates between presidential candidates Vice President Al Gore and Texas Governor George W. Bush. "We are in a wonderful shape, thanks to the debate about providing universal preschool education," Zigler said. "It is a really good opportunity for us to accomplish a lot for preschool. Gore pushed for universal pre-kindergarten, and Bush wants all children to be reading by third grade. Bush will soon realize he can't wait to start helping children in kindergarten."

The disparity between skills and knowledge among kindergarteners follows children through their entire education experience, Zigler said. "This is not frustrating only for the kids; it is equally frustrating for teachers to have more than one of these at-risk students," he said. "Teachers talk about it to me all the time. If they have three or more at-risk students in the classroom, everyone's learning suffers. Everybody in the class loses, not just those three kids."

We need to do more, said Richard W. Riley, secretary of education, at the press conference. "This report clearly shows that kindergarten benefits all children," Riley said. "It also reminds us that a half-day of kindergarten and regular school cannot do everything."

The report reinforces the findings of the report released earlier this year that identified four risk factors that result in poor reading and math skills. Those factors include living in a single-parent household, being a welfare recipient, having a mother with less than a high school education, and living in a home in which English is not the primary language.

Read *Study Looks for Keys to Early School Success*, a story about the first full NCES report, *America's Kindergartners*.

The NCES researchers also found that some patterns identified at the beginning of school continue throughout the year. For example, older children have higher-level skills and knowledge than their younger classmates do. The researchers also found that children whose mothers have more education stay on task more, seem more eager to learn, and pay closer attention than do children whose mothers have less education. Teachers also continue to report that children who have fewer risk factors are more likely to accept peer ideas and form friendships and are less likely to argue, fight, or get angry than children who have more risk factors are.

One "interesting" new finding the report notes is that kids in all-day kindergarten get crankier than kids in partial-day kindergarten do, although all-day kindergartners make more gains academically. The report suggests caution in interpreting differences in behavior, though, because researchers observed the same differences when children entered the program in the fall. Children in full-day programs may demonstrate slightly higher skills and knowledge than their peers in partial-day programs, but they are more likely to exhibit a higher frequency of some problem behaviors, such as how often they argue and fight with others.

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SCHOOL ISSUES ARTICLE

Starting Kindergarten Late: How Does It Affect School Performance?

Does entering kindergarten late help some children do better in school? The answer isn't as simple as it sounds! Opinions -- and the results of several recent surveys -- are divided on that question.

One child in seven in the United States either entered kindergarten late or was required to repeat kindergarten, according to data from the 1993 and 1995 National Household Education Surveys. Since the 1970s, another report shows, the proportion of children who have delayed entering kindergarten has doubled, mainly because parents want to give them a competitive and social advantage.

How does entering kindergarten late or repeating the grade affect children's school performance? The 1993 and 1995 surveys found notable differences between the later school performance of students who were held out of kindergarten and students who repeated kindergarten.

The performance of first- and second-graders who were held out of kindergarten was better than that of first- and second-graders who entered kindergarten at the prescribed age.

On the other hand, children who had to repeat kindergarten were doing worse than other first- and second-graders.

Those are highlights from a statistical analysis report, titled "The Elementary School Performance and Adjustment of Children Who Enter Kindergarten Late or Repeat Kindergarten: Findings from National Surveys," published in November 1997 by the National Center for Education Statistics.

MOST DRAMATIC DIFFERENCES

Following are the areas in which the report shows students with delayed kindergarten entry differed most dramatically from students who entered on time:

First- and second-grade students in 1993 who had been kept out of kindergarten until they were older were less likely than other students to draw negative feedback from teachers about their academic performance or conduct in class.

In 1995 the delayed entry students were less likely than students who started kindergarten on time to have repeated first or second grade.

First- and second-graders who were retained in kindergarten had more school performance problems than children who didn't repeat.

First- and second-graders in 1993 who had repeated kindergarten were more likely than children who had not repeated to receive negative feedback from their teachers.

BACKGROUND FACTORS HAVE IMPACT

In the 1995 survey, controlling for demographic, socioeconomic, and development factors basically eliminated the differences between students who entered kindergarten late and other first- and second-graders. On the other hand, when those factors were taken into account in the 1993 survey, the differences in student school performance were reduced but remained significant.

No evidence was found in the surveys that children who may have been at heightened risk of having difficulties in school benefited from, or were hurt by, delayed kindergarten entry more than other children. Neither starting kindergarten late nor retention in kindergarten were shown to relate significantly to first- and second-grade school performance or adjustment.

THE CONS OF DELAYED KINDERGARTEN

Not every study seems to indicate that delaying a child's entry into kindergarten is beneficial. A study published in *Pediatrics*, the American Academy of Pediatrics journal, might support educators who oppose delaying children's entry into kindergarten. Students who are older because they started school late tend to have more behavioral difficulties in adolescence than students who are the average age for the grade, according to research done at the University of Rochester.

"Parents want to keep kids out to give them a leg up on tests," said Dr. Robert S. Byrd, assistant professor of pediatrics at the University of Rochester [N.Y.] School of Medicine. "But holding children out of school may not give them any advantage, and may cause problems."

The trend toward delayed entry into kindergarten, along with an increase in the number of special education students who take more time to complete high school and of immigrant students who may need more time to catch up on work, has created an aging school population in the United States. According to an October 1997 article in *Education Week*, the percentage of 12th graders in U.S. public schools who are 19, 20, or 21 has nearly doubled, from 4 percent in 1984 to 7 percent in 1994.

For the study published in *Pediatrics*, staff at Rochester General Hospital studied interviews with parents of more than 9,000 children from 7 to 17 years old, gathered in 1988 for the federal National Health Interview Survey.

In that survey, 26 percent of children were older than their peers were. About half had been retained a year, and the other half had been delayed in starting school by their parents or by a school's cutoff date for entry. Students who started school later had more behavioral problems than students of average age, especially when they hit adolescence, the study showed. According to this research, at 17, 16 percent of students who started kindergarten later demonstrated extremely inappropriate conduct, while 7 percent of the average-age students exhibited similar inappropriate behavior.

A FEW CAVEATS

Some education groups have said the possibility that older students may have more behavioral problems does not make it advisable to promote children who are not academically ready for the next grade. Other experts have criticized the Rochester hospital study for using data that was years old and possibly not applicable at this time.

Complicating the issue of kindergarten readiness is the fact that parents and teachers or school administrators may view readiness very differently. An article titled "How Should Children Be Prepared For Kindergarten?" from the Educational Resource Network on the Web recognizes that much of the diversity among 5-year-olds is due to "developmental differences, the varying rates at which individuals mature." Yet some of the diversity, the article asserts, may be based on different ways parents prepare, or don't prepare, their children for kindergarten.

The article is based on information from a survey by Kimberly Harris and Shelly Knudsen Lindauer. Harris and Lindauer sought to learn what parents and teachers believe about kindergarten readiness. They surveyed two-parent families from diverse economic, ethnic, and religious backgrounds in urban and rural areas.

"When asked what parents could do to better prepare their children," the article states, "teachers most frequently mentioned the areas of receptive language, cognitive-attention/problem-solving, and small muscle coordination." Parents, however, tended to emphasize helping children with pre-reading, math, and social skills. According to Harris and Lindauer, "clarifying goals for parents is essential," and communication between home and school about expectations for children entering kindergarten will help those children succeed in school.

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Related Resources

"Parent and Teacher Priorities for Kindergarten Preparation," *Child Study Journal*, Volume 18, Number 2, p. 61.
Young Children. (November 1990): 21-23. The position statement on school readiness from The National Association for the Education of Young Children (NAEYC).
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02/02/1998

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SCHOOL ADMINISTRATORS ARTICLE

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02/02/1998

Executive Summary

The kindergarten year marks a period of rapid change in the ways children think about themselves and the world around them (Bredekamp and Copple 1997; Sameroff and McDonough 1994). This change is influenced by both developmental factors (e.g., age, maturation) and environmental factors (e.g., schooling, home educational activities, family resources). Across this first year of schooling, children will acquire the knowledge and skills that will prove integral to their future success in school and in life.

Children enter school demonstrating a vast array of knowledge and skills, some children further along than others (West, Denton, and Germino Hausken 2000). The kindergarten year serves multiple purposes and is geared toward the development of both cognitive and noncognitive knowledge and skills (Seefeldt 1990). And, depending on the child, knowledge and skills develop in different areas and at different rates across this year of school.

To enrich the picture of children's first experience in formal education—the kindergarten year—we need to understand the knowledge and skills children possess as they enter kindergarten and we need to gain insight into how these develop across the kindergarten year. This report attempts to answer two basic sets of questions about children's knowledge and skill acquisition during the kindergarten year.

1. What gains are children making from the fall of their kindergarten year to the spring of their kindergarten year in their reading and mathematics knowledge and skills? Do these gains differ by child, family, and kindergarten program characteristics? As children are exiting kindergarten and preparing for first grade, how do their knowledge and skills differ by child, family, and kindergarten program characteristics (e.g., age, family risk factors)?
2. What gains are children making in specific knowledge and skills (e.g., recognizing letters, recognizing numbers, paying attention)? Do children's gains in specific knowledge and skills differ by child, family, and kindergarten program characteristics? At the end of their kindergarten year when children are preparing for first grade, do their

specific knowledge and skills differ by child, family, and kindergarten program characteristics (e.g., age, mother's education)?

The findings in this report come from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K). The ECLS-K, sponsored by the U.S. Department of Education, National Center for Education Statistics (NCES), selected a nationally representative sample of kindergartners in the fall of 1998 and is following these children through the end of fifth grade. The full ECLS-K sample is comprised of approximately 22,000 children who attended about 1,000 kindergarten programs during the 1998–99 school year. The children attended both public (85 percent) and private (15 percent) kindergartens that offered full-day (55 percent) and part-day (45 percent) programs. All kindergarten children within the sampled schools were eligible for the sampling process, including language minority and special education students. The sample includes children from different racial/ethnic and socioeconomic backgrounds. In the fall of 1998, about 95 percent of kindergartners were entering school for the first time. This report focuses on these first-time kindergartners. When information on children's cognitive knowledge and skills is presented, this report focuses on the children in the sample who received the cognitive assessment in English in both the fall and the spring of their kindergarten year.¹

Findings

Question 1: Gain, Differences in Gain, and Spring Kindergarten Status in Children's Knowledge and Skills

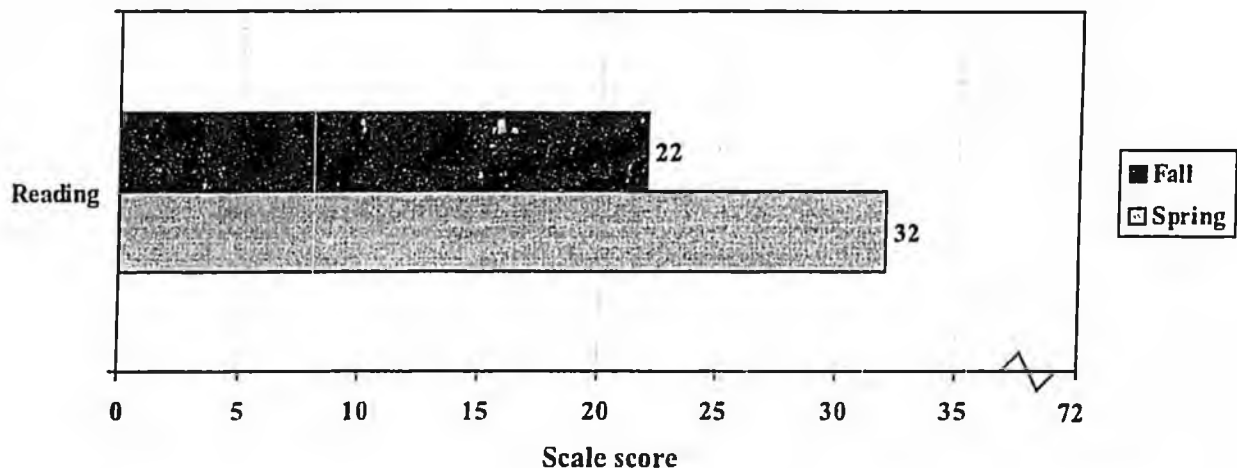
To address the first set of questions, the change from the fall of kindergarten to the spring of kindergarten in children's reading and mathematics scale scores was examined. These scores reflect children's overall performance in these domains. The possibility that particular groups of children might demonstrate more or less gain over the kindergarten was also explored

¹ Approximately 30 percent of Hispanic children and 19 percent of Asian children were not assessed in English and are not included in the estimates related to cognitive knowledge and skills. The Hispanic children who were proficient in Spanish were assessed in Spanish (for details see *Methodology and Technical Notes, Constructs, and Variables Used in Analysis*). The Hispanic and the Asian children not assessed in English are included in the estimates related to noncognitive knowledge and skills. And, due to specific instructions listed in the child's school record, about one-half percent of children were excluded from the cognitive assessment based on a disability.

