

ALASKA LEGISLATURE COMMITTEE FILES, 2003-2004 8672
11123 SENATE HEALTH, EDUCATION & SOCIAL SERVICES

SENATE COMMITTEE REPORT First Committee of Referral

DATE: 2/21/03

FURTHER: Finance

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED
IN TO OFFICE: 2.26.03

Health, Education and Social Services Committee considered

SENATE BILL NO. 78

SB 78 MEDICAID FOR BREAST & CERVICAL CANCER

"An Act relating to an optional group of persons eligible for medical assistance who require treatment for breast and cervical cancer; relating to cost sharing by those recipients under the medical assistance program; and providing for an effective date."

and recommends:

be replaced with _____ CS _____ (_____)

adopt previous _____ CS _____ (_____)

attached amendment(s)

adopt Letter of Intent by _____ Committee

further referral to _____ Committee

Senate Bill:

same title

new title

House Bill:

same title

technical title

new: SCR # _____

NEW FISCAL NOTE(S):

Department	Date	Fiscal	Zero	FN#
HSS	2/24	X		

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>Paul Ryan</i>	✓			
<i>Garry White</i>	✓			
<i>Bettye Davis</i>				✓
<i>Lynda Green</i>	✓			
<i>Arthur L. H.</i>			✓	
CHAIR:				

2-28-03

I submit the following testimony on the bills listed below to the committees listed. Please distribute this testimony for public record and copy all the Senate HESS and House and Senate FINANCE committee members. I verbally gave this same public testimony to the Senate HESS Committee on Wednesday, February 26th at 2:00 p.m., but I was informed that the transmission was inaudible in Juneau. Please also copy Senator Bettye Davis and Representative Kerttula.

- ✓ SB-78 - Senate HESS Committee – Chair Dyson and Vice-Chair L. Green
- SB-78 - Senate Finance Committee – Chair L Green
- HB-21 and HB-107 House Finance Committee – Co-chairs Harris and Williams

My name is Carla Williams and I am the president of Alaska Breast Cancer Advocacy Partners and the state field coordinator for the National Breast Cancer Coalition. ABCAP collected over 1200 signatures in the last few weeks supporting the extension of the breast and cervical cancer treatment program. Over the past two years, many people of Alaska (state legislators, governors, U.S. Senators, and people from all walks of life) have worked together to first, get the program into reality and second, to make sure that the program does not end in June 2003. I thank you all. I'm pleased that the legislature is moving a bill forward toward this effort.

I think that people have been working together to pass legislation. Has the public been given all the information they need to make a sound decision? I believe that is debatable.

It is my understanding that SB78 provides the language necessary to make future changes to the breast and cervical cancer treatment program at the discretion of the state without having to go through public scrutiny. It is not a secret that President Bush's recent budget asks for capping federal Medicaid spending and giving broad flexibility to states to cut Medicaid eligibility, benefits, provider reimbursements, along with services in rural communities. Budget deficits are a big problem for states across the U.S. and the federal changes will allow the states to get some relief by tapping into Medicaid and Medicare. If, or when, those federal restrictions are lifted, and I predict they will be lifted sooner than later, states will be given the green light to move forward in their efforts to undermine the original intent of this program, which is to provide financial assistance to women who cannot afford breast and cervical cancer treatment after being diagnosed with cancer through the screening program. Whether our state legislators become the stewards of keeping this program alive and vital, time will tell. Whether people who need these services will be either eligible for the program or able to afford the costs, again, time will tell.

Although co-payments and a sliding scale may make sense to the average person today, I predict that this program will look a lot different in a few years. Since these are only predictions, I cannot accurately know what the future holds for passing SB78, except that by passing this bill, the program will not end this June and I think people, for now, are satisfied with that concept. Thank you for giving me this opportunity to speak.

*Carla Williams, 13001 NORAK PLACE
907-345-8060 Anchorage, AK 99516*

SB

84

ALASKA STATE LEGISLATURE



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Senator Gary Stevens

Memorandum

Date: March 5, 2003

To: Senator Fred Dyson
Chair, Senate HESS Committee

Fr: Senator Gary Stevens

Re: SB 84

I respectfully request a committee hearing on SB 84 "An Act relating to the Alaska teacher recruitment loan repayment program; and providing for an effective date" be scheduled at your earliest convenience.

Thank you.

Best regards,

A handwritten signature in black ink, appearing to be "Gary Stevens", with a long horizontal flourish extending to the right.

Gary

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Senator Gary Stevens

SPONSOR STATEMENT – SB 84

SB 84, "An Act relating to the Alaska teacher recruitment loan repayment program; and providing for an effective date" is a bill that will help school districts throughout Alaska recruit and retain teachers in a time of critical shortage.

SB 84 will give school districts a valuable tool to help solve this problem by establishing the Alaska Teacher Recruitment Loan Repayment Program. This program will provide financial incentives through the repayment, in whole or part, by the state, of education loans for teachers, upon the teacher's being first hired at an Alaskan public elementary, or secondary school. The bill creates an account in the General Fund and empowers the Alaska Commission on Post Secondary Education to administer the program, determine the availability of funding for it, and verify eligibility. The bill also limits the lifetime financial award for an individual teacher to \$10,000.

With the passage of this bill, those pursuing a teaching career in Alaska will reduce their financial burden. SB 84 will also give school districts throughout Alaska an added resource in attracting new teachers. I urge your support of this bill.

MAR 05 2002

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

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Mail Stop 3101


State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM

March 5, 2003

SUBJECT: Alaska teacher recruitment loan repayment program - SB 84

TO: Senator Gary Stevens
Attn: Doug

FROM: Michael F. Ford 
Legislative Counsel

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

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

Section 1. Findings and purpose.

Section 2. Imposes duties on the State Board of Education relating to the Alaska teacher recruitment loan repayment program.

Section 3. Imposes duties on the Alaska Commission on Postsecondary Education relating to the Alaska teacher recruitment loan repayment program.

Section 4. Requires the executive director of the Alaska Commission on Postsecondary Education to administer the Alaska teacher recruitment loan repayment program.

Section 5. Allows money earned by the Alaska Student Loan Corporation to be used for the Alaska teacher recruitment loan repayment program.

Section 6. Establishes the Alaska teacher recruitment loan repayment program. Creates the Alaska teacher recruitment loan repayment program account in the general fund, provides for administration of the program, establishes eligibility criteria, and conditions and limitations on loan payments.

Section 7. Transition provision regarding adoption of regulations.

Senator Gary Stevens
March 5, 2003
Page 2

Section 8. Effective date for sec. 7.

Section 9. Effective date for all sections but sec. 7.

MFF:med
03-248.med

FISCAL NOTE

STATE OF ALASKA
2003 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: SB84
 () Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: Education
 Title An Act relating to the Alaska teacher recruitment BRU ACPE
loan repayment program; and providing for an effective date. Component Student Loan Program
 Sponsor Senator Gary Stevens
 Requester (S)HESS Component No. 213

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous	1,614.0	3,228.0	4,842.0	6,456.0	8,070.0	8,070.0
TOTAL OPERATING	1,614.0	3,228.0	4,842.0	6,456.0	8,070.0	8,070.0

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	1,614.0	3,228.0	4,842.0	6,456.0	8,070.0	8,070.0
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	1,614.0	3,228.0	4,842.0	6,456.0	8,070.0	8,070.0

Estimate of any current year (FY2003) cost: 00
 Check this box (X) if funding for this bill is included in the Governor's FY 2004 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)
 SB 84 establishes the Alaska Teacher Recruitment Loan Repayment Program as a tool to attract and retain qualified teachers to work in the state. Setting the eligibility criteria and participant certification will be the responsibility of the Department of Education and Early Development. The Alaska Commission on Postsecondary Education will be responsible for monitoring the repayment program account and for acting as the fiscal agent in paying out repayment benefits on behalf of program participants. Although the bill contemplates that the legislature would appropriate some or all of the Alaska Student Loan Corporation's annual dividend to the State as a source of program funding, it is not mandated and, therefore, General Funds have been referenced as the program fund source above.

Prepared by: Sheila King, Finance Officer Phone 465-6757
 Division: Finance Date/Time 4/7/03 10:14 AM
 Approved by: Diane Barrans, Executive Director Date 4/7/2003
 Agency: Alaska Commission on Postsecondary Education

FISCAL NOTE

STATE OF ALASKA
2003 LEGISLATIVE SESSION

BILL NO. SB84

ANALYSIS CONTINUATION

The following cost analysis is based upon the current number of teaching positions in Alaska (no growth) and using information from *Retaining Quality Teachers for Alaska*, relative to an assumed 15% annual position turnover, and anticipating that approximately 51% of the individuals filling positions will be new teachers with educational debt. Payout of benefits also assumes a minimum five-year service requirement.