(e.g., children at risk for later school difficulty might not acquire reading knowledge and skills at the same rate as children not at risk for later school difficulty).

As their kindergarten year comes to a close, children demonstrate higher levels of reading and mathematics knowledge and skills than they demonstrated as they entered school for the first time. Children's reading scale scores increased by 10 points from the fall to the spring (figure A). Therefore, the gain from fall to spring is about one standard deviation (an appreciable increase).

Figure A.—First-time kindergartners' mean reading scale scores: Fall 1998 and spring 1999

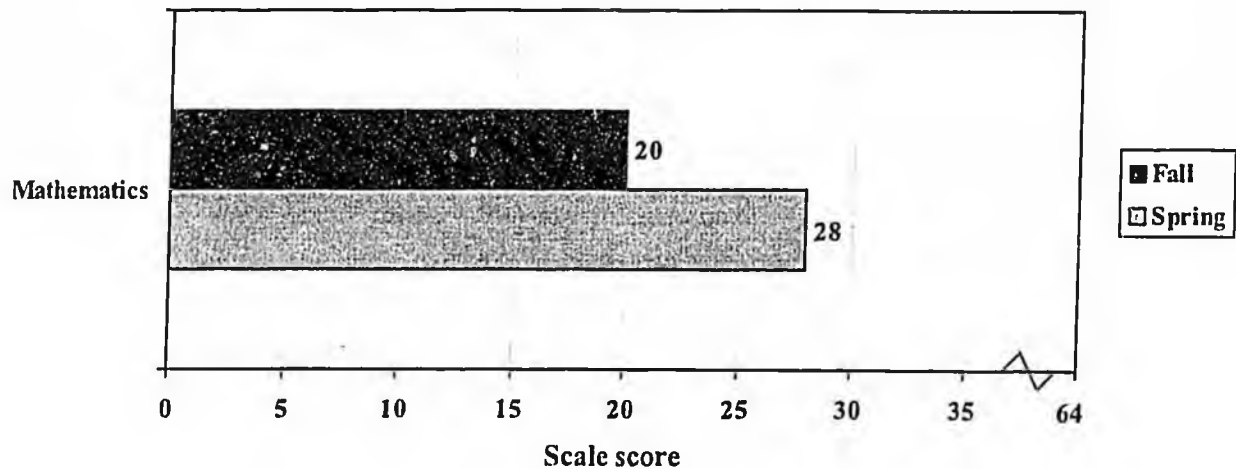


NOTE: The ECLS-K assessment was designed for both kindergarten and first-grade children. Therefore a mean score of approximately 30 in the spring of kindergarten is not unexpected.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99, Fall 1998 and Spring 1999.

Children's mathematics scores increased by eight points from the fall to the spring (figure B). Thus, children's mathematics knowledge and skills increased about one standard deviation during the kindergarten year. For the most part, the gains children demonstrate in their overall reading and mathematics knowledge and skills do not differ markedly by child, family, and kindergarten program characteristics. For example, there is not more than a two-point difference in the gains children demonstrate in reading and mathematics by mother's education.

Figure B.—First-time kindergartners' mean mathematics scale scores: Fall 1998 and spring 1999



NOTE: The ECLS-K assessment was designed for both kindergarten and first-grade children. Therefore a mean score of approximately 30 in the spring of kindergarten is not unexpected.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99, Fall 1998 and Spring 1999.

The absence of a substantial differential gain in children's general reading and mathematics knowledge and skills is seen again when we consider other characteristics of children, their families, and their kindergarten programs, such as children's age as they enter school and family risks for later school difficulty. The same is true when we look at school type and kindergarten program type. However when we consider the specific knowledge and skills children are acquiring (e.g., letter recognition, addition and subtraction, making friends, paying attention), children are developing particular cognitive and noncognitive knowledge and skills at different rates.

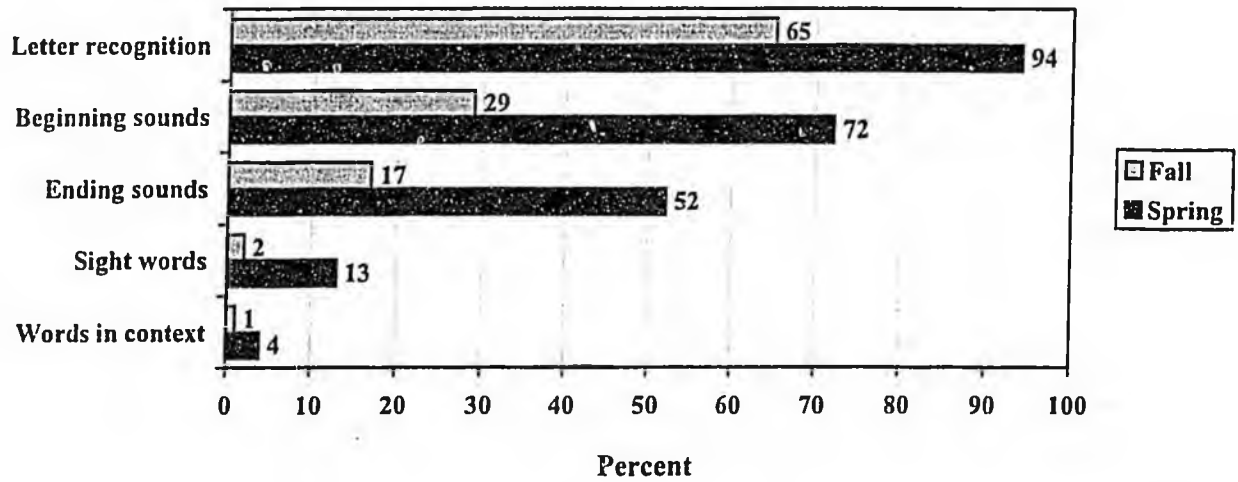
Question 2: Gain, Differences in Gain and Spring Kindergarten Status in Children's Specific Knowledge and Skills

To address the second set of questions, children's specific cognitive and noncognitive knowledge and skills were examined. Furthermore, the question of whether certain groups of children were more likely to acquire specific cognitive and noncognitive knowledge and skills than others was explored (e.g., does the probability that children acquire the reading skill of sight-word recognition vary by the level of their mother's education?). Finally, information is presented on the specific knowledge and skills children demonstrate in the spring of their kindergarten year as they are preparing for first grade.

In addition to the overall reading and mathematics scale scores, the ECLS-K assessment battery provides information on specific proficiencies. In the reading domain, the ECLS-K assessment battery provides information on: letter recognition; understanding of the letter-sound relationship at the beginning of words; understanding of the letter-sound relationship at the ending of words; sight-word recognition; and understanding of words in context. In the mathematics domain, the ECLS-K assessment battery provides information on: recognizing single-digit numbers and basic shapes; counting beyond 10, recognizing the sequence in basic patterns, and comparing the relative size (dimensional relationship) of objects; recognizing two-digit numbers, identifying the next number in a sequence, and identifying the ordinal position of an object; performing simple addition and subtraction; and performing basic multiplication and division.

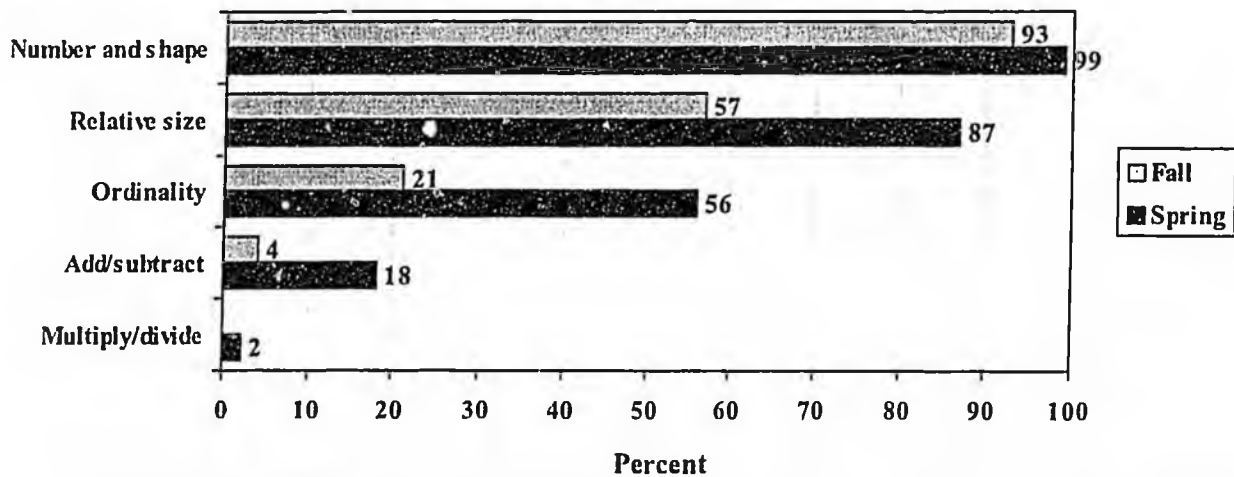
Across the kindergarten year, children acquire specific knowledge and skills in reading and mathematics (figures C and D). By the end of their kindergarten year, nearly all children recognize their letters, their numbers and their shapes. The percent of children who can recognize words by sight and demonstrate an understanding of words in context, though still relatively low, increased from kindergarten entry to kindergarten exit. And the numbers of children adding and subtracting also increased from kindergarten entry to kindergarten exit. We see less dramatic changes in children's social skills and approaches to learning across the kindergarten year, with a large percentage of children exhibiting prosocial behaviors and positive approaches to learning.

Figure C.—Percentage of first-time kindergartners demonstrating specific reading knowledge and skills: Fall 1998 and spring 1999



SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99, Fall 1998 and Spring 1999.

Figure D.—Percentage of first-time kindergartners demonstrating specific mathematics knowledge and skills: Fall 1998 and spring 1999



SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99, Fall 1998 and Spring 1999.

When we examined children's overall gains in reading and mathematics knowledge and skills, as measured by their reading and mathematics scale scores, by child, family and kindergarten program characteristics, we found little evidence of differential gains from fall to spring. Based on those findings, the conclusion might be that from fall to spring of kindergarten, all children are acquiring knowledge and skills at approximately the same rate, and that they are learning the same things. However, this is not completely accurate. We see a very different picture when we look at children's acquisition of specific knowledge and skills.

To illustrate, children from the more disadvantaged backgrounds (those with at least one risk factor) are closing the gap in basic skills (i.e., recognizing their letters and counting beyond 10, recognizing the sequence in basic patterns and comparing the relative size of objects). However, these same children lag further behind their more advantaged classmates when it comes to gaining more sophisticated reading and mathematics knowledge and skills (i.e., recognizing words by sight or solving simple addition and subtraction problems). In fact, the gap has widened. The same basic patterns we see when we consider cumulative family-risk factors are present when we consider other child characteristics, such as race/ethnicity.

Furthermore, to illustrate, we see some evidence of differential gain in the frequency with which children demonstrate specific social skills. According to their teachers, younger children are more likely to acquire the skill of paying attention than their older counterparts during the kindergarten year.

As children are completing kindergarten and preparing for first grade, almost all (94 percent) children know their letters, and 72 percent understand the letter-sound relationship at the beginning of words, while 52 percent understand the letter-sound relationship at the ending of words. In fact, 13 percent demonstrate a proficient understanding of words by sight and 4 percent, words in context (figure C). In mathematics, 99 percent of children recognize their numbers and basic shapes, and the majority (87 percent) demonstrate understanding of dimensional relationships among objects (relative size). Just over half (56 percent) of children demonstrate an understanding of the mathematical concept ordinality. Moreover, 18

percent show they can add and subtract, and 2 percent are successfully performing multiplication and division (figure D).

Summary

Young children need knowledge and new experiences to develop and thrive. Schools offer a plethora of learning and development opportunities for children. Consequently, it is not surprising that across the kindergarten year children are rapidly acquiring the knowledge and skills integral to succeed in school and life.

This report presents a simple picture of the gains children make across the kindergarten year. The ECLS-K will follow these children through the fifth grade. We will be able to track children's performance and the differences in their performance, not only by child and family characteristics but also by teacher and school characteristics. This report represents only the beginning of understanding the role of the kindergarten year in children's development. Future analyses, based on the information from the ECLS-K, will help us understand the role of such things as child care, home educational environment, teachers' instructional practices, class size and the general climate, and facilities and safety of the schools.

ALASKA STATE LEGISLATURE

Senate
Health, Education &
Social Services
Committee

Senate
Labor & Commerce
Committee

Senate
State Affairs
Committee



SENATOR BETTYE DAVIS

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State Capitol
Juneau, Alaska 99801
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Senate Bill 41

"An Act Kindergarten programs and compulsory education; funding grants for public schools; and providing for an effective date."

Sponsor Statement

The aim of a Kindergarten program is to provide a strong foundation from which students can grow to become active participants in life-long learning. Children's early learning experiences have a profound effect on their development. In Kindergarten, children's receptivity to new influences and capacity to learn are at their peak. During this period, they acquire a variety of important skills, knowledge, and attitudes that will affect their ability to learn, their personal development, their relationships with others, and their future participation in society. The learning experienced in Kindergarten provides the basis for the acquisition of literacy skills (including technological and computer literacy), mathematics skills, and science skills, and prepares them for successful learning experiences in later grades.

This bill would require that all children be enrolled in a kindergarten program. This legislation is based on the belief that early learning and preparation for all students who enter the first grade should be a major focus.



MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT

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March 29, 2001

Senator Bettye Davis
Alaska State Legislature
State Capitol (MS 3100)
Juneau, AK 99801-1182

Dear Senator Davis:

Thank you for addressing the Alaska Association of School Administrators on Monday, March 26, 2001. I appreciated hearing your thoughts and concerns about accountability and the exit exam. It is encouraging to note that legislators, educators, and the general public are all speaking about the importance of essential learning for our students. We seem to disagree only in the implementation details. I think the committee substitute for SB 133 goes a long way in addressing important issues for students and testing.

I commend your unrelenting support of public education and especially emphasis on the importance of early entry into school. As you know, there are many children who need the enriched environment of schools to enhance their learning potential.

My 26 years of service in public education in Alaska convinces me that we have a strong school system. I am confident that the joint efforts of legislators, educators, and the public will strengthen our work with our children as we ensure that all have essential skills while nurturing their individuality.

Sincerely,

Patricia R. Chesbro
Superintendent

LETTER OF SUPPORT

S B

5 5

FISCAL NOTE

STATE OF ALASKA
2001 LEGISLATIVE SESSION

Fiscal Note Number: 1
Bill Version: SB 55
(S) Publish Date: 1/23/01

Revision Date/Time (Note if correction): _____ Dept. Affected: Administration
Title: "An Act changing the name of the Alaska BRU Alaska Longevity Prog.
Pioneers' Home to Pi. & Veterans Home Component: Pioneers' Home
Sponsor: Rules
Requester: Governor Component Number: 1950

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
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

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

Estimate of any current year (FY2001) cost: 0.0

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This legislation changes the name of the Alaska Pioneers' Home to the Alaska Pioneers' and Veterans' Home, establishes a veterans' preference for admission, and provides authority to establish by regulation a number of beds throughout the system to be reserved for veterans. The initial allocation is expected to be 120 beds. Although none of this requires additional funding, the Governor's FY 2002 budget includes an increase of \$5,107.7 (\$2,474.7 GF and \$2,633.0 Receipt Supported Services) and 126 PFT staff to allow filling approximately 86 vacant beds to accommodate admitting additional veterans. Most of these beds are in the Anchorage, Palmer and Sitka homes.

Prepared by: James L. Kohn Phone 465-2159
Division: Alaska Longevity Programs Date/Time 12/21/00 4:00 PM
Approved by: Alison Elgee, Deputy Commissioner Date 12/26/00
Agency: Department of Administration

For distribution information, call the Governor's Legislative Office

FISCAL NOTE

STATE OF ALASKA
2002 LEGISLATIVE SESSION

Fiscal Note Number: 2
 Bill Version: SB 55
 (S) Publish Date: 4/19/02

Revision Date/Time (Note if correction): _____ Dept. Affected: Admin
 Title An Act changing the name of the AK Pioneers' BRU AK Longevity Programs
Homes - Amendment Component Pioneers' Homes
 Sponsor (S) Rules
 Requester (S) State Affairs Component No. 1950

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
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	250.0	0.0	0.0	0.0	0.0	0.0
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CHANGE IN REVENUES ()						
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	250.0	0.0	0.0	0.0	0.0	0.0
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	250.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2002) cost: 0.0

Check this box (X) if funding for this bill is included in the Governor's FY 2003 budget proposal: _____

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

Capital funding of \$250.0 will be used to obtain a contract to study the needs of Alaskan veterans. This study will obtain in-depth information about the needs of veterans in the state who would not be served by the Pioneers' and Veterans' Home system and a plan to meet those needs. In general, senior veterans will require assistance with needs related to physical frailty and Alzheimer's disease which they will receive in the Pioneers' and Veterans' Home. Veterans younger than 65 years of age, in general, will require assistance related to homelessness, substance abuse and combat disability. The plan would include the best use of federal programs for state veterans and the use of state funds to leverage federal grants. The \$250.0 cost of the study is approximately one half the cost of a similar study recently funded by the State of Washington, and should save the state costly mis-steps in providing for the needs of Alaska veterans.

Prepared by: James Kohn, Director Phone 465-2159
 Division Alaska Longevity Programs Date/Time 01/17/02
 Approved by: Jim Duncan, Commissioner Date 1/17/2002
 Agency Department of Administration

FISCAL NOTE

STATE OF ALASKA
2002 LEGISLATIVE SESSION

No. 3
Bill Version: SB 55
(S) Publish Date: 4/19/02

Revision Date/Time (Note if correction): _____ Dept. Affected: Admin
Title An Act changing the name of the AK Pioneers' BRU AK Longevity Programs
Homes... Component Pioneers' Homes
Sponsor (S) Rules
Requester (S) State Affairs Component No. 1950

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Personal Services	4,971.3	4,971.3	4,971.3	4,971.3	4,971.3	4,971.3
Travel						
Contractual	250.1	250.1	250.1	250.1	250.1	250.1
Supplies	76.2	76.2	76.2	76.2	76.2	76.2
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	5,297.6	5,297.6	5,297.6	5,297.6	5,297.6	5,297.6

CAPITAL EXPENDITURES	0.0	0.0	0.0	0.0	0.0	0.0
-----------------------------	------------	------------	------------	------------	------------	------------

CHANGE IN REVENUES ()	2,633.0	2,633.0	2,633.0	2,633.0	2,633.0	2,633.0
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	2,914.6	2,914.6	2,914.6	2,914.6	2,914.6	2,914.6
1005 GF/Program Receipts						
1037 GF/Mental Health						
1118 Pioneers Home Receipts	2,633.0	2,633.0	2,633.0	2,633.0	2,633.0	2,633.0
TOTAL	5,547.6	5,547.6	5,547.6	5,547.6	5,547.6	5,547.6

Estimate of any current year (FY2002) cost: 0.0

Check this box (X) if funding for this bill is included in the Governor's FY 2003 budget proposal:

POSITIONS

Full-time	128	128	128	128	128	128
Part-time	0	0	0	0	0	0
Temporary	0	0	0	0	0	0

ANALYSIS: (Attach a separate page if necessary)

Combining the Pioneers' Home tradition with the concept of a state veterans' home will maximize the use of the state's existing infrastructure. A significant number of Pioneers' Home residents are veterans. Veterans want assurance that a certain number of beds will be available for them in the state. Pledging some vacant beds to veterans fills this request. About 90 Pioneers' Home beds are vacant due to lack of funding to provide 24 hour staffing to meet the needs of applicants on the active waiting list. The vacant beds are primarily in Anchorage, Palmer and Sitka, and mostly in the coordinated services and basic assisted living levels of care which provide residential type services for fairly independent residents and require limited staffing. This funding would upgrade the designation of beds within the Homes from coordinated and basic assisted living services to levels providing 24 hour care which meets the needs of individuals on the active waiting list. With the addition of appropriate staffing, applicants (both veterans and non-veterans) could be admitted to vacant beds. Admission to vacant beds would also generate increased revenue. The funding would provide 128 full time direct care staff and contract funding for Sitka and Palmer for increased physical therapy.

Prepared by: James Kohn, Director Phone 465-2159
Division: Alaska Longevity Programs Date/Time 01/15/02
Approved by: _____ Date 1/15/2002
Agency: Department of Administration

STATE OF ALASKA

DEPARTMENT OF ADMINISTRATION

OFFICE OF THE COMMISSIONER

TONY KNOWLES, GOVERNOR

P.O. BOX 110200
JUNEAU, ALASKA 99811-0200
PHONE: (907) 465-2200
FAX: (907) 465-2135

April 23, 2002

The Honorable Lyda Green, Chair
Senate Health, Education and
Social Services Committee
State Capitol, Room 121
Juneau, Alaska 99811-1182

Dear Senator Green:

I respectfully request that you schedule CS Senate Bill 55 (STA), an act relating to the Alaska Pioneers' Home and to a survey of certain housing and care needs of veterans in this state for a hearing before the Senate Health, Education and Social Services Committee as soon as possible.

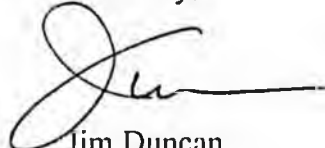
This bill will establish a veteran's preference for up to 21 percent of the Pioneers' Home beds statewide. We are currently negotiating an agreement with the U.S. Veterans' Administration (VA) to insure we meet the needs of veterans while maintaining the integrity of the Alaska Pioneers' Home System. Please see the attached letter from Secretary Principi and Memorandum of Understanding.

Our goal is to partner with the VA to provide veterans the services they need in our Pioneers' Home System. This approach has the advantage of using our existing six facilities to provide needed services rather than constructing one stand-alone Veterans' Home while 100 beds in our Pioneers' Homes are vacant due to lack of funding. SB 55 also provides for a survey and evaluation of the care and housing needs of veterans in this state.