Cost Estimates for Alaska Teacher Recruitment Loan Repayment Program
(Dollar Amounts Shown in Thousands)

Year	# of New New Hires	2004	2005	2006	2007	2008	2009
2004	807	\$ 1,614	\$ 1,614	\$ 1,614	\$ 1,614	\$ 1,614	
2005	807		\$ 1,614	\$ 1,614	\$ 1,614	\$ 1,614	\$ 1,164
2006	807			\$ 1,614	\$ 1,614	\$ 1,614	\$ 1,164
2007	807				\$ 1,614	\$ 1,614	\$ 1,164
2008	807					\$ 1,614	\$ 1,164
2009	807						\$ 1,164
	1,075	\$ 1,614	\$ 3,228	\$ 4,842	\$ 6,456	\$ 8,070	\$ 8,070

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Senator Gary Stevens
Alaska State Legislature

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SPONSOR STATEMENT – SB 84
(Updated 4/8/03)

SB 84, “An Act relating to the Alaska Teacher Recruitment Loan Repayment program; and providing for an effective date” is a bill that will help school districts throughout Alaska recruit and retain teachers in a time of critical shortage.

SB 84 establishes the Alaska Teacher Recruitment Loan Repayment Program. This program will provide financial recruitment and retention incentives through the repayment, in whole or part, by the state, of education loans for teachers, upon a teacher’s first hiring at an Alaska public elementary, or secondary school. The bill authorizes the State Board of Education and Early Development to develop criteria to insure effective implementation of the program and creates an account in the General Fund and empowers the Alaska Commission on Postsecondary Education to administer the program in accordance with the criteria developed by the state board. The bill also limits the lifetime financial award for an individual teacher to \$10,000.

With the passage of this bill, those pursuing a teaching career in Alaska will receive assistance in managing their education-related debt burden so long as they meet the established service requirements. SB 84 will give school districts throughout Alaska an added resource for use in attracting new teachers. I urge your support of this bill.

AMENDMENT 1

OFFERED IN SENATE HESS

BY SENATOR GARY STEVENS

TO: SB 84, Draft Version "A"

- 1 Page 1, line 13: After "board", add: "in consultation with the Alaska Commission on Postsecondary Education".
- 2 Page 3, line 15: After "account", add: "or any federal or other funds".
- 3 Page 4, line 9: Delete: "entity", replace with: "lender".
- 4 Page 4, lines 10-12: Delete.
- 5 Page 4, line 31: Delete.
- 6 Page 5, line 1: Delete.
- 7 Renumber accordingly.

SB

90

ALASKA STATE LEGISLATURE



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Senator Gary Stevens

Memorandum

Date: February 28, 2003

To: Senator Fred Dyson
Chair, Senate HESS Committee

Fr: Senator Gary Stevens

Re: SB 90

I respectfully request a committee hearing on SB 90, "An Act relating to the base student allocation used in the formula for state funding of education; and providing for an effective date" be scheduled at your earliest convenience.

Thank you.

Best regards,

A handwritten signature in black ink, appearing to be "Gary Stevens".

Gary

ALASKA STATE LEGISLATURE



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Senator Gary Stevens

SPONSOR STATEMENT-SB 90

SB 90, "An Act relating to the base student allocation used in the formula for state funding of public education; and providing for an effective date. This is companion legislation to House Bill 26.

The State of Alaska's Public Education Funding Formula is based on a specific dollar amount per student. The base student allocation was established in FY02 as \$4010 per student. House Bill 105 increases this allocation by \$118.00, increasing the per student dollar to \$4,128.

Although the State's contribution to the 53 school districts has recently increased through the Foundation Formula and contributions to the Learning Opportunity Grants, the effect of annual inflation has negated this growth, and indeed the purchasing power of the student dollar has been diminished. School districts all over the state are budget trimming to cope with inflationary factors and new mandates under the Federal "No Child Left Behind Act". Often, cost saving measures are coming through the reduction and elimination of courses and student activities.

Public education is faced with the unenviable position of assuming greater responsibility with a reduction in the purchasing power of the student dollar. Alaska cannot continue to ask its 53 school districts to meet all these additional responsibilities with a dwindling budget, therefore, additional funding is a necessity. The increase of \$118.00 per student as provided in Senate Bill 90 will assist our local school districts to meet, and hopefully exceed, the public's expectations and demands.

Please join me in endorsing SB 90.

FISCAL NOTE

STATE OF ALASKA
2003 LEGISLATIVE SESSION

Fiscal Note Number: 1
Bill Version: HB 26 / SB 90
() Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: Education & Early Development
Title: "An Act relating to the base student allocation BRU: K-12 Support
used in the formula for state funding of public education..." Component: Foundation Program
Sponsor: Representative Stevens Component No.: 141
Requester: Health, Education & Social Services

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims	23,985.2					
Miscellaneous						
TOTAL OPERATING	23,985.2	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	23,985.2					
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	23,985.2	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2003) cost: 0.0
Mark this box (X) if funding for this bill is included in the Governor's FY 2004 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This bill would increase the base student allocation of \$4,010 by \$118, resulting in a new amount of \$4,128. (see attached spreadsheet)

Prepared by: Edry Jeans, School Finance Manager
Division: Education Support Services
Approved by: Ed McLain, Deputy Commissioner
Agency: Department of Education and Early Development

Phone 465-8679
Date/Time 2 3 03 10:57 AM
Date 02 3 2003

Prepared 1/31/03
Increase Base Allocation
to \$4,128

School District	Increase to Basic Need	Change to Floor	Net Increase
Alaska Gateway	144,938	(57,975)	86,963
Aleutian Region	29,794	(11,918)	17,876
Aleutians East Borough	107,308	-	107,308
Anchorage	8,020,036	-	8,020,036
Annette Island	62,515	-	62,515
Bering Strait	631,772	-	631,772
Bristol Bay Borough	70,001	-	70,001
Chatham	65,188	-	65,188
Chugach	44,491	(17,636)	26,855
Copper River	158,280	-	158,280
Cordova	99,728	(4,228)	95,500
Craig	133,198	-	133,198
Delta/Greely	218,857	-	218,857
Denali Borough	97,745	-	97,745
Dillingham	124,523	(49,809)	74,714
Fairbanks N. Star Borou	2,606,701	-	2,606,701
Galena	419,313	(167,725)	251,588
Haines Borough	67,328	-	67,328
Hoonah	47,616	(19,046)	28,570
Hydaburg	22,001	-	22,001
Iditarod Area	127,858	(51,143)	76,715
Juneau Borough	886,732	-	886,732
Kake	37,510	(15,004)	22,506
Kashunamiut	100,308	-	100,308
Kenai Peninsula Boroug	1,696,165	-	1,696,165
Ketchikan Gateway Bor	411,133	-	411,133
Klawock	38,898	(3,039)	35,859
Kodiak Island Borough	532,371	-	532,371
Kuspuk	166,078	(32,127)	133,951
Lake & Peninsula Borot	174,744	3,446	178,190
Lower Kuskokwim	1,210,839	(484,336)	726,503
Lower Yukon	646,306	-	646,306
Mat-Su Borough	2,401,983	-	2,401,983
Nenana	105,108	-	105,108
Nome	175,012	-	175,012
North Slope Borough	565,524	-	565,524
Northwest Arctic Borou	681,394	-	681,394
Pelican	7,823	(3,129)	4,694
Petersburg	120,407	-	120,407
Pribilof	47,146	(17,928)	29,218
Sitka Borough	265,139	-	265,139
Skagway	28,673	-	28,673
Southeast Island	71,690	(15,441)	56,244
Southwest Region	244,727	-	244,727
St. Mary's	55,886	-	55,886
Tanana	26,246	(10,498)	15,748
Unalaska	99,483	(39,794)	59,689
Valdez	176,710	(70,684)	106,026
Wrangell	79,942	-	79,942
Yakutat	31,982	-	31,982
Yukon Flats	130,466	-	130,466
Yukon/Koyukuk	231,971	(2,663)	229,308
Yupit	137,859	-	137,859
Alyeska Central School	113,280	-	113,280
Mt. Edgecumbe High S	57,164	-	57,164
TOTALS:	25,055,890	(1,070,682)	23,985,208

THE
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Kodiak Island Borough School District

**Resolution #023-005
In Support of Increased State Funding for Education**

WHEREAS, the Kodiak Island Borough School District is dependent upon the State of Alaska for the majority of district revenues; and

WHEREAS, the State of Alaska Foundation Formula is not inflation proofed; and

WHEREAS, the rate of inflation based on the Anchorage CPI-U has increased 36% since 1990; and

WHEREAS, the state per pupil funding to the Kodiak Island Borough School District has increased by only \$190.63 per pupil or 3.56% since 1990; and

WHEREAS, the State of Alaska provided 79.55% of the Kodiak Island Borough School District's total revenue in 1990; and

WHEREAS, the State of Alaska provides only 60.62% of the Kodiak Island Borough School District's total revenue in 2003; and

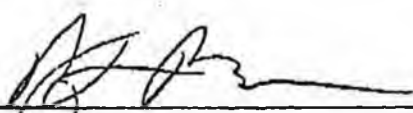
WHEREAS, the Kodiak Island Borough is limited in its ability to raise and contribute local revenues; and

WHEREAS, the Kodiak Island Borough School District is facing a \$1,580,971 deficit in a \$27,285,138 budget; and

WHEREAS, without significant additional State funding, the Kodiak Island Borough School District will be forced to make drastic cuts that will negatively impact educational programs for children on Kodiak Island,

NOW, THEREFORE BE IT RESOLVED, that the Kodiak Island Borough School District Board of Education supports a significant increase to the Base Student Allocation Value within the Foundation Formula.