The Senate State Affairs Committee CS for SB 55 does not include changing the name of the Alaska Pioneers' Home to the Alaska Pioneers' and Veterans' Home and consequently does not provide the recognition that our Alaskan Veterans deserve and desire.

Thank you for your attention to this important matter.

Sincerely,



Jim Duncan
Commissioner

JD/RS/jd
Enclosure

cc: Mike Abbott, Legislative Director
Office of the Governor



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by Alaska Litho, Inc.



THE SECRETARY OF VETERANS AFFAIRS
WASHINGTON

April 2, 2002

Jim Duncan
Commissioner
Department of Administration
333 Willoughby Ave., 10th Fl.
State Office Building
Juneau, AK

Dear Mr. Duncan

This is in response to your letter regarding establishment of a partnership between the Department of Veterans Affairs (VA) and Alaska's Pioneer Homes. I appreciate your desire to meet the needs of veterans within the framework of the Pioneer Homes.

I fully support efforts that would enable VA and the State of Alaska to work cooperatively to address the elder care needs of Alaska's veterans. I understand the first step is to establish the Pioneer and Veterans Homes, and there is legislation pending to accomplish this. Once this legislation is enacted, I will be pleased to explore options for the provision of long term care for Alaska's veterans, to include the flexibilities of our State Veterans Homes and Contract Community Nursing Homes programs. I have enclosed some information on our State Veterans and Contract Community Nursing Home programs that I hope you will find helpful. What is paramount is assuring that the needs of Alaska's veterans and VA's standards for nursing home care are met.

Marsha Goodwin, Acting Chief Consultant, Geriatrics and Extended Care Programs, is available to meet with representatives of the Pioneer Homes and Alaska State officials to further discuss these options. If you should have any questions, she may be reached at 202-273-8540. A similar letter has been sent to Major General Phillip Oates, Adjutant General/Commissioner and appropriate members of Congress. I look forward to a continued working relationship with you to better meet the needs of Alaska's veterans.

Sincerely yours,

A handwritten signature in cursive script that reads "Anthony J. Principi".

Anthony J. Principi

Enclosures

MEMORANDUM FOR THE RECORD

This memorandum for the record has been developed in teleconference discussions among Marsha Goodwin, Acting Chief Consultant, Geriatrics and Extended Care Programs at the U.S. Department of Veterans' Affairs; James Kohn, Director, Division of Alaska Longevity Programs; and John Taber, Associate Director, Washington, D.C. Office of the Governor of Alaska, during the period of April 1-5, 2002.

The parties to this memorandum agree as follows:

The federal Veterans' Affairs State Home Per Diem Grant program provides financial assistance to veterans in state veterans homes within a framework of federal VA standards and regulations that do not presently allow for VA financial support of Alaska veterans in the proposed Alaska Pioneers' & Veterans' Homes. It is agreed that the VA and the state of Alaska will work cooperatively to seek solutions to the issues that exist, including, if needed, federal legislation which would allow for VA support of veterans in the Alaska Pioneers' & Veterans' Home while preserving the ownership and authority of the state to operate and manage this unique long term care program. We agree that we will seek common ground for developing a potential demonstration that preserves both the character of Alaska's Pioneers' homes and the required standards of care for eligible Veterans.

As we work toward those solutions, we accept as governing principles the following:

Alaska's Pioneers' Homes are designed and managed as long-term assisted living facilities. There is no present intention to expand their role to include skilled nursing functions. The state of Alaska relies on agreements with private nursing homes and public and private hospitals to provide skilled nursing and hospital care as it is needed by Pioneers' Home residents.

Similarly, there is no present intention to expand the role of the Pioneers' homes to include Adult Day Care, because facilities that provide Adult Day Care already exist in most communities where the Pioneers' Homes are located and it would duplicate capacity to add that function to the Pioneers' Homes.

The state of Alaska seeks to ultimately include all six of the existing Pioneers' Homes in the Pioneers' Home/Veterans' Home program and seeks to integrate Pioneers and Veterans to the maximum extent practicable within those facilities.

The state of Alaska seeks to preserve the essence of the Pioneers' Home concept by continuing to use the admission and eligibility standards and cost sharing procedures and

policies that have served the Pioneers' Homes well for 89 years. We agree to work to find solutions to issues that such existing policies may create for veterans who qualify for assistance but do not fit within state admission and eligibility standards.

As we continue the discussions that we intend will lead to the necessary agreements and/or legislation to permit the Veterans Affairs State Home Per Diem Grant Program to operate in Alaska's Pioneers' Homes/Veterans' Homes, we agree to periodically provide information updates to Veterans and Veterans' Affairs officials in Alaska concerning those discussions.

SIGNED:

Marsha Goodwin, Veterans' Affairs

James Kohn, Alaska Longevity Programs

John Taber, Office of the Governor of Alaska

[Fwd: RE: Memorandum for Record]

Subject: [Fwd: RE: Memorandum for Record]

Date: Mon, 08 Apr 2002 11:51:13 -0800

From: John Taber <jrtaber@sso.org>

Organization: Alaska's Governor's Office

To: Jim_Duncan@admin.state.ak.us, Kohn James <james_kohn@admin.state.ak.us>

Here's another copy, just in case.

----- Original Message -----

Subject: RE: Memorandum for Record

Date: Fri, 5 Apr 2002 16:45:02 -0500

From: "Goodwin, Marsha E" <marsha.goodwin@hq.med.va.gov>

To: "'John Taber'" <jrtaber@sso.org>, "Goodwin, Marsha

E" <marsha.goodwin@hq.med.va.gov>

CC: Kohn James <james_kohn@admin.state.ak.us>

I think the e-mail concurrence is fine. Look forward to our next conference call meeting. Marsha

-----Original Message-----

From: John Taber [<mailto:jrtaber@sso.org>]

Sent: Friday, April 05, 2002 4:42 PM

To: Goodwin, Marsha E

Cc: Kohn James

Subject: Re: Memorandum for Record

Marsha,

Your changes are fine with us. Thank you again for your review and assistance. Can we consider this memorandum signed, based on our email concurrence in it? We should also circulate a hard copy for signature and I will be happy to initiate that from here.

John

"Goodwin, Marsha E" wrote:

> John - I just made a couple minor changes. See if they are agreeable with
> both of you. Marsha

>

> -----Original Message-----

> From: John Taber [<mailto:jrtaber@sso.org>]

> Sent: Thursday, April 04, 2002 6:47 PM

> To: Marsha.Goodwin@hq.med.va.gov; Kohn James

> Subject: Memorandum for Record

>

> Attached is my proposed Memorandum for the Record per our discussions
> today. Please let me know if this meets with your approval and
> agreement. Thank you for your cooperation and assistance in developing
> this important understanding and agreement.

>

>

> -----
> Name: Alaska

Pioneer Homes MEMORANDUM FOR THE RECORD.doc

> Alaska Pioneer Homes MEMORANDUM FOR THE RECORD.doc Type: Winword
File (application/msword)

>

Encoding: base64

Department of Veterans Affairs (VA) Fact Sheet

VA State Home Program: The VA State Home Per Diem Grant Program provides Federal payments to States for eligible veterans in State Veterans Homes (SVHs) recognized by VA. In order to receive the grant funds for either construction or per diem payments for nursing home, domiciliary, or adult day health care, the State must apply for the grant and meet VA standards. It is the responsibility of the State to conduct feasibility studies associated with establishing a State Veterans Home. State Veterans Homes are owned and operated by States. VA may recognize an entire facility or a specific area, such as a wing or floor within a larger facility, like a Pioneers Home. Veterans may not be intermingled with other residents of the home. VA recognition ensures that veterans receive consistent levels of care in accordance with VA standards. State nursing home regulations were published in the Federal Register on January 6, 2000. Section 51.20 provides directions for applying for recognition.

The SVH program provides grants to States for up to 65 percent of the costs of the construction or renovation of facilities for nursing home, domiciliary or adult day health care for eligible veterans. The State must provide 35 percent matching funds as a condition of construction grant award. The State may also request that VA recognize an existing facility or a portion of a facility as a State Home, as an alternative to construction, with the condition that the facility meet VA standards. Those standards are further described in the enclosed Question and Answer document. Eligible veterans must be located in a recognized SVH in order for the State to receive per diem payments. By law, these grants cannot be made available to individual veterans.

Should the State of Alaska choose to pursue any of these options for State Home development, VA staff is available to offer technical assistance. Once construction is completed, a local VA Medical Center of Jurisdiction is designated to work with a State Home to ensure that veterans receive the highest quality care. The requirement to satisfactorily meet SVH nursing home standards in order to achieve recognition is essentially the same whether the SVH is newly-constructed or designated as part of an existing facility. However, in the latter case, a specific standard (i.e., intermingling veterans with non-veterans) applies to SVH program integrity. A building housing a facility recognized as a State home for providing nursing home care may only provide nursing home care in the areas of the building recognized as a State home for providing nursing home care (38 CFR Parts 17 et al., 51.210 [u]). In other words, when SVH nursing home care is provided in only a portion of an existing facility, other types of care or programs cannot be conducted in areas specifically designated for the SVH. A recognized SVH would ultimately provide a safe environment for veterans residing in the state of Alaska. An Alaska SVH would ensure veterans receive the necessary medical care,

medications and medical assistive devices to veteran patients as prescribed by VA requirements.

Both local and VA Central Office staff have met with State officials over the past year about opportunities for Federal support. The State is encouraged to continue to meet with VA to seek alternatives, even though the option of dedicating a portion of the Pioneer Homes for veterans may not yet be available. VA looks forward to a continued close working relationship with the State of Alaska to help it meet all Federal grant requirements.

VA Contract Community Nursing Home Program: The Contract Community Nursing Home Program (CNH), established in 1965 is one of three VA-sponsored nursing home program. This program places patients requiring nursing home care in community nursing homes at VA expense. All VA medical facilities have CNH capabilities.

VA contracts with CNH facilities which meet Medicare/Medicaid standards and the most recent edition of the Life Safety Code. The contract allows VA to place a veteran in a CNH when the CNH agrees to accept the patient at the negotiated per diem rate. In FY 2001, the CNH program served an average of 4,000 veterans per day.

Patients who require care in a CNH due to activities of daily living impairments; medical diagnoses and/or the inability of the informal and formal care system to provide care at home or in the community comprise the target population for CNH. The population includes patients in need of rehabilitation, special clinical care, and those with behavioral management problems where nursing home care is needed and appropriate mental health interventions can be provided in the CNH.

**Department of Veterans Affairs (VA)
Veterans Health Administration (VHA)
State Home Program
FY 2002
Questions and Answers**

1. What is a State home?

The term "State home" means a home established by a State for veterans disabled by age, disease, or otherwise, who by reason of such disability are incapable of earning a living. A State home may provide nursing home care, domiciliary care or hospital care in combination with another level of care. Hospital care may be provided only when the State home also provides domiciliary and/or nursing home care.

2. Can a State home furnish more than one level of care?

Yes. A State home may furnish domiciliary, nursing home and hospital levels of care, as well as adult day health care. A home that furnishes more than one level of care must provide such care in clearly designated areas within the home, so that the levels of care are not intermingled.

3. Who establishes a State home?

The establishment, location, control and administration of a State home is the responsibility of the State, which it serves.

4. How is a State home established?

Generally, veterans' service organizations and interested State officials encourage the State legislature to enact legislation for establishment of a State veterans home and to appropriate funds for its construction and operation. States must assure that state operational funds are available to support quality of care in each level of care provided.

5. What assistance from VA is available in the establishment of a State home?

a. VA will provide guidance and consult with representatives of the State to ensure that the facility will meet regulations for VA recognition and Federal aid payments under provision of Title 38 USC 1741.

b. VA cannot participate in the cost of land.