Adopted this 27th day of January, 2003.



 Roy Brown, President
 Kodiak Island Borough School District
 Board of Education

FOR SB 90



**Kodiak Island Borough School District
(KIBSD)
722 Mill Bay Road
Kodiak, AK 99615
(907) 486-9278**

1/31/03

The Honorable Carl Gotto
House of Representatives
Alaska State Capitol
Juneau, Alaska 99801-1182

Dear Representative Gatto:

I am not sure I will be able to testify on House Bill 26 next Tuesday, so I would like to take this opportunity to give input on the bill. A significant increase to the base student allocation is vitally important to districts across the state.

In late June of 2002, districts were unexpectedly hit with devastating increases in property/casualty, workers compensation and liability insurance. Increases were expected and budgeted for, but the increases that finally came in the end of June were beyond anyone's wildest expectations. Districts had no choice but to make cuts to educational programs. The current word in the insurance industry is that these markets will be hit with additional increases of fifteen to twenty percent in June of 2003.

Health insurance is an important tool in recruiting the best teachers for our students. Increases in the health insurance industry have averaged in the ten to fifteen percent range for the last few years. Kodiak was hit with a thirty-two percent increase for the 2002/2003 school year. The projected industry increase for health insurance next year is fifteen percent. That results in an approximate cost of \$430,000 for the Kodiak Island Borough School District.

The number of special education students in Kodiak continues to increase on a yearly basis. During the 2000 count period, we had 375 special education students, we had 400 special education students for the 2001 count period, and we have increased to 420 special education students for the 2002 count period. The increase in special education students comes at a time when our district is experiencing an overall decrease in student population. So with the current formula, we are receiving less funding for special education when our costs are increasing.

The price for oil is currently high which is good for the revenue picture. Unfortunately, this means we are again experiencing increased fuel costs. I have also recently heard that the contribution rates for TRS and PRS are going to be increased dramatically as well.

I hope I have given you a picture of some of the cost increases we are facing. We need to have significant revenue increases to be able to provide a quality education for the students in Kodiak. I am attaching a copy of a spreadsheet and graph that I have created for use in Kodiak's budget process. The spreadsheet and graph show the revenue per student history for Kodiak since 1990. In 1990, the district received \$5,358.05 per student from the state. In 2003, we are budgeted to receive \$5,548.68 per student. This means we have received an increase of only \$191 per student over thirteen (13) years. This is an increase of about 3.56 percent, which compares to an approximate increase of 36.60 percent for inflation during the same time period.

As I stated above, we are facing declining enrollments in Kodiak. To match and account for the student decreases, we have eliminated 9.5 current teaching positions and one current administrative position from the FY 04 budget. Even after these reductions, We are facing a \$1,580,971 deficit in a \$27,285,138 budget. Without substantial increased funding, we will be forced to make further cuts to our already strained educational programs.

For the reasons stated above, I wholeheartedly support House Bill 26.

Thank you for this opportunity for input.

Sincerely,

Dave Jones
Director of Finance
Kodiak Island Borough School District

SB

91

FISCAL NOTE

STATE OF ALASKA
2004 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: SB 91
 () Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: Education & Early Development
 Title "An Act relating to the base student allocation RDU K-12 Support
used in the formula for state funding of public education:..." Component Foundation Program
 Sponsor Senator Davis
 Requester Health, Education and Social Services Component No. 141

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims	11,289.5	0.0	0.0	0.0	0.0	0.0
Miscellaneous						
TOTAL OPERATING	11,289.5	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	11,289.5	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	11,289.5	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2004) cost: 0.0

Mark this box (X) if funding for this bill is included in the Governor's FY 2005 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This bill would increase the base student allocation from \$4,169 to \$4,225. A \$56 increase to the Base Student Allocation.

Prepared by: Eddy Jeans, School Finance Manager Phone 465-8679
 Division Education and Support Services Date/Time 2/27/04 9:10 AM
 Approved by: _____ Date 2/27/2004
 Agency Education & Early Development

School District	Increase to Basic Need	Change to Floor	Net Increase	Local Contribution Increase
Alaska Gateway	67,654	(27,062)	40,592	-
Aleutian Region	13,859	(5,544)	8,315	-
Aleutians East Borough	52,100	-	52,100	11,983
Anchorage	3,767,854	-	3,767,854	866,607
Annette Island	28,663	-	28,663	-
Bering Strait	289,325	-	289,325	-
Bristol Bay Borough	25,598	-	25,598	5,887
Chatham	29,760	-	29,760	-
Chugach	18,278	-	18,278	-
Copper River	75,595	-	75,595	-
Cordova	47,464	-	47,464	10,917
Craig	73,733	-	73,733	16,958
Delta/Greely	102,314	-	102,314	-
Denali Borough	62,129	-	62,129	14,289
Dillingham	59,846	-	59,846	13,764
Fairbanks N. Star Borough	1,196,390	-	1,196,390	275,170
Galena	197,424	(78,970)	118,454	45,408
Haines Borough	32,081	-	32,081	7,379
Hoonah	20,359	-	20,359	4,682
Hydaburg	9,979	-	9,979	2,296
Iditarod Area	57,977	-	57,977	-
Juneau Borough	431,558	-	431,558	99,258
Kake	16,661	-	16,661	3,832
Kashunamiut	49,015	-	49,015	-
Kenai Peninsula Borough	790,912	-	790,912	181,910
Ketchikan Gateway Borough	205,286	-	205,286	47,216
Klawock	17,232	-	17,232	3,964
Kodiak Island Borough	249,402	-	249,402	57,363
Kuspuk	72,336	-	72,336	-
Lake & Peninsula Borough	83,740	(33,496)	50,244	19,260
Lower Kuskokwim	583,766	(233,506)	350,260	-
Lower Yukon	303,520	-	303,520	-
Mat-Su Borough	1,155,092	-	1,155,092	265,671
Nenana	65,869	-	65,869	15,150
Nome	83,589	-	83,589	19,225
North Slope Borough	251,854	-	251,854	-
Northwest Arctic Borough	311,722	-	311,722	71,696
Pelican	3,713	(1,485)	2,228	854
Petersburg	59,076	-	59,076	13,588
Pribilof	22,165	(7,901)	14,264	-
Saint Mary's	24,526	-	24,526	5,641
Sitka Borough	119,372	-	119,372	27,455
Skagway	13,379	(5,352)	8,027	-
Southeast Island	35,737	(14,295)	21,442	-
Southwest Region	112,329	-	112,329	-
Tanana	12,755	(38)	12,717	2,933
Unalaska	47,212	(18,885)	28,327	10,859
Valdez	80,246	(19,665)	60,581	-
Wrangell	34,590	-	34,590	7,956
Yakutat	14,165	-	14,165	3,258
Yukon Flats	64,373	(25,749)	38,624	-
Yukon/Koyukuk	122,300	-	122,300	-
Yupiit	69,966	(27,986)	41,980	-
Alyeska Central School	26,432	-	26,432	-
Mt. Edgecumbe High School	27,129	-	27,129	-
Total	11,789,401	(499,934)	11,289,467	2,132,429

Alaska State Legislature

Interim: (May - Dec.)
716 W. 4th Ave
Anchorage, AK 99501
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Senator_Bettye_Davis@legis.state.ak.us
<http://www.akdemocrats.org>

Senator Bettye Davis

Sponsor Substitute, Senate Bill 91

"An Act relating to the base student allocation used in the formula for state funding of public education; and providing for an effective date."

Sponsor Statement

The burden of financing Schools in Alaska has been shifting from the state to local government over the past ten years. School Districts are mandated by the state to have 70% of their budgets allocated and spent on instructional areas of the budget. The foundation formula statute does not have an inflationary adjustment for the base student allocation of \$4010.

Sponsor Substitute for SB 91 attempts to address school funding in three ways:

- (1) Increase base student allocation to \$4600;***
- (2) Inflation proof educational funding for the future;***
- (3) Provide an annual increase for the next five years for class size reduction and compliance with the Federal No Child Left Behind (NCLB) act.***

Past funding has not kept up with inflation and the result has been higher retirement and insurance costs. The base student allocation amount of \$4600 makes up for these costs, holding districts harmless from last year, and puts back the \$10M cut from last year.

The second part of the bill would inflation-proof education funding for the future; it is aimed at preventing our current situation from happening again. The Consumer Price Index (CPI) for Anchorage rose approximately 21 percent from 1992 to 2002. Over the last ten years, the legislature increased the base foundation formula only seven percent. SS SB 91 would place an inflationary adjustment in Alaska Statute 14.17.470 based on the CPI for the Anchorage area compiled by the Bureau of Labor Statistics, U.S. Department of Labor

The final part of this bill would provide a two percent increase to the base student allocation for the next five years. These funds are focused on two critical components of our system: class size reduction and compliance with NCLB.

I respectfully request your positive support for this legislation.

SENATE COMMITTEE REPORT

First Committee of Referral

DATE: 3/1/04

FURTHER: Finance

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED
IN TO OFFICE: 3.1.04

Health, Education & Social Services Committee considered SPONSOR SUBSTITUTE FOR SENATE BILL NO. 91

SB 91 INCREASE AMT OF BASE STUDENT ALLOCATION

"An Act relating to the base student allocation used in the formula for state funding of public education; and providing for an effective date."

and recommends:

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

Senate Bill:

- Same Title
- New Title

House Bill:

- Same Title
- Technical Title Change
- New Title w/ SCR # _____

NEW FISCAL NOTE(S):

Department	Date	Fiscal	Indet.	Zero	FN#
EED		✓			

PREVIOUS FISCAL NOTE(S):

Department	Date	Fiscal	Indet.	Zero	FN#

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:	DO PASS	DO NOT PASS	NO REC	AMEND
<i>[Signature]</i>	✓			
<i>[Signature]</i>				✓
CHAIR: <i>[Signature]</i>				✓

FISCAL NOTE

STATE OF ALASKA
2004 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: SSSB 91
 () Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: Education & Early Development
 Title "An Act relating to the base student allocation RDU K-12 Support
used in the formula for state funding of public education..." Component Foundation Program
 Sponsor Senator Davis
 Requester Health, Education and Social Services Component No. 141

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims	86,907.1	37,252.4	39,568.7	41,540.9	21,501.1	22,138.2
Miscellaneous						
TOTAL OPERATING	86,907.1	37,252.4	39,568.7	41,540.9	21,501.1	22,138.2

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

CHANGE IN REVENUES ()						
-------------------------------	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	86,907.1	37,252.4	39,568.7	41,540.9	21,501.1	22,138.2
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	86,907.1	37,252.4	39,568.7	41,540.9	21,501.1	22,138.2

Est.imate of any current year (FY2004) cost: 0.0
 Mark this box (X) if funding for this bill is included in the Governor's FY 2005 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This bill would increase the base student allocation from \$4,169 to \$4,600 in FY05. Representing a \$431 Increase to the Base Student Allocation.
 Effective in FY06 there will be an annual increase based on the change in the Consumer Price Index (CPI-U) for all urban consumers for the Anchorage Metropolitan Area. Since the future CPI-U is unknown, the department averaged the last five years of change in the CPI-U to come up with an average of 2%, which was applied to the projections for FY06 to FY10. In addition to the CPI-U adjustment there will also be a general 2% increase effective for FY06 - FY08. In FY09 the general 2% increase will be repealed.
 FY05 \$4,600 FY08 2% CPI-U & 2% = \$5,174
 FY06 2% CPI-U & 2% = \$4,784 FY09 2% CPI-U = \$5,277
 FY07 2% CPI-U & 2% = \$4,975 FY10 2% CPI-U = \$5,383

Prepared by: Eddy Jeans, School Finance Manager Phone 465-8679
 Division Education Support Services Date/Time 3/3/04 10:14 AM
 Approved by: _____ Date 3/3/2004
 Agency Education & Early Development

Prepared 3/3/04

SSSB91 - \$4600 increase to Base Allocation,
plus CPI-U, plus 2%

School District	Increase to Basic Need	Change to Floor	Net Increase	Local Contribution Increase
Alaska Gateway	520,695	(138,486)	382,209	-
Aleutian Region	106,668	(42,668)	64,000	-
Aleutians East Borough	400,989	-	400,989	92,227
Anchorage	28,999,016	-	28,999,016	6,669,774
Annette Island	220,603	-	220,603	-
Bering Strait	2,226,770	-	2,226,770	-
Bristol Bay Borough	197,010	-	197,010	45,312
Chatham	229,042	-	229,042	-
Chugach	140,670	-	140,670	-
Copper River	581,807	-	581,807	-
Cordova	365,303	-	365,303	84,020
Craig	567,480	-	567,480	130,520
Delta/Greely	787,450	-	787,450	-
Denali Borough	478,169	-	478,169	109,979
Dillingham	460,605	-	460,605	105,939
Fairbanks N. Star Borough	9,207,931	-	9,207,931	2,117,824
Galena	1,519,460	(607,784)	911,676	349,476
Haines Borough	246,903	-	246,903	56,788
Hoonah	156,686	(19,118)	137,568	36,037
Hydaburg	76,796	(22,397)	54,399	17,663
Iditarod Area	446,214	(146,113)	300,101	-
Juneau Borough	3,321,450	-	3,321,450	763,933
Take	128,227	(26,110)	102,117	29,493
Kashunamiut	377,241	-	377,241	-
Kenai Peninsula Borough	6,087,198	-	6,087,198	1,400,056
Ketchikan Gateway Borough	1,579,968	-	1,579,968	363,393
Klawock	132,619	(23,978)	108,641	30,503
Kodiak Island Borough	1,919,502	-	1,919,502	441,486
Kuspuk	556,731	(31,163)	525,568	-
Lake & Peninsula Borough	644,504	(62,846)	581,658	148,235
Lower Kuskokwim	4,492,912	(1,797,164)	2,695,748	-
Lower Yukon	2,336,016	-	2,336,016	-
Mat-S . Borough	8,890,078	-	8,890,078	2,044,718
Nenana	506,951	-	506,951	116,599
Nome	643,336	-	643,336	147,967
North Slope Borough	1,938,379	-	1,938,379	-
Northwest Arctic Borough	2,399,144	-	2,399,144	551,803
Pelican	28,575	(11,430)	17,145	6,572
Petersburg	454,671	-	454,671	104,574
Pribilof	170,590	(7,901)	162,689	-
Saint Mary's	188,765	-	188,765	43,416
Sitka Borough	918,737	-	918,737	211,309
Skagway	102,970	(41,188)	61,782	-
Southeast Island	275,051	(110,021)	165,030	-
Southwest Region	864,530	-	864,530	-
Tanana	98,169	(38)	98,131	22,579
Unalaska	363,367	(145,347)	218,020	83,575
Valdez	617,610	(234,611)	382,999	-
Wrangell	266,220	-	266,220	61,230
Yakutat	109,017	(25,048)	83,969	25,074
Yukon Flats	495,443	(198,177)	297,266	-
Yukon/Koyukuk	941,270	-	941,270	-
Yupit	538,483	(137,564)	400,919	-
Alyeska Central School	203,432	-	203,432	-
Mt. Edgecumbe High School	208,794	-	208,794	-
Total	90,736,217	(3,829,152)	86,907,065	16,412,074

SB

95

ALASKA STATE LEGISLATURE



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

SENATOR LYDA GREEN SENATE DISTRICT G

MEMORANDUM

TO: Senator Fred Dyson, Chair
Senate Health, Education and Social Services Committee

FROM: Senator Lyda Green

DATE: March 14, 2003

RE: Senate Bill 95, 72-Hour Notice of Teacher Strike

Thank you for scheduling a hearing on SB 95, 72-Hour Notice of Teacher Strike, for Monday, March 17. Attached for the committee's information are the following:

- Senate Bill 95
- Sponsor Statement
- Sectional Analysis; and
- Copy of pertinent Alaska Statutes and Administrative Code

If you have any questions, please call my office at 465-6600. Thank you.

ALASKA STATE LEGISLATURE



Interim:
600 East Railroad Avenue
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State Capitol
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SENATOR LYDA GREEN SENATE DISTRICT G

SPONSOR STATEMENT

Senate Bill 95

"AN ACT RELATING TO MANDATORY 72 HOURS WRITTEN NOTICE BY PUBLIC SCHOOL EMPLOYEES OF THE DATE AND TIME WHEN A STRIKE WILL BEGIN."

Senate Bill 95 would require public school employees to provide a school district with written notice of an impending strike at least 72 hours prior to any labor action. This bill would protect students and give parents adequate time to be notified of a change in the school schedule.

Current labor regulations allow public school employees to strike without prior warning to the school district or the community. Without a provision mandating proper notice, student safety is severely compromised. School districts would be unable to alert parents to the possible closure of schools. Students could possibly arrive to near-empty school buildings, buses may not arrive to pick up waiting students, and parents may not have been informed of these circumstances.

Seventy-two hours gives parents sufficient time to make alternative arrangements if schools are actually going to be closed. In order for school district personnel to assure the safety and well being of students during a change of work status, there must be adequate time to prepare for changes to the school day.

The primary purpose of Senate Bill 95 is to allow time for a school district to make the best decision and to inform students, parents and the community of that decision. I urge your support of the legislation.