6. Can a building in an existing State facility be approved as a State home?

A building or buildings in an existing facility may qualify, provided that they are established and operated as a separate entity (State home). It is permissible to purchase services, i.e., dietetic, engineering, laundry, and professional care from an existing facility. Purchased or contract services must meet the standards for each level of care.

7. Can a facility providing only hospital care recognized by VA as a State home?

No. A State home must provide domiciliary and/or nursing home care for veterans.

8. What are the veteran admission requirements to a State home?

a. Admission requirements are determined by the State.

b. Veteran and non-veteran eligibility requirements are provided in laws and regulations.

c. As a condition of receiving per diem payments, the State must submit two forms to the VA medical center of jurisdiction for each veteran as follows: a) VA Form 10-10EZ, "Application for Health Benefits," and b) VA Form 10-10SH, "State Home Program Application for Care, Medical Certification."

d. Veteran eligibility for per diem payments is determined and authorized by the VA medical center of jurisdiction. A VA physician reviews and authorizes the level of care. By using social security numbers, VA will track per diem payments for each eligible veteran.

9. How does VA assure Congress that State Veterans homes provide quality care?

The Under Secretary for Health assigns a VA medical center of jurisdiction for each State Veterans Home (SVH). Once assigned, the medical center director appoints an interdisciplinary team from among the staff. This team is charged with the ongoing monitoring of quality. The latter includes conducting an initial recognition survey, performing annual inspections, and communicating with the SVH about all quality concerns that arise between scheduled reviews. For each facility recognized as a SVH, the Director of the VA medical center of jurisdiction annually certifies whether the facility management met or did not meet the standards of the SVH Program. The State home is required to meet minimum standards in order to continue to receive per diem payments.

10. Does a State hospital or State nursing home require a State license?

Yes, the hospital facility shall be licensed as a long-term or acute care hospital by the State, and shall comply with Federal, State and local laws, rules and regulations for hospital care.

The nursing home facility shall be licensed as a skilled nursing home by the State and shall comply with Federal, State and local laws, rules and regulations for skilled nursing home care.

11. What Federal funds are available to a State for the operation of a State home?

a. Domiciliary Care -- up to one-half of the cost of care, not to exceed \$24.40 per day (FY 2002 rate).

b. Nursing Home Care -- up to one-half of the cost of care, not to exceed \$53.17 per day (FY 2002 rate).

c. Hospital Care -- up to one-half of the cost of care, not to exceed \$53.17 per day (FY 2002 rate).

d. Adult Day Health Care -- up to one-half of the cost of care, not to exceed \$34.64 per day (FY 2002 rate).

e. At the time of the construction grant award, a State is required to sign a memorandum of agreement with the U.S. Department of Veterans Affairs that requires the State to provide financial support for the entire cost of maintenance and operation of a State Veterans Home.

12. Can the State assess or charge veterans for the cost of their care?

Yes. The State-operated facility may establish a maintenance charge system and collect from the pension, compensation, or other income of veterans. This does not remove the State's responsibility for appropriating operating funds that will keep the home in compliance with VA standards.

13. Is there a limit on the amount collected from veterans?

No. However, this does not remove the State's responsibility for appropriating operational funds that will support the cost of maintenance of the building and operation of the home.

14. If a veteran in a State home requires hospitalization in a VA facility, can VA continue per diem payments?

No. VA per diem payments are not paid if a veteran in a State home is transferred to a VA medical center for hospital care or to a non-VA hospital at VA expense. However, VA per diem payments are continued up to 96 hours for a veteran transferred from a State home to a hospital at non-VA expense.

15. Can VA participate with States in the construction or acquisition of State home facilities?

a. Yes. Under Title 38 USC 8131-8137, VA is authorized to participate in up to 65 percent of the cost of acquisition and/or construction of new domiciliary or nursing home buildings, and/or the expansion, remodeling, or alteration of existing domiciliary, nursing or adult day health care buildings, provided VA standards and regulations are met. Acquisition and/or renovation costs of an existing building may not exceed the cost of construction of an equivalent new facility.

b. Such costs may include architect fees, supervision, inspection, cost of final audit, and initial equipment, which is not included in the construction contract and may not exceed 10 percent of the cost of construction.

c. VA may not participate in projects for maintenance and repair except, as they are involved inextricably in remodeling projects.

16. Can VA reimburse a State for the Federal share of completed construction projects? What are the conditions?

Yes, provided VA receives an initial application and approves all bid documents (drawings and specifications) before construction begins or early in the construction phase.

17. How can a State obtain VA regulations, instructions and application forms for construction projects?

Write to: Acting Chief Consultant, Geriatrics and Extended
Care Strategic Healthcare Group (114)
Veterans Health Administration
Department of Veterans Affairs
810 Vermont Avenue, NW
Washington, DC 20420

Other sources for obtaining current updates of the Code of Federal Regulations (CFR):

- (1) On the Internet at <http://www.gpo.gov>; or
- (2) Directly from the United States Government Bookstore:

1510 H Street, NW.
Washington, DC 20005
Tel. (202) 653-5075; FAX (202) 376-5055

18. Is there a limit on the number of beds that can be constructed with VA participation?

Yes. The total nursing home and domiciliary care beds may not exceed the limits established in 38CFR Part 59.

19. Who is responsible for construction projects?

The State is primarily responsible.

The State employs an architect and submits plans for review and approval by VA prior to awarding the contract. After a construction grant is awarded and during construction, which is supervised by the State, reimbursement claims may be submitted to VA for payment based on incurred costs.

20. May other than veterans occupy facilities constructed under Title 38 USC 8131-8137?

Yes. Twenty-five percent of the bed occupants at any one time may be veteran-related family members, i.e., spouses, surviving spouses, and/or Gold Star parents who are not entitled to payment of VA aid. When a State home accepts grant assistance for a construction project, 75 percent of the bed occupants at the facility must be veterans.

21. How are construction grants awarded?

VA establishes a priority list of applications as of August 15 each year for funding during the next fiscal year beginning October 1. After the appropriation for the construction grant program is approved, projects are funded in the order of priority on the list until Federal funds are spent.

22. What is the first priority on the August 15 list?

First priority is accorded to feasible applications for which States have provided sufficient State funds so that the project may proceed upon award of the grant without further State action being required to make such funds available. The first priority is further prioritized as (1) remedies for life/safety; (2) States without a construction grant for a nursing home; (3) great need for beds in a State; (4) renovation other than (1) above; (5) significant need for beds in a State; and (6) limited need for beds in a State.

23. Is there a deadline for consideration for the August 15 priority list?

Yes. The initial application must be received by April 15. Application must be received by August 15.

24. What are sufficient funds for purposes of being ranked in priority one? Are there other requirements for being ranked in priority one?

"Sufficient" funds are the State's 35 percent matching share. These funds must be available, and an authorized State official must certify that these funds are available and how long the funds will remain available. A copy of the approved legislation appropriating the funds for the specific project must accompany the certification.

25. What are the other priority categories?

Second priority is accorded to States that have not authorized the State's 35 percent matching share. The second priority is further prioritized as (1) remedies for life/safety; (2) States without a construction grant for a nursing home; (3) great need for beds in a State; (4) renovation other than (1) above; (5) significant need for beds in a State; and (6) limited need for beds in a State.

26. Where can I find the Federal regulations for the priority system?

Title 38, Code of Federal Regulations, Part 59 Grants to States for Construction or Acquisition of State Homes. The latest updated versions are available on the Internet at <http://www.gpo.gov>.

27. Is the State required to employ a State employee when the home is under a contractual agreement for daily operations?

Yes. When a State home is operated and staffed under a contractual agreement between a State agency that has jurisdiction over the home and an independent contractor, the oversight of the daily operations of the State Veterans Home is to be performed by a full-time, on-site State project officer (also referred to as a full-time on-site State representative). Further information concerning the role of this official is available upon request.

28. Where are State Home Program forms located on the web?

Eventually, all State Home Program forms are expected to be on the web. The web address is as follows: <http://vaww.va.gov/forms/medical/searchlist.asp>.

- VA Form 10-0388 – Documents and Information Required for State Home Construction and Acquisition Grants – Initial Application
- VA Form 10-0392 – State Home Construction Grant Program Space Program Analysis – Nursing Home and Domiciliary
- VA Form 10-0392a – State Home Construction Grant Program Space Program Analysis – Adult Day Health Care
- VA Form 10-0388a – Additional Documents and Information Required for State Home Construction and Acquisition Grants – Application
- VA Form 10-0148b – Certification of State Matching Funds to Qualify for Group 1 on the Priority List
- VA Form 10-0148c – Certification Regarding Debarment, Suspension, and Other Responsibility Matters – Primary Covered Transactions
- VA Form 10-0388 – Documents and Information Required for State Home Construction and Acquisition Grants – Initial Application
- VA Form 10-0143 – Department of Veterans Affairs Certification Regarding Drug-Free Workplace for Grantees Other Than Individuals
- VA Form 10-0144 – Certification Regarding Lobbying
- VA Form 10-0148d – Certification of Compliance with Federal Requirements – State Home Construction Grant
- VA Form 10-5348 – Memorandum of Agreement – Sample

- VA Form 10-0148d – Certification Regarding Debarment, Suspension, and Other Responsibility Matters – Lower Tier Covered Transactions (to be signed by Contractor(s))
- VA Form 10-0388b – Documents/Certifications Required for State Home Construction and Acquisition Grants – Post-Grant Requirements
- VA Form 10-10EZ – Application for Benefits
- VA Form 10-10SH – State Home Program Application for Care, Medical Certification
- VA Form 10-5588 – State Home Report and Statement of Federal Aid Claimed
- VA Form 10-3567 – State Home Program Staffing Profile
- VA Form 10-0143A – Statement of Assurance of Compliance with Section 504 of the Rehabilitation Act of 1973
- VA Form 10-144A – Statement of Assurance of Compliance with Equal Opportunity Laws
- VA Form 10-0143 – Certification Regarding Drug-Free Workplace
- VA Form 10-0144 – Certification Regarding Lobbying

Bill History/Action Display



BILL: SB 55

SHORT TITLE: PIONEERS' AND VETERANS'
HOME/ADVISORY BD

BILL VERSION:

SPONSOR(S): RLS BY REQUEST OF THE GOVERNOR

CURRENT STATUS: (S) HES

STATUS DATE: 04/19/02

THEN FIN

HEARING: (S) HES Apr 29 1:30 PM BUTROVICH 205

[Committee Hearing History](#)

TITLE: "An Act changing the name of the Alaska Pioneers' Home to the Alaska Pioneers' and Veterans' Home and of the Alaska Pioneers' Homes Advisory Board to the Alaska Pioneers' and Veterans' Home Advisory Board; relating to services for veterans in the home; relating to the advisory board for the home; making other amendments to the statutes relating to the home; making conforming amendments to other statutes; and providing for an effective date."