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

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

State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM

March 6, 2003

SUBJECT: Sectional Summary of Bill on 72-hour notice of teacher strikes
(Work Order No. 23-LS0670\A)

TO: Senator Lyda Green
Attn: Jacqueline

FROM: Barbara R. Craver *BRC*
Legislative Counsel

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

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

Section 1. This section amends AS 23.40.200(d) by removing the process to be used by schools when they reach an impasse in collective bargaining negotiations. This process is moved and reorganized in a new subsection (g), which is the subject of Section 2.

Section 2. A new subsection, (g), is added to AS 23.40.200 by this section. Here is a summary of the required process:

1. Schools and employees engage in collective bargaining negotiations.
2. If an impasse or deadlock in negotiations is reached the parties must submit to advisory arbitration. The process of determining the arbitrator is set out.
3. If advisory arbitration fails, and the employees vote to hold a strike, (under subsection (d)) then at least a 72-hour prior notice must be given to the school. The 72-hour notice must include a least one in-session school day.

If I may be of further assistance, please advise.

BRC:med
03-255.med

THE
FOLLOWING
DOCUMENT(S)
ARE
POOR
ORIGINAL
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Sec. 23.40.180. Penalty for violation of order or decision. A person who violates a provision of an order or decision of the labor relations agency is guilty of a misdemeanor and is punishable by a fine of not more than \$500. (§ 2 ch 113 SLA 1972)

NOTES TO DECISIONS

Applied in *Hafing v. Inlandboatmen's Union*, 585 P2d 870 (Alaska 1978).

Sec. 23.40.190. Mediation. If, after a reasonable period of negotiation over the terms of a collective bargaining agreement, a deadlock exists between a public employer and an organization, the labor relations agency may appoint a competent, impartial, disinterested person to act as mediator in any dispute either on its own initiative or on the request of one of the parties to the dispute. The parties may also select a mediator by agreement or mutual consent. It is the function of the mediator to bring the parties together voluntarily under such favorable auspices as will tend to effectuate settlement of the dispute, but neither the mediator nor the labor relations agency has any power of compulsion in mediation proceedings. (§ 2 ch 113 SLA 1972)

Sec. 23.40.200. Classes of public employees; arbitration. (a) For purposes of this section, public employees are employed to perform services in one of the three following classes:

- (1) those services which may not be given up for even the shortest period of time;
- (2) those services which may be interrupted for a limited period but not for an indefinite period of time; and
- (3) those services in which work stoppages may be sustained for extended periods without serious effects on the public.

(b) The class in (a)(1) of this section is composed of police and fire protection employees, jail, prison, and other correctional institution employees, and hospital employees. Employees in this class may not engage in strikes. Upon a showing by a public employer or the labor relations agency that employees in this class are engaging or about to engage in a strike, an injunction, restraining order, or other order which may be appropriate shall be granted by the superior court in the judicial district in which the strike is occurring or is about to occur. If an impasse or deadlock is reached in collective bargaining between the public employer and employees in this class, and mediation has been utilized without resolving the deadlock, the parties shall submit to arbitration to be carried out under AS 09.43.030.

(c) The class in (a)(2) of this section is composed of public utility, snow removal, sanitation, and educational institution employees other than employees of a school district, a regional educational attendance area, or a state boarding school. Employees in this class may engage in a strike after mediation, subject to the voting requirement of (d) of this section, for a limited time. The limit is determined by the interests of the health, safety, or welfare of the public. The public employer or the labor relations agency may apply to the superior court in the judicial district in which the strike is occurring for an order enjoining the strike. A strike may not be enjoined unless it can be shown that it has begun to threaten the health, safety, or welfare of the public. A court, in deciding whether or not to enjoin the strike, shall consider the total equities in the particular class. "Total equities" includes not only the impact of a strike on the public but also the extent to which employee organizations and public employers have met their statutory obligations. If an impasse or deadlock still exists after the issuance of an injunction, the parties shall submit to arbitration to be carried out under AS 09.43.030.

(d) The class in (a) (3) of this section includes all other public employees who are not included in the classes in (a) (1) or (2) of this section. Employees in this class may engage in a strike if a majority of the employees in a collective bargaining unit vote by secret

ballot to do so. However, if an impasse or deadlock is reached in collective bargaining negotiations between a municipal school district, a regional educational attendance area, or a state boarding school and its employees, the parties shall submit to advisory arbitration before the employees may engage in a strike. The arbitrator selected to conduct the advisory arbitration must be a member of the American Arbitration Association Panel of Labor Arbitrators or the Federal Mediation and Conciliation Service. In selecting the arbitrator, the parties shall request a list of arbitrators who have knowledge of and recent experience in the local conditions in the school district, regional educational attendance area, or state boarding school. A list containing at least five nominees who meet the qualifications of this subsection is a complete list for the purpose of striking names and selecting the arbitrator.

(e) Notwithstanding the provisions of (b), (c) and (d) of this section, the employees with the concurrence of the employer may agree in writing to submit a dispute arising from interpretation or application of a collective bargaining agreement to arbitration.

(f) The parties to a collective bargaining agreement may provide in the agreement a contract for arbitration to be conducted solely according to AS 09.43.010 — 09.43.180 (Uniform Arbitration Act) if the Act is incorporated into the agreement or contract by reference. (§ 2 ch 113 SLA 1972; am §§ 3, 4 ch 1 SLA 1992; am §§ 17, 18 ch 113 SLA 1997)

Effect of amendments. — The 1992 amendment, effective March 26, 1992, in subsection (c), deleted "public school and other" preceding "educational institution" and added "other than employees of a school district, a regional educational attendance area, or the state boarding school" in the first sentence, and, in subsection (d), added the last four sentences.

The 1997 amendment, effective September 30, 1997, made minor stylistic changes in subsections (c) and (d).

Opinions of attorney general. — Fish hatchery employees and area management biologists have a right to strike under paragraph (a)(3) and subsection (d). May 18, 1987 Op. Att'y Gen.

NOTES TO DECISIONS

- I. General Consideration.
- II. Arbitration.

I. GENERAL CONSIDERATION.

Certain teachers not covered by section. — Teachers, who are not "public employees" for purposes of this article, are not covered by this section. *Anchorage Educ. Ass'n v. Anchorage Sch. Dist.*, 648 P.2d 993 (Alaska 1982) (decided under former law).

Strikes by teachers. — Issuance of injunction to end teachers' strike, without separate finding of irreparable harm was not error, since by making these strikes illegal, the legislature has decided that a teachers' strike would cause irreparable harm. *Anchorage Educ. Ass'n v. Anchorage Sch. Dist.*, 648 P.2d 993 (Alaska 1982) (decided under former law).

"Impasse" in negotiations. — The state may implement unilateral contract changes when negotiations reach an impasse. For Class II employees, an impasse is reached when the parties have reached a good faith impasse and the mediation process has been exhausted. For Class III employees, an impasse is reached when negotiations are deadlocked. *Alaska Pub. Employees Ass'n v. State, Dep't of Admin.*, 776 P.2d 1030 (Alaska 1989).

State's unilateral contract changes upheld. — Unilateral contract changes imposed by the state during an impasse in negotiations with public employees, which changes included an extension of work hours, did not deprive the employees of a property interest protected by Alaska Const., art. I, § 18. *Alaska Pub. Employees Ass'n v. State, Dep't of Admin.*, 776 P.2d 1030 (Alaska 1989).

Applied in *Hafling v. Inlandboatmen's Union*, 585 P.2d 870 (Alaska 1978).

II. ARBITRATION.

Not exclusive remedy. — The fact that an arbitrator cannot grant the relief afforded by a statute is an indication that holding arbitration to provide an exclusive remedy would conflict with the statutory purpose. *Public Safety Employees Ass'n v. State*, 658 P.2d 769 (Alaska 1983).

Applicability of Uniform Arbitration Act. — Even though this section does provide that interest arbitration shall be conducted under AS 09.43.030, the section of the Uniform Arbitration Act (UAA) providing for appointment of arbitrators by agreement of the parties, or, in the absence of an agreement, by the superior court, the entire UAA is not applicable to this section. *State v. Public Safety Employees Ass'n*, 798 P.2d 1281 (Alaska 1990).

Applicability of legislative approval. — The legislative appropriation requirement of AS 23.40.215(a) applies to arbitration awards under subsection (b). *Fairbanks Police Dep't Chapter v. City of Fairbanks*, 920 P.2d 273 (Alaska 1996).

Matter for courts. — Arbitrability is a question for the courts unless the parties clearly and unmistakably provide otherwise. *State v. Public Safety Employees Ass'n*, 798 P.2d 1281 (Alaska 1990).

Only nonstriking employees entitled to compulsory arbitration. — This section unambiguously

8 AAC 97.260. Petition for strike class determination

(a) A public employer or public employee representative may file a petition with the labor relations agency seeking agency determination of the strike classification under AS 23.40.200 of members of a bargaining unit.

(b) The petition for strike class determination must contain the following information:

(1) the name or description of the bargaining unit;

(2) the date of certification or recognition of the bargaining representative;

(3) the expiration date of the collective bargaining agreement;

(4) the name of the bargaining unit members for whom classification under AS 23.40.200 is petitioned and the proposed classification;

(5) name, address, telephone and facsimile machine numbers, and affiliation, if any, of the petitioner;

(6) a declaration by the person signing the petition that its contents are true and correct to the best of that person's knowledge and belief;

(7) the signature, title, and telephone and facsimile machine numbers of the petitioner's representative.

(c) The petitioner shall serve a copy of the petition on the public employer or employee representative and on any employee whose position is the subject of the petition. Proof of service is required in accordance with 8 AAC 97.015.

(d) Fifteen days after service of the petition, the public employer, employee representative, or an employee whose position is the subject of the petition may file an objection to the petition and request a hearing under 8 AAC 97.330 - 8 AAC 97.480.

History: Eff. 7/22/93, Register 127

Authority: AS 23.05.380

AS 23.40.170

AS 23.40.200

8 AAC 97.270. Mediation

(a) If the labor relations agency determines that negotiations between the railroad corporation and employee representative have reached an impasse, the agency will appoint a mediator in accordance with AS 42.40.840. The mediator shall end the mediation if the mediator determines that an impasse exists after attempting mediation. The mediator's decision to end mediation must be delivered in writing to the parties and the labor relations agency.

(b) If, in accordance with AS 23.40.190, the labor relations agency finds that negotiations between a public employer and an employee representative have reached an impasse, the agency may request a mediator appointed by the Federal Mediation and Conciliation Service.

History: Eff. 7/22/93, Register 127; am 5/18/2002, Register 162

Authority: AS 23.05.380

AS 23.40.170

AS 23.40.190

AS 42.40.820

AS 42.40.840

AS 42.40.850

8 AAC 97.280. Advisory arbitration

(a) Upon a finding of impasse by the labor relations agency or a stipulation of impasse between a public employer and the employee representative of a municipal school district, regional educational attendance area or state boarding school employees subject to advisory arbitration under AS 23.40.200, the labor relations agency will order the parties to advisory arbitration. If the parties are unable to agree on the selection of an arbitrator within ten days of the issuance of the agency's order to arbitrate, the agency will refer the parties to an advisory arbitrator. The parties will present their positions to the arbitrator at a time mutually agreed to or, if no agreement is reached, at a time determined by the arbitrator. The parties may submit to the arbitrator reports of proceedings to date, any mediation reports, and any other relevant materials. The advisory arbitrator shall review the issues and make a report, including any recommendations. The advisory arbitrator shall serve the report upon the parties and upon the agency in accordance with 8 AAC 97.015. The report of the advisory arbitrator is not binding.

(b) The parties shall undertake negotiations following receipt of the advisory arbitrator report or 90 days from the appointment of the arbitrator, whichever occurs first. The parties shall bear the costs of the advisory arbitration as directed by the arbitrator. Unless the parties agree otherwise, the requirement for advisory arbitration is met if the parties have not resolved the dispute 30 days following service of the report of the advisory arbitrator or 90 days following the appointment of the arbitrator, whichever occurs first.

(c) After a mutually recognized impasse following advisory arbitration or upon meeting the advisory arbitration requirement in (b) of this section, a municipal school district, regional educational attendance area, or state boarding school may implement its last, best offer, and the employees may engage in a strike if a majority of the employees in a collective bargaining unit have voted by secret ballot to do so.

History: Eff. 7/22/93, Register 127; am 4/14/95, Register 134; am 5/18/2002, Register 162

Authority: AS 23.05.380

AS 23.40.110

AS 23.40.170

AS 23.40.200

FISCAL NOTE

STATE OF ALASKA
2003 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: SB 95
 () Publish Date: _____

Revision Date/Time (Note if correction): _____ Department: Labor and Workforce Development
 Title: 72-Hour Notice of Teacher Strike BRU: Office of the Commissioner
 Component: Alaska Labor Relations Agency
 Sponsor: Senator Green
 Requester: Senate HES Component Number: 1200

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
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 (FY2003) cost: None

Check this box (X) if funding for this bill is included in the Governor's FY 2004 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This bill would amend AS 23.40.200(d) and add new subsection (g) to the Public Employment Relations Act (PERA) by requiring labor organizations who represent school district employees to provide school districts with at least 72 hours advance notice before a strike may begin. The bill's intent is to give school districts at least three days to prepare for the effects that a strike would have on schools, students, and parents, and to prepare contingency plans.


Prepared by: Mark Torgerson, Hearing Examiner Phone: 269-4895
 Division: Office of the Commissioner Date/Time: 3/14/03 1:53 PM
 Approved by: Greg O'Claray, Commissioner Date: 03/14/03
 Agency: Department of Labor and Workforce Development

For distribution information, call the Governor's Legislative Office

D-8 Saturday, January 16, 1999

OPINION

Anchorage Daily News



WINNER PULITZER PRIZE
COLD MEDAL FOR PUBLIC SERVICE 1976

Fulkor A. Cowell
Publisher

Patrick Dougherty
Editor

Michael Carey, Editorial Page Editor

Gerald E. Grilly, Publisher, 1964-1983
Kathenna Fanning, Editor and Publisher, 1971-1983
Lawrence Fanning, Editor and Publisher, 1987-1971
Founded in 1946 by Norman C. Brown

School strike

Few days' grace would have helped

Anchorage parents of public-school children woke up to an ambush Friday morning. School district office workers and teacher aides voted 788-102 Thursday night to strike,

Parents who have paid attention knew a strike and school closing were possible. They didn't expect to learn of a strike at the school doors or the bus stop, or while they were getting their children ready for school.

then on a voice vote called the strike for Friday. The decision came too late for the evening news, and the Anchorage School District, which had warned that a strike would close schools, didn't get the word until 10:40 Thursday night that the strike would begin Friday.

Many parents and students didn't get the word until Friday morning. That left them scrambling for child care and disrupted work and transportation schedules.

Parents who have paid attention knew a strike and school closing were possible. They didn't expect to learn of a strike at the school doors or the bus stop, or while they were getting their children ready for school.

While the union's timing got the community's attention, it's no way to win community support.

Ellen Gamel, president of Totem Association, apologized Friday afternoon for the disruption. She said union members are tired and frustrated at the district's stand in their contract dispute. The decision to walk out Friday reflects the depth of that frustration.

But the union would have served its own cause and the community better by giving Anchorage parents a weekend's warning and time to make child care, work and transportation arrangements. The strike could have begun Tuesday, after the King holiday. Blindsiding thousands of families Friday morning served no one's interests.



Flynt is just followi

It has been so many years since I visited Larry Flynt in his offices at Hustler magazine that I can no longer remember what we talked about or, really, why I interviewed him.



RICHARD COHEN

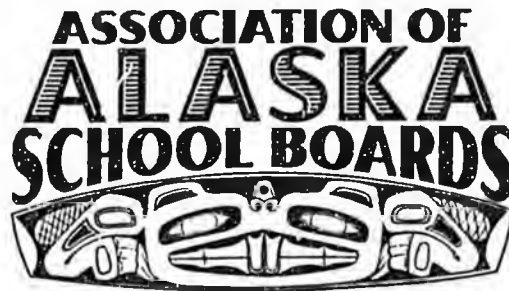
But I will never forget what the visit was like. I found a huge office, much like a law firm, in which ordinary-looking people worked with pornographic pictures of the sort that anywhere else would be hidden under a magazine like *The Atlantic*. Here, I bet, *The Atlantic* was hidden under the pictures of naked women.

I was discomfited. Was this wrong? If it was wrong, how could so many people be doing it out in the open? How come these same people were wearing suits and ties, just like me, and the women did not look in any way like the women in the magazine? Among other

Reading his carefully crafted denial, I suppress a small gleam.

At the same time, I am constrained to say that Flynt is a dirt bag and I deplore his journalism. It is really bad stuff, destructive of national life. I feel that inter-

Yet those of us who c...



Advocates for Alaska's Youth

Position Paper In Support of SB 95 Strike Notification

The Association of Alaska School Boards supports legislation which would require employees and/or their bargaining agency to give a school district a 72-hour advance notice when a strike to the district will occur, and that would require the district to give employees and/or their bargaining agency a 72-hour advance notice of its intent to impose a contract on the bargaining agency. (AASB Resolution #1.8)

Unannounced strikes undermine public confidence in public education and do not serve our communities. While it is arguable that announced strikes do the same, unannounced strikes invite chaos in the schools, a situation schools can ill afford. The school has many responsibilities that require preparation even during strikes to ensure the safety of students: Make sure students do not go unattended, arrange for pupil transportation so that students are not stranded, arrange for substitute teachers if the decision is made to continue to educate students during a strike, enhance school security, etc. Unannounced strikes impede these safety measures.

Unannounced strikes may require a school to close down and return students home. Will students be impeded from leaving the school? Will districts be prepared on a moment's notice to send children home from school in the event of an unannounced strike? Will parents be prepared to leave work and assume responsibility of their children at that time?