[Full Text](#)

[Fiscal Notes](#)

[Bill History](#)

Jrn-Date	Jrn-Page	Action
01/23/01	0148	(S) READ THE FIRST TIME - REFERRALS
01/23/01	0148	(S) STA, HES, FIN
01/23/01	0149	(S) FN1: ZERO(ADM)
01/23/01	0149	(S) GOVERNOR'S TRANSMITTAL LETTER
02/08/01	Text	(S) STA AT 3:30 PM BELTZ 211
02/08/01	Text	(S) Heard & Held
02/08/01	Text	(S) MINUTE(STA)
05/05/01	Text	(S) MINUTE(STA)
05/05/01	Text	(S) STA AT 1:15 PM BELTZ 211
05/05/01	Text	(S) Heard & Held -- Time Change --
04/18/02	Text	(S) STA AT 3:30 PM BELTZ 211
04/18/02	Text	(S) Moved CS(STA) Out of Committee
04/19/02	2857	(S) STA RPT CS 1DP 2NR NEW TITLE
04/19/02	2857	(S) NR: THERRIAULT, STEVENS;
04/19/02	2857	(S) DP: DAVIS
04/19/02	2857	(S) FN2: (ADM); FN3: (ADM)
04/19/02	2857	(S) REFERRED TO HEALTH, ED & SOCIAL SVCS
04/29/02	Text	(S) HES AT 1:30 PM BUTROVICH 205

Similar Subject Match or Exact Subject Match

BOARDS & COMMISSIONS

FUNDS

GRANTS

PIONEERS' HOMES

SB

64

ALASKA STATE LEGISLATURE



Interim:

600 East Railroad Avenue
Wasilla, Alaska 99654
(907) 376-3370
(907) 376-3157 Fax

Session:

State Capitol
Juneau, Alaska 99801-1182
(907) 465-6600
(907) 465-3805 Fax

SENATE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE SENATOR LYDA GREEN, CHAIR

PROPOSED AMENDMENT TO SB 64 HIGH SCHOOL DIPLOMA FOR CERTAIN WWII VETS

Explanation: This amendment is offered to allow WWII veterans who later received a general equivalency diploma to apply for a high school diploma.

Analysis: Page 1, lines 12-13: Delete "or general equivalency diploma".

SENATOR LOREN LEMAN, VICE-CHAIR
SENATOR PETE KELLY, SENATOR JERRY WARD, SENATOR BETTYE DAVIS

AMENDMENT

OFFERED IN THE SENATE

BY SENATOR GREEN

TO: SB 64

- 1 Page 1, lines 12 - 13:
- 2 Delete "or general equivalency diploma"

ALASKA STATE LEGISLATURE



Interim:


600 East Railroad Avenue
Wasilla, Alaska 99654
(907) 376-3370
(907) 376-3157 Fax

Session:

State Capitol
Juneau, Alaska 99801-1182
(907) 465-6600
(907) 465-3805 Fax

SENATE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE SENATOR LYDA GREEN, CHAIR

To: Mike Ford, Legislative Legal Services

From: Aurora Hauke, Committee Aide 

Date: February 6, 2001 ^{x3762}

Subject: SB64: High School Diploma for Certain WWII Vets

Attached is the proposed amendment by the Department. Please let me know what ramifications this might have.

SENATOR LOREN LEMAN, VICE-CHAIR
SENATOR PETE KELLY, SENATOR JERRY WARD, SENATOR BETTYE DAVIS

ALASKA STATE LEGISLATURE



Interim:
600 East Railroad Avenue
Wasilla, Alaska 99654
(907) 376-3370
(907) 376-3157 Fax

Session:
State Capitol
Juneau, Alaska 99801-1182
(907) 465-6600
(907) 465-3805 Fax

SENATE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE SENATOR LYDA GREEN, CHAIR

To: Mike Ford, Legislative Legal Services
From: Aurora Hauke, Committee Aide
Date: February 6, 2001
Subject: SB64: High School Diploma for Certain WWII Vets

Please prepare an amendment for SB64 by Senator Green according to the attached draft.

I will need this for my committee meeting on Wednesday, February 7, 2001 at 1:30 p.m.

Thank you.

SENATOR LOREN LEMAN, VICE-CHAIR
SENATOR PETE KELLY, SENATOR JERRY WARD, SENATOR BETTYE DAVIS

AMENDMENT

OFFERED IN THE SENATE
TO: SB 64

BY _____

- 1 Page 1, lines 12 - 13, following "high school diploma":
- 2 Delete "or general equivalency diploma"

FISCAL NOTE

STATE OF ALASKA
2001 LEGISLATIVE SESSION

Fiscal Note Number: 1
Bill Version: SB 64
(S) Publish Date: 1/31/01

Revision Date/Time (Note if correction): _____ Dept. Affected: Education & Early Dev.
Title: High School Diploma for WWII BRU: Education/Special Projects
Veterans Component: _____
Sponsor: Rules Committee
Requester: Governor Component Number: 173

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
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						
Other (Specify Type)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2001) cost: 0.0

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

Prepared by: Barbara Thompson Phone 465-8727
Division: Teaching & Learning Support Date/Time 11/14/00 4:00 PM
Approved by: Commissioner Rick Cross Date Nov. 14, 2000
Agency: Department of Education & Early Development

For distribution information, call the Governor's Legislative Office

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 1/31/01

FURTHER: Finance

Date of 5-Day Notice: 02/01/01
 (in accordance with Uniform Rule 23)

DATE TURNED
 IN TO OFFICE: 02/08/01

Health, Education and Social Services Committee considered SENATE BILL NO. 64

"An Act relating to the award of a high school diploma to certain World War II veterans."

and recommends:

- be replaced with CS SB 64 (HES)
- adopt previous CS ()
- attached amendment(s)
- adopt Letter of Intent by Committee
- further referral to Committee

Senate Bill:

- same title
- new title

House Bill:

- same title
- technical title
- new: SCR #

NEW FISCAL NOTE(S):

Department	Date	Fiscal	Zero	FN#
Education & Early Dev	11/14/00		X	1

PREVIOUS FISCAL NOTE(S):

Department	Date	Fiscal	Zero	FN#

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:	DO PASS	DO NOT PASS	NO REC	AMEND
<i>Arew D. Lewis</i>	✓			
<i>Larry Wilson</i>	✓			
<i>Gov. Bell</i>	✓			
<i>Bettye Davis</i>	✓			
CHAIR: <i>Linda Greer</i>	✓			

Bill History/Action Display



BILL: SB 64

SHORT TITLE: HIGH SCHOOL DIPLOMA FOR CERTAIN
WWII VETSBILL VERSION: CSSB 64(FIN) AM H
SPONSOR(S): RLS BY REQUEST OF THE
GOVERNOR

CURRENT STATUS: TRANSM TO GOVERNOR

STATUS DATE: 04/05/01

TITLE: "An Act relating to the award of a high school diploma to certain World War II veterans."

Jrn-Date	Jrn-Page	Action
01/31/01	<u>0235</u>	(S) READ THE FIRST TIME - REFERRALS
01/31/01	<u>0235</u>	(S) HES, FIN
01/31/01	<u>0235</u>	(S) FN1: ZERO(EED)
01/31/01	<u>0235</u>	(S) GOVERNOR'S TRANSMITTAL LETTER
02/08/01	<u>0308</u>	(S) HES RPT CS 5DP SAME TITLE
02/08/01	<u>0308</u>	(S) DP: GREEN, LEMAN, WARD, WILKEN, DAVIS
02/08/01	<u>0308</u>	(S) FN1: ZERO(EED)
02/26/01	<u>0499</u>	(S) FIN RPT CS 9DP SAME TITLE
02/26/01	<u>0499</u>	(S) DP: KELLY, DONLEY, GREEN, AUSTERMAN,
02/26/01	<u>0499</u>	(S) HOFFMAN, OLSON, WILKEN, WARD, LEMAN
02/26/01	<u>0499</u>	(S) FN1: ZERO(EED)
03/21/01	<u>0753</u>	(S) RULES TO CALENDAR 3/21/01
03/21/01	<u>0756</u>	(S) READ THE SECOND TIME
03/21/01	<u>0756</u>	(S) FIN CS ADOPTED UNAN CONSENT
03/21/01	<u>0757</u>	(S) ADVANCED TO THIRD READING UNAN CONSENT
03/21/01	<u>0757</u>	(S) READ THE THIRD TIME CSSB 64(FIN)
03/21/01	<u>0757</u>	(S) PASSED Y16 N- E4
03/21/01	<u>0759</u>	(S) TRANSMITTED TO (H)
03/21/01	<u>0759</u>	(S) VERSION: CSSB 64(FIN)
03/22/01	<u>0676</u>	(H) READ THE FIRST TIME - REFERRALS
03/22/01	<u>0676</u>	(H) HES
03/29/01	<u>0771</u>	(H) HES RPT 6DP (HB 98 SIMILAR BILL)
03/29/01	<u>0771</u>	(H) DP: COGHILL, JOULE, CISSNA, WILSON,
03/29/01	<u>0771</u>	(H) STEVENS, DYSON
03/29/01	<u>0771</u>	(H) FN1: ZERO(EED)
03/29/01	<u>0790</u>	(H) RULES TO CALENDAR 3/30/01
03/30/01	<u>0790</u>	(H) READ THE SECOND TIME
03/30/01	<u>0790</u>	(H) AM NO 1 ADOPTED UNAN CONSENT

03/30/01 0790 (H) ADVANCED TO THIRD READING UNAN CONSENT
03/30/01 0790 (H) READ THE THIRD TIME CSSB 64(FIN) AM H
03/30/01 0791 (H) PASSED Y32 E8
03/30/01 0795 (H) TRANSMITTED TO (S) AS AMENDED
03/30/01 0795 (H) VERSION: CSSB 64(FIN) AM H
04/02/01 0900 (S) CONCUR AM OF (H) Y18 N- A1 E1
04/05/01 0963 (S) 9:50 AM 4/5/01 TRANSMITTED TO GOVERNOR
04/05/01 0963 (S) DUE BACK FROM GOVERNOR 4/23/01

Similar Subject Match or Exact Subject Match

EDUCATION

MILITARY

VETERANS

Bill Root:

BASIS HAS BEEN RE-PROGRAMMED THIS YEAR



TO REPORT PROBLEMS WITH BASIS INQUIRY

[Return to Basis Main Menu \(22 Legislature\)](#)

[Return to Legislature Home Page](#)

Journal Text



01-31-2001
SB 64

Senate Journal

0235

SENATE BILL NO. 64 BY THE SENATE RULES COMMITTEE
BY REQUEST OF THE GOVERNOR, entitled:

"An Act relating to the award of a high school
diploma to certain World War II veterans."

was read the first time and referred to the Health, Education and Social
Services and Finance Committees.

The following fiscal information was published today:
Fiscal Note No. 1, zero, Department of Education and Early
Development

Governor's transmittal letter dated January 30:

Dear President Halford:

This bill I transmit today brings a long-overdue recognition to those
World War II veterans who left Alaska's high schools before
graduating in order to serve their country. These veterans would be
awarded high school diplomas.

Alaska would join other states in the national "Operation Recognition"
program designed as society's gesture of gratitude towards World War
II veterans. Many of these veterans never received high school
diplomas because they chose, rather, to serve in the military at a

01-31-2001

Senate Journal

0236

crucial time to ward off a genuine threat to world stability. When they
returned home in the post-war economic and baby boom, they went
straight to work and pursued careers rather than go back to school.

Under this bill, the Department of Education and Early Development
would award a diploma upon application by, or on behalf of, a person
who served in the military between August 7, 1940 and July 5, 1947.
Those veterans with a Graduation Equivalency Diploma could also
apply.

Out of respect and recognition of Alaska's World War II veterans, I
urge your prompt and favorable action on this measure.

Sincerely,
/s/
Tony Knowles
Governor

Bill Root:

Display Bill Root

BASIS HAS BEEN RE-PROGRAMMED THIS YEAR
TO REPORT PROBLEMS WITH BASIS INQUIRY

[Return to Basis Main Menu \(22nd Legislature\)](#)
[Return to Legislature Home Page](#)

Journal Text



02-08-2001

Senate Journal

0308

SB 64

The Health, Education and Social Services Committee considered SENATE BILL NO. 64 "An Act relating to the award of a high school diploma to certain World War II veterans" and recommended it be replaced with

CS FOR SENATE BILL NO. 64 (HES)

Signing do pass: Senator Green, Chair, Senators Leman, Ward, Wilken, Davis.