Finally, union members should also have equal advance notification in the event a district decides to impose a contract. Thus, AASB supports requiring the district to give employees and/or their bargaining agency a 72-hour advance notice of its intent to impose a contract on the bargaining agency.

Expiration: AASB seeks clarification on the current language in SB 95. Once the 72-hour notice of intent to strike has been given by the employee group, is there a time certain by which the strike shall take place? Or may the strike notification serve as notice of employee action that may take place at any time throughout the entire school year? AASB contends that a strike notification without expiration defeats the purpose of the bill.

**SENATE COMMITTEE REPORT
First Committee of Referral**

DATE: 3/3/03

FURTHER: Labor and Commerce

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED IN TO OFFICE: 3.25.03

Health, Education and Social Services Committee considered SENATE BILL NO. 95

SB 95 72-HOUR NOTICE OF TEACHER STRIKE

"An Act relating to strikes by employees of a municipal school district, a regional educational attendance area, or a state boarding school, and requiring notice of at least 72 hours of a strike by those employees."

and recommends:

be replaced with _____ CS _____ (_____)

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 # _____

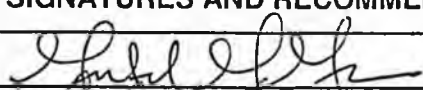
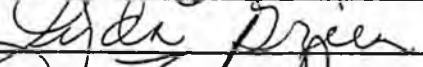
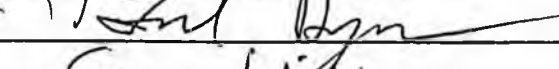
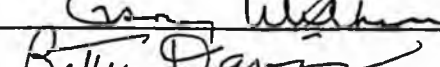
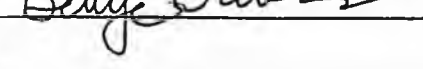
NEW FISCAL NOTE(S):

Department	Date	Fiscal	Zero	FN#
LWD	3/14		X	

PREVIOUS FISCAL NOTE(S):

Department	Date	Fiscal	Zero	FN#

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:		DO PASS	DO NOT PASS	NO REC	AMEND
	Guess	✓		<i>W</i>	
	Green	✓			
	Dyson			✓	
	Wilken			✓	
	Davis	✓			
CHAIR:					

SB

101

ALASKA STATE LEGISLATURE
Senator Georgianna Lincoln

Standing Committees:
Resources
Transportation
Community & Regional Affairs

Joint Committee:
Legislative Council

Budget Subcommittees:
Administration
Transportation

State Capitol
Juneau, Alaska 99801-1182

(907) 465-3732
Toll Free: 1-888-461-3732
Fax (907) 465-2652

E-mail: Senator_Georgianna_Lincoln@legis.state.ak.us

DISTRICT C

Alatna
Allakaket
Aniak
Angoon
Anvik
Arctic Village
Beaver
Beluga
Bettles
Big Delta
Birch Creek
Boundary
Cape Pole
Central
Chalkyitsik
Chandalar Lake
Chenega Bay
Chicken
Chisana
Chistochina
Chitina
Chuathbaluk
Circle
Coffman Cove
Cordova
Cube Cove
Coldfoot
Copper Center
Craig
Crooked Creek
Delta Junction
Deltana
Dot Lake
Dry Creek
Eagle
Eagle Village
Edna Bay
Ellamar
Ernestine
Excursion Inlet
Eureka
Evansville
Evak
Flat
Fort Greely
Fort Yukon
Fortuna Ledge
Funter Bay
Gakona
Galena
Grayling
Gulkana
Gustavus
Haines
Healy Lake
Hogata
Hobart Bay
Holy Cross
Hoonah
Hughes
Huslia
Hydaburg

MEMORANDUM

TO: Senator Fred Dyson, Chair
Senate HESS Committee

FM: Senator Georgianna Lincoln

RE: Hearing Request – Senate Bill 101

DATE: May 1, 2003

At your earliest convenience, please schedule SB 101, an act establishing a teacher cadet program, for a hearing in the Senate HESS Committee. Attached please find a copy of the bill, my sponsor statement, letters of support, and a detailed explanation of a similar program in South Carolina. Your consideration on this matter is greatly appreciated.

Hyder
Kake
Kaktog
Kasaan
Katalla
Kennicott
Kenny Lake
Klawock
Klukwan
Koyukuk
Labouchere Bay
Lake Minchumina
Lime Village
Livengood
Long Island
Mankomen Lake
Manley Hot Springs
Marshall
McCarthy
McGrath
Medfra
Metlakatla
Mentasta
Minto
Nabesna
Naukati Bay
Nenana
Nikolai
Northway
Nulato
Ophir
Point Baker
Polk Inlet
Port Alice
Port Protection
Rampart
Red Devil
Ruby
Russian Mission
Shageluk
Skagway
Slana
Sleetmute
Stevens Village
Stony River
Strelna
Taktotna
Tanacross
Tanana
Tatitlek
Tazlina
Telida
Tenakee Springs
Tetlin Junction
Tok
Tomsina
Tyonek
Utopia Creek
Venetie
View Cove
Waterfall
Whale Pass
Wiseman
Yakutat

ALASKA STATE LEGISLATURE

Senator Georgianna Lincoln

State Capitol
Juneau, Alaska 99801-1182

(907) 465-3732
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Standing Committees:
Resources
Transportation
Community & Regional Affairs

Joint Committee:
Legislative Council

Budget Subcommittees:
Administration
Transportation

Sponsor Statement Senate Bill 101 – Teacher Cadet Program

DISTRICT C

Alatna The national shortage of qualified teachers for public schools has made headlines across the country and across the state for several years. To assist with this problem, which directly affects the quality of our children's education, state governments have developed plans to recruit and retain teachers.

Allakaket
Aniak
Angoon
Anvik
Arctic Village
Beaver
Beluga
Bettles
Big Delta
Birch Creek
Boundary
Cape Pole
Central
Chalkyitsik
Chandalar Lake
Chenega Bay
Chicken
Chisana
Chistochina
Chitina
Chuathbaluk
Circle
Coffman Cove
Cordova
Cube Cove
Coldfoot
Copper Center
Craig
Crooked Creek
Delta Junction
Deltana
Dot Lake
Dry Creek
Eagle
Eagle Village
Edna Bay
Ellamar
Ernestine
Excursion Inlet
Eureka
Evansville
Evak
Flat
Fort Greely
Fort Yukon
Fortuna Ledge
Funter Bay
Gakona
Galena
Grayling
Gulkana
Gustavus
Haines
Healy Lake
Hogatza
Hobart Bay
Holy Cross
Hoonah
Hughes
Huslia
Hydaburg

In Alaska, the teacher shortage is not a broad-based problem. We experience a shortage of instructors for specific subject areas, and our retention problems are focused in rural areas. When we look at recruiting and retaining teachers, we need to focus on creating a base of instructors who are dedicated to rural schools and rural communities.

In rural Alaska, turnover is a major contributor to teacher shortages. Many rural districts experience annual turnover rates between 20 and 50 percent, compared to urban districts where turnover rates are between 6 and 14 percent.

The historical pattern in rural schools staffed by teachers recruited from "Outside" begins with these new teachers excited about the adventure of teaching in rural communities and ends with teachers leaving after only a few years. According to the recent report, "Retaining Quality Teachers For Alaska," teachers cite personal/family reasons as well as career opportunities as the top reason for leaving. Changing these particular factors may be beyond the reach of policy, but policy can address our recruitment practices.

To increase retention we must "grow our own" teachers, with roots in their communities and in our state. This should be our goal for rural and urban schools. On average, 70% of our state teaching force has been imported from "Outside."

My contribution to this effort is Senate Bill 101, which would establish a Teacher Cadet Program in four high schools across the state. The program is a teacher recruitment strategy designed to attract young people to the profession through a challenging "Introduction to Teaching" high school class.

A similar program in South Carolina, which began as a modest pilot program in 1985, now attracts over 2,500 high school students annually and operates in 149 high schools across the state. More than 2,000 former cadets currently teach in state. One South Carolina teacher who works with Teacher Cadets and first-year teachers wrote, "It was no surprise that those who had been Teacher Cadets were also among the best first year teachers we have."

The challenge of recruiting and retaining teachers for hard-to-staff schools and subject areas is all the more important in an era of increased state and federal accountability, high stakes testing and the noble goal of leaving no child behind. When we consider research that shows low teacher turnover is associated with higher student achievement, it is clear that teachers are critical to eliminating the achievement gap. Let's make them Alaskan teachers.

Hyder
Kake
Kaltag
Kasaan
Katalla
Kenicott
Kenny Lake
Klawock
Klukwan
Koyukuk
Labouchere Bay
Lake Minchumina
Lime Village
Livengood
Long Island
Mankomen Lake
Manley Hot Springs
Marshall
McCarthy
McGrath
Medfra
Metlakatla
Mentasta
Minto
Nabesna
Naukatli Bay
Nenana
Nikolai
Northway
Nulato
Ophir
Point Baker
Polk Inlet
Port Alice
Port Protection
Rampart
Red Devil
Ruby
Russian Mission
Shageluk
Skagway
Slana
Sleetmute
Stevens Village
Stony River
Strelna
Taketna
Tanacross
Tanana
Tatitlek
Taelina
Telida
Tenakee Springs
Tetlin Junction
Tok
Tonsina
Tyonek
Utopia Creek
Venetie
View Cove
Waterfall
Whale Pass
Wiseman
Yakutat



April 1, 2003

Ms. Jillian Schroeder, Legislative Intern
Office of Senator Georgianna Lincoln
State Capitol, Room 11
Juneau AK 99801

Dear Ms. Schroeder,

This letter is in response to your request for information about the South Carolina Teacher Cadet program, which began in the 1986 academic year.

The **South Carolina Teacher Cadet Program** is an innovative teacher recruitment course designed to attract talented young people to the teaching profession through a challenging introduction to teaching. The program seeks to provide high school students with an insight into the nature of teaching and the critical issues affecting the quality of education in America's schools.

History

The Teacher Cadet program has had a successful history. In 1984, the idea of a Teacher Cadet program received the attention of a newly-developed South Carolina teacher recruitment task force. With grant support from one institution of higher education, four high schools agreed to serve as pilot sites for the 1985-86 school year. The Educator Recruitment Task Force was awarded a \$236K grant from the Commission on Higher Education in 1986-1987, and the South Carolina Center for Teacher Recruitment was formed. After all 200 of South Carolina's high schools were invited to adopt the program in 1989-1990, 101 sites were established. In 1997-1998, the program expanded to 147 sites. Annual enrollment climbed to an average of 2,600 students and 23 colleges. In 2001-2002, we performed a pilot of End-of-Course Assessment, and a committee of College Partners helped establish honors credit policy with the South Carolina Department of Education. This year, we estimate that there are several thousand former Cadets are in their own classrooms.

During this time, other states have become interested in South Carolina's program. Over the past 17 years, we have trained instructors from states all across America. Some of these states include: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Kansas, Kentucky, Louisiana, Michigan, Nevada, New Mexico, North Carolina, Oklahoma, Oregon, Tennessee, Texas, Virginia, and Washington. We have also trained an educator from the Marshall Islands.

Warrior House
at Winthrop University
Rock Hill, South Carolina 29733
Telephone: (803) 323-4032
FAX (803) 323-4044
Toll Free: 1-800-476-2387
www.sccctr.org

The Teacher Cadet Course and Curriculum Components

Currently, the program earns high school credit and college credit (from approximately two-thirds of the 23 colleges) partnered with the participating high schools. It is not an extracurricular course. The *Experiencing Education* curriculum includes three units: **The Learner, The School, and The Teacher and Teaching**. Three supplemental curricula give students hands-on experience in the shortage areas of **math, science and foreign language**. The pivotal part of the program is the field experience. During this required internship, Cadets teach lessons, tutor students and work with small groups.

Students will observe in classrooms throughout the year, based on the content of the curriculum. For example, after studying human growth and development characteristics of children ages 6-12, Cadets will observe students of that age in a public school classroom. Observations should be structured and should be based on specific objectives. Prior to these observations, students should be trained in observation skills (e.g., collecting data, making inferences and drawing conclusions). Students are required to observe in classrooms at the primary/elementary, middle/junior high, and secondary levels. When feasible, provisions should be made for Cadets to observe and participate in a variety of settings, including special education classes, pre-school children programs, remedial/compensatory programs, and vocational/technical programs.

The field experience typically occurs in early spring in a traditional year-long class, during which time the students are placed in a classroom under the supervision of a master teacher. The timing of the extended field experience for Teacher Cadets on an A/B or 4x4 schedule should be adjusted to occur fairly late in the course and allow adequate time for the Cadets to get a complete experience, including bonding with the younger students. This is the magical part of the Teacher Cadet Experience — the hook that will grab potential teachers — and it should be utilized effectively. The Teacher Cadets may be placed at the elementary, middle or high school level, depending on their content interest. Cadets should continue to attend their TCP class at least one class period each week during the extended field experience in order to plan and process their experiences.

Types of teaching and observing experiences may include, but are not limited to, the following: peer tutoring; tutoring; serving as an assistant to a master teacher; planning and teaching lessons to a small or large group of students; planning and developing learning centers; serving as a laboratory assistant.

The Teacher Cadet Experience

In South Carolina, the average SAT score of the 2001-2002 Teacher Cadets was 1056; the average SAT score for Teacher Cadets who plan to enter the teaching profession was 1030. An average of 39% of all students who have participated in the Teacher Cadet Program indicated plans to teach. Twenty-one percent of the 2001-2002 Cadets changed favorably toward teaching as a career; another 21% affirmed their decision to pursue teaching. Of the Cadets who indicated that they were not currently interested in teaching, the majority listed interest in another vocation as the primary reason.

The Teacher Cadet course is rigorous, and the SCCTR's expectations are high. In return for the grant support and resources of the SCCTR staff during the year, high schools and colleges agree to meet reasonable criteria set by the SCCTR Policy Board. All students enrolled in the Teacher Cadet program must have a 3.0 average (on a 4.0 scale), must be enrolled in college preparatory courses and must be recommended by five educators. An interview is optional.

There are many benefits of having a Teacher Cadet program in a high school. We asked Teacher Cadets and their instructors to tell us why a school needs a program, and here are a few things they told us.

- Writing and reflecting skills are enhanced.
- Students have an opportunity to develop goal planning and organizational skills.
- Teacher Cadets have access to scholarship information which can also be shared with other upperclassmen through the guidance staff.
- The Cadet program is filled with "hands-on" activities and creative projects.
- College credit is awarded in 86% of the sites.
- A positive, life-changing leadership group transforms a high school campus.

What should a principal look for when choosing a Teacher Cadet instructor? We are asked this question quite frequently since usually only one teacher per high school building is trained to instruct the course. In most South Carolina sites, it is an honor to teach the class. By and large, however, there are some qualities that awesome Cadet instructors share:

- Communicating effectively with others - The instructor will find this especially important when working with Teacher Cadets, their cooperating teachers and building administrators in the field.
- Being informed on the latest educational issues - The instructor encourages Teacher Cadets to discuss the latest trends in our profession.
- Maintaining good records and documentation - The instructor will be able to display Teacher Cadet work throughout the classroom and school building.
- Using different instructional methods - The instructor realizes that there are many different learning styles and knows how to make accommodations for the learners in the classroom. With the assistance of a teacher-created Teacher Cadet curriculum, the instructor can share the research with Teacher Cadets.
- Expecting high levels of achievement from students - The instructor sets a high standard for himself or herself and students. He or she communicates these standards to students.
- Being enthusiastic about our profession - The instructor can't imagine having any other career.

- Making purposeful decisions about his or her teaching - The instructor knows what to do to help those who are struggling with course content.
- Striving to be a positive role model - The instructor provides all students with an example of good character.
- Having a genuine desire to teach this course - He or she may've heard about this recruitment program and hoped you would implement it.
- Encouraging the best and brightest students to become a teacher - This instructor will help insure that there will be certificated college graduates to return to your school district to teach in your district's classrooms.

Ms. Shroeder, I would be happy to provide Senator Lincoln any other information she or the staff would like to have about this incredible, life-changing program. We are proud of South Carolina's efforts to "grow its own" cadre of teachers, and we would be honored to share our pride with Alaska as well. Please let me know how I can help.

Sincerely,

Amanda Graham

Amanda Graham
Program Director
Pre-Collegiate Programs

South Carolina TEACHER CADET PROGRAM



The South Carolina Teacher Cadet Program is an innovative teacher recruitment course designed to attract talented young people to the teaching profession through a challenging introduction to teaching. The program seeks to provide high school students with an insight into the nature of teaching, the problems of schooling and the critical issues affecting the quality of education in America's schools.

- The program earns high school credit and college credit from approximately **two-thirds of the 23 colleges** partnered with the participating high schools.
- The *Experiencing Education* curriculum includes three units: **The Learner, The School, and The Teacher and Teaching.**
- Three supplemental curricula give students hands-on experience in the shortage areas of **math, science and foreign language.**
- The pivotal part of the program is the field experience. During this required internship, Cadets teach lessons, tutor students and work with small groups.

Participant Information

- Approximately **18% of the students are male and 28% are minorities.**
- The **average SAT score** of the 2000-2001 Teacher Cadets was **1066**; the average SAT score for Teacher Cadets who plan to enter the teaching profession was **1053.**
- An average of **37%** of all students who have participated in the Teacher Cadet Program indicated **plans to teach.**
- Twenty-one percent of the 2000-2001 Cadets **changed favorably toward teaching** as a career; another 21% affirmed their decision to pursue teaching.
 - Of the Cadets who indicated that they were not currently interested in teaching, the majority **listed interest in another vocation** as the primary reason.
 - Cadets who indicated an interest in pursuing education as a career indicated that **working with young people and a desire