The following previously published fiscal information applies:
Fiscal Note No. 1, zero, Department of Education and Early Development

The bill was referred to the Finance Committee.

Bill Root: Display Bill Root

**BASIS HAS BEEN RE-PROGRAMMED THIS YEAR
TO REPORT PROBLEMS WITH BASIS INQUIRY**

[Return to Basis Main Menu \(22nd Legislature\)](#)
[Return to Legislature Home Page](#)

Journal Text



02-26-2001
SB 64

Senate Journal

0499

The Finance Committee considered SENATE BILL NO. 64 "An Act relating to the award of a high school diploma to certain World War II veterans" and recommended it be replaced with

CS FOR SENATE BILL NO. 64 (FIN)

Signing do pass: Senators Kelly, Donley, Cochairs, Senators Green, Austerman, Hoffman, Olson, Wilken, Ward, Leman.

The following previously published fiscal information applies:
Fiscal Note No. 1, zero, Department of Education and Early Development

The bill was referred to the Rules Committee.

Bill Root:

Display Bill Root

**BASIS HAS BEEN RE-PROGRAMMED THIS YEAR
TO REPORT PROBLEMS WITH BASIS INQUIRY**

[Return to Basis Main Menu \(22nd Legislature\)](#)
[Return to Legislature Home Page](#)

Journal Text



03-21-2001

Senate Journal

0753

SB 64

The Rules Committee considered SENATE BILL NO. 64 "An Act relating to the award of a high school diploma to certain World War II veterans." Signing to calendar: Senator Pearce, Chair, Senators Cowdery, Phillips, Ellis.

The bill is on today's calendar.

Bill Root:

BASIS HAS BEEN RE-PROGRAMMED THIS YEAR



TO REPORT PROBLEMS WITH BASIS INQUIRY

[Return to Basis Main Menu \(22nd Legislature\)](#)

[Return to Legislature Home Page](#)

Journal Text



03-21-2001
SB 64

Senate Journal

0756

SENATE BILL NO. 64 "An Act relating to the award of a high school diploma to certain World War II veterans" was read the second time.

Senator Kelly, Cochair, moved and asked unanimous consent for the adoption of the Finance Committee Substitute offered on page 499. Without objection, CS FOR SENATE BILL NO. 64(FIN) was adopted and read the second time.

03-21-2001

Senate Journal

0757

Senator Kelly, Acting Majority Leader, moved and asked unanimous consent that the bill be considered engrossed, advanced to third reading and placed on final passage. Without objection, it was so ordered.

CS FOR SENATE BILL NO. 64(FIN) was read the third time.

The question being: "Shall CS FOR SENATE BILL NO. 64(FIN) "An Act relating to the award of a high school diploma to certain World War II veterans" pass the Senate?" The roll was taken with the following result:

CSSB 64(FIN)
Third Reading Final Passage

YEAS: 16 NAYS: 0 EXCUSED: 4 ABSENT: 0

Yeas: Austerman, Cowdery, Davis, Donley, Ellis, Elton, Green, Halford, Hoffman, Kelly, Lincoln, Olson, Phillips, Taylor, Torgerson, Ward

Excused: Leman, Pearce, Therriault, Wilken

and so, CS FOR SENATE BILL NO. 64(FIN) passed the Senate and was referred to the Secretary for engrossment.

Bill Root: Display Bill Root

BASIS HAS BEEN RE-PROGRAMMED THIS YEAR



TO REPORT PROBLEMS WITH BASIS INQUIRY

[Return to Basis Main Menu \(22nd Legislature\)](#)
[Return to Legislature Home Page](#)

Journal Text



03-21-2001
SB 64

Senate Journal

0759

CS FOR SENATE BILL NO. 64(FIN) "An Act relating to the award of a high school diploma to certain World War II veterans" was engrossed, signed by the President and Secretary and transmitted to the House for consideration.

Bill Root:

Display Bill Root

BASIS HAS BEEN RE-PROGRAMMED THIS YEAR



TO REPORT PROBLEMS WITH BASIS INQUIRY

[Return to Basis Main Menu \(22nd Legislature\)](#)

[Return to Legislature Home Page](#)

Journal Text



03-22-2001

House Journal

0676

SB 64

CS FOR SENATE BILL NO. 64 (FIN) by the Senate Finance Committee, entitled:

"An Act relating to the award of a high school diploma to certain World War II veterans."

was read the first time and referred to the Health, Education & Social Services Committee.

Bill Root: Display Bill Root

BASIS HAS BEEN RE-PROGRAMMED THIS YEAR



TO REPORT PROBLEMS WITH BASIS INQUIRY

[Return to Basis Main Menu \(22nd Legislature\)](#)

[Return to Legislature Home Page](#)

Journal Text



03-29-2001
SB 64

House Journal

0771

The Health, Education & Social Services Committee has considered:

CS FOR SENATE BILL NO. 64 (FIN)
"An Act relating to the award of a high school diploma to certain
World War II veterans."

(similar to HB 98)

The report was signed by Representative Dyson, Chair, with the
following individual recommendations:

Do pass (6): Coghill, Joule, Cissna, Wilson, Stevens, Dyson

The following fiscal note(s) apply:

1. Zero, Dept. of Education & Early Development

CSSB 64 (FIN) was referred to the Rules Committee for placement on
the calendar.

Bill Root: Display Bill Root

BASIS HAS BEEN RE-PROGRAMMED THIS YEAR



TO REPORT PROBLEMS WITH BASIS INQUIRY

[Return to Basis Main Menu \(22nd Legislature\)](#)

[Return to Legislature Home Page](#)

Journal Text



03-30-2001

House Journal

0795

SB 64

CSSB 64(FIN) am H was engrossed, signed by the Speaker and Chief Clerk and transmitted to the Senate for consideration.

Bill Root:

Display Bill Root

BASIS HAS BEEN RE-PROGRAMMED THIS YEAR



TO REPORT PROBLEMS WITH BASIS INQUIRY

[Return to Basis Main Menu \(22nd Legislature\)](#)

[Return to Legislature Home Page](#)

Journal Text



04-05-2001
SB 64

Senate Journal

0963

CS FOR SENATE BILL NO. 64(FIN) am H "An Act relating to the award of a high school diploma to certain World War II veterans" was enrolled, signed by the President and Secretary, Speaker and Chief Clerk and the engrossed and enrolled copies transmitted to the Office of the Governor at 9:50 a.m., April 5, 2001.

Bill Root:

Display Bill Root

BASIS HAS BEEN RE-PROGRAMMED THIS YEAR



TO REPORT PROBLEMS WITH BASIS INQUIRY

[Return to Basis Main Menu \(22nd Legislature\)](#)

[Return to Legislature Home Page](#)

Senate HEALTH, EDUCATION & SOCIAL SERVICES Minutes



ALASKA STATE LEGISLATURE
SENATE HEALTH, EDUCATION & SOCIAL SERVICES COMMITTEE
February 7, 2001
1:37 p.m.

MEMBERS PRESENT

Senator Lyda Green, Chair
Senator Loren Leman, Vice Chair
Senator Gary Wilken
Senator Bettye Davis
Senator Jerry Ward

MEMBERS ABSENT

None

COMMITTEE CALENDAR

SENATE BILL NO. 64
"An Act relating to the award of a high school diploma to certain
World War II veterans."
MOVED CSSB 64(HES) OUT OF COMMITTEE

SENATE BILL NO. 40
"An Act relating to the education of children with disabilities and
of gifted children; relating to the Governor's Council on
Disabilities and Special Education; making conforming amendments;
and providing for an effective date."
HEARD AND HELD

PREVIOUS COMMITTEE ACTION

SB 40 - No previous action.
SB 64 - No previous action.

WITNESS REGISTER

Major General Phil Oates
Commissioner
Department of Military &
Veterans Affairs
PO Box 5800
Ft Richardson, AK 99505-0800
POSITION STATEMENT: Supports SB 64

Bruce Johnson, Deputy Commissioner
Department of Education &
Early Development
th
801 W 10 St.
Juneau, AK 99801-1894
POSITION STATEMENT: Supports SB 40

Greg Maloney, Director
Division of Special Education

Department of Education &
Early Development
th
801 W 10 St.

Juneau, AK 99801-1894

POSITION STATEMENT: Answered questions regarding SB 40

ACTION NARRATIVE

TAPE 01-9, SIDE A

Number 001

CHAIRMAN LYDA GREEN called the Senate Health, Education & Social Services Committee meeting to order at 1:37 p.m. Present were Senators Leman, Wilken, Davis and Green. The first order of business to come before the committee was SB 64.

SB 64-HIGH SCHOOL DIPLOMA FOR CERTAIN WWII VETS

MAJOR GENERAL PHIL OATES, Commissioner of the Department of Military and Veterans Affairs (DMVA), stated that SB 64 honors our veterans and recognizes the achievements that WWII veterans made to our country. Some 15 states have already enacted legislation for WWII veterans' diplomas and 11 states have pending legislation. About 63,000 veterans live in Alaska today; about 10 percent of those are WWII vets. Alaska's Territorial National Guard members will also be eligible. About 150 Alaska veterans would be eligible for a diploma under SB 64. SB 64 applies to WWII veterans who dropped out of high school or did not finish high school because of their military service. This project is known nationally as Operation Recognition. During WWII, many men and women left the comforts of home and high school to fight. Later in life, many wished they had received a diploma. Providing one is the least we can do as a sign of respect and recognition. SB 64 will allow the Alaska Department of Education and Early Development (DOEED) to award a diploma to WWII veterans who served during the period from August 7, 1940 to July 5, 1947. Veterans with a GED are also eligible. He asked committee members to support the bill.

SENATOR WARD joined the committee.

SENATOR LEMAN asked, tongue in cheek, "General Oates, you know how we've been working for accountability in our education system, do you think it would be appropriate to have these veterans pass the competency exam?"

MAJOR GENERAL OATES replied, "Senator Leman, since we're not quite to the competency exam period, I think we'll move with haste at this time." He added he is quite confident that all of these veterans have exceeded the requirements expected of a high school graduate.

SENATOR WARD asked if SB 64 applies to the Merchant Marines who were called to duty.

MAJOR GENERAL OATES said it does as they are recognized as veterans.

CHAIR GREEN announced that she sponsored an amendment at the request of DMVA. The intent of the amendment is to allow WWII veterans who later received a general equivalency diploma to apply for a high school diploma. It reads:

Page 1, lines 12-13, delete "or general equivalency diploma".

SENATOR WARD moved to adopt the amendment. There being no discussion or objection, the motion carried.

There being no further questions, SENATOR LEMAN moved CSSB 64(HES) from committee with individual recommendations and its zero fiscal note.

CHAIR GREEN announced the committee would hear SB 40.

SENATOR WILKEN announced that he would be leaving shortly to testify before another committee.

SB 40-EDUC.OF DISABLED OR GIFTED CHILDREN

DR. BRUCE JOHNSON, Deputy Commissioner of DOEED, stated he was testifying on behalf of the Administration and made the following comments. Since a similar bill was considered by the legislature last year, DOEED worked with the Governor's Council on Special Education and Disabilities, Parents Inc., the Disability Law Center and school district representatives to obtain input in drafting this legislation. Members of the three advocacy groups then reviewed the proposed legislation and provided feedback that was incorporated into the SB 40. A list of the representatives from the various organizations who worked with DOEED has been distributed to committee members. DOEED also solicited information from parents and representatives of gifted children.

SB 40 accomplished several important purposes. He provided the following highlights.

SB 40 updates the special education statutes in accordance with the federal Individuals with Disabilities Act as amended in 1997 (IDEA 97). IDEA 97 contains a number of policy modifications, including strengthening parental rights and improving academic outcomes for children with disabilities. SB 40 helps ensure that children with disabilities will continue to receive appropriate educational services and that Alaska will continue to be eligible for federal special education funds. For FY 02 these funds are expected to total more than \$19 million.

SB 40 further defines Alaska's special education policy in areas where IDEA 97 provides states with discretion. For example, SB 40 modifies current statute by requiring state boarding schools and statewide correspondence schools that enroll children with disabilities from outside their district to provide special education and related services. SB 40 also limits a school district's responsibility to provide services to children with disabilities who attend private schools to the level required by IDEA 97.

SB 40 more clearly differentiates the federal requirements for providing educational services to children with disabilities from state requirements for providing educational services to gifted children.

CHAIR GREEN asked Dr. Johnson to repeat his statement about private schools.

DR. JOHNSON explained that SB 40 limits a school district's responsibility to provide services to children with disabilities who attend private schools. He said Mr. Maloney will elaborate on that concept. Students will still receive services but the services will be limited to what is required by federal law.

DR. JOHNSON continued highlighting SB 40.

Under SB 40, school districts must continue to provide gifted education programs, however districts are required to serve only gifted children enrolled in and attending public schools. Additionally, districts will no longer be required to provide related services, such as individual transportation to gifted children. However, a gifted student could be identified as a child with a disability as well, thereby qualifying for related services. Where appropriate, different terminology describing the components of gifted education has been incorporated to further distinguish gifted education from federally funded and mandated special education and related services.

SB 40 also maintains DOEED's responsibility for overseeing the gifted education programs provided by school districts. Although the new legislation does not add new responsibilities, DOEED has not previously had the resources to adequately fulfill its obligation. Therefore a general fund increment in the FY 2002 budget for the Division of Teaching and Learning Support is requested to cover the cost of DOEED's oversight responsibilities.

DR. JOHNSON asked Mr. Maloney to outline some of the proposed changes within SB 40.

MR. GREG MALONEY, director of the Division of Special Education, DOEED, referred to a DOEED document entitled, "HB 71/SB 40 An Act Relating to the Education of Children with Disabilities and Gifted Children" and made the following comments about the provisions of SB 40.

First, SB 40 changes the terminology in statute from "exceptional children" to "children with disabilities" and "gifted children."

Subsections (3), (4) and (5) were added to Sec. 14.30.186. Subsection (3) states that children at a treatment, correctional or youth detention facility who are eligible for special education and related services shall be served by the borough, city school district, or regional educational attendance area in which the facility is located. Subsection (4) will require special education services to be provided by state boarding schools that enroll students with disabilities. Subsection (5) requires a district that provides a statewide correspondence study program to ensure that services are provided to children with disabilities enrolled in those programs.

Regarding due process hearings, DOEED is proposing to change the current two-tier due process system. Under the current system, the district is responsible for assigning a hearing officer and, after the decision, the parent or district can appeal to DOEED. Under SB 40, DOEED would assign the hearing officer and an appeal of the hearing officer's decision would go directly to the Alaska Superior Court.

CHAIR GREEN asked if payment for the hearing officer would remain at the local district level.

MR. MALONEY said DOEED anticipates it will be paid for by the local school district.

MR. MALONEY explained the next change pertains to mediation; AS 14.30 will be amended to add a new section. Mediation is a voluntary dispute resolution process provided for in the most recent federal statute and regulations pertaining to special education. States will sponsor programs in which districts and

parents can voluntarily enter into mediation to resolve issues.

CHAIR GREEN asked if DOEED will name the mediator, subject to the approval of both sides.

MR. MALONEY said DOEED is already doing that. DOEED oversees the mediation system but has a contractor that provides mediators and does the day-to-day logistical assignments. The mediators go onsite. The process is free to both the district and the parents.

CHAIR GREEN asked if that cost is included in DOEED's budget and will continue to be.

MR. MALONEY said yes.

CHAIR GREEN asked if a mediator can be used for either students with a disability or for gifted students.

MR. MALONEY said that mediation is not available for gifted education because it is a federally funded program.

MR. MALONEY continued discussing SB 40. The next change to statute is to individualized education program (IEP) components. In the current statute, the IEP components for gifted education and special education and related services are combined. In SB 40, DOEED separated the special education requirements, which are the federal requirements, for students with disabilities, and cited the federal regulations that pertain to the IEP components. For gifted students there is no federal mandate, so the components were maintained and listed in the section of SB 40 that relates to the gifted IEP.

CHAIR GREEN asked Mr. Maloney if he believes it is appropriate to use the same name for both categories of students.

MR. MALONEY said DOEED has changed that and now calls it "individualized gifted education program."

MR. MALONEY explained the next change is a DOEED proposal requiring districts to serve students enrolled in private schools to the degree mandated by federal regulations and legislation. Currently, students enrolled in private school are served by the resident district and there is no difference between the services provided to public or private school students. Districts do not receive similar funding for those students. Under DOEED's proposal, private school students would be able to receive services from the districts according to mandates contained in the federal regulations.

CHAIR GREEN asked if the districts will receive any funding for providing those services.

MR. MALONEY explained that under current Alaska statute, a student enrolled in private school is eligible for the same services as a student enrolled in public school. The federal law and regulations require less than that - they require that a proportionate share of funds be spent on private school special education. Districts would not be required to provide the total array of services to students enrolled in private school.

CHAIR GREEN asked if that level of service is referenced in 34 CFR 300.450-462.

MR. MALONEY said that is correct.

CHAIR GREEN asked if it says the services provided to these students would not have to be the same as if they were enrolled in public school.

CHAIR GREEN asked what DOEED is currently doing.

MR. MALONEY said under statute, private and public school students would be treated the same.

SENATOR LEMAN said he is trying to figure out what problem this fixes. He asked Mr. Maloney to supply him with a list of the services required under federal law and the services provided now.

CHAIR GREEN asked if only federal money will be used.

MR. MALONEY replied, "The way the federal government would look at it is they would track how we are spending their federal funds and so the proportionate amount would be how we spent - has the district spent a similar amount of federal funds on private school as they have on public school, or kids who are enrolled in the school district itself? So they don't track the state funding, particularly in the block grant, if there is no direct correlation between student enrollment with special ed and funding."

CHAIR GREEN asked if it is possible to get partial funding so that if there is the need, the funding follows the child.

MR. MALONEY said funding does not typically follow the child - not in public school either. Funding is based on the count periods but those have been changed.

SENATOR LEMAN said it is based on a count on a specific date so a student can withdraw but the school will continue to get funded for that student.

CHAIR GREEN said that prior to the passage of SB 36, a district could quantify a special education student. Now, the actual number of those who qualify for gifted, special education, vocational education or bilingual education is not used, a straight 20 percent is used. She said she thinks it is important that the treatment be equal and she would prefer to find a way to do that.

DR. JOHNSON said the part-time student law does address this - those students are counted for at least one quarter. A student with a more significant disability gets counted in the regular student count for funding purposes and then gets the add-on of 20 percent to help offset the higher costs of special education services. The difficulty is a situation where a student is not enrolled part-time or the service provided might only be offered for a total of one hour per week. That does not meet the proportional minimum of one quarter time so the funding comes directly from the district's pocket. Therefore, under the old formula, private school students receiving special education services from the public school were counted in the district. Districts were given some money to support those services.

CHAIR GREEN said she thought that was an omission.

MR. MALONEY said it has been a resource issue as well as a logistical issue for how best to serve students in these institutions. DOEED will provide the committee with additional information.

SENATOR LEMAN said his initial reaction is to figure out a fix along the lines that Chair Green mentioned. He agrees that a fix

is necessary.

CHAIR GREEN asked, if a student is fully qualified for special education services, how much of the 20 percent is actually spent on the student. She questioned what the financial requirement is to provide the average service and whether a lesser amount would fulfill it.

MR. MALONEY continued with his presentation. On page 25 of the handout, the requirements for the gifted education programs have been separated out into separate sections of the statute (14.30.351).

CHAIR GREEN pointed out that all of those provisions are beyond what the federal government requires or pays for.

MR. MALONEY referred to page 27 (Comparison of Current and Proposed Legislation) and said one of the purposes is to make it easier for parents and districts to refer back to see what the requirements are for gifted education and how they differ from special education services. He noted that districts will no longer be required to provide related services to gifted students, including transportation. Related services also include occupational, speech and language therapy, and counseling. He explained that the current statute says that exceptional children will receive special education services so some differences were created when gifted children were separated out.

CHAIR GREEN noted that goes back to the original concept for special transportation - that special education students might have special safety and access needs, which one would assume that a gifted child who is not disabled would not need.

MR. MALONEY summarized by saying the bill is complex in that it mixes state and federal terminology. DOEED has published an Alaska Special Education Handbook. It is a policy and procedures guide. DOEED is currently printing an updated guide for parents.

CHAIR GREEN asked if districts will make that available to any parent who inquires about special education services.

Number 2069

MR. MALONEY said they will. He noted DOEED also supports the Governor's Council with advocacy efforts to provide support to the parent and training information center, which is Parents, Inc. DOEED continues to look for ways to make the information more accessible because the statute is very complex.

CHAIR GREEN agreed that the statute can be daunting to parents because it contains references to federal statute.

SENATOR LEMAN asked for a copy of the parent guide when it is available.

CHAIR GREEN took public testimony.

Number 2133

MR. STEVE LEVINE, Mat-Su Borough School District Supervisor for the Gifted and Talented Education Extended Learning Program, said he wanted to reiterate some of the testimony given this morning on HB 71. He expressed concern that the least restrictive environment, on page 15 of SB 40, would preclude the gathering of gifted and talented students. Research shows that a necessary part of their

program is to spend time together because of their common intellectual abilities. Second, he is concerned about a statewide definition of what "gifted" is. He believes the local education areas should define that for their communities and establish eligibility criteria based upon that definition.

CHAIR GREEN asked if Mr. Levine means that a gifted child in Mat-Su might fall under different eligibility requirements than a gifted child in Juneau.

MR. LEVINE said the definitions can differ radically. One district may make the eligibility criteria specific to those who are cognitively gifted while another might include gifted and talented or speak of multiple intelligences.

CHAIR GREEN asked Mr. Levine if he is referring to the identification section on page 13 (Sec. 14.30.353).

MR. LEVINE said he is. He pointed out language on page 17, lines 15 and 16, contains a definition of "gifted education."

CHAIR GREEN said she would have a representative from DOEED address that concern after the public testimony is taken.

Number 2338

MS. DEBBIE OSSIANDER, Anchorage School Board, said in general, Anchorage is not supportive of separating gifted services from special education services unless it has been determined with certainty that Alaska is in jeopardy of losing federal special education funds.

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MS. OSSIANDER made addressed the following points.

- Page 3, Sec. 5. The Anchorage School District has been struggling with the best way to incorporate Medicaid payments for children who are served by the district. The District understands that Medicaid should be the first payer for health services. Currently, students enter school with Medicaid services, but once they are enrolled in the District, the District must assume the cost of those services. The Anchorage School District would like language added to the bill to reflect its understanding of federal requirements that Medicaid pay first.
- Page 9, Sec. 21. This section addresses children who have to leave their home district for services. The Anchorage School District's concern is centered around children who need residential services for mental health problems. These students are very expensive to educate and currently there are not adequate services for these children in Alaska.

CHAIR GREEN asked Ms. Ossiander if her concern is the phrase "school district" on line 8.

MS. OSSIANDER said her concern is on line 17. She believes a sentence should be added to clarify who will absorb the cost when an exceptional circumstance occurs.

CHAIR GREEN noted that this concern is not new ground.

MS. OSSIANDER said the districts have received regulations about this section and current regulations say something to the effect that if there is a situation of exceptional cost, the district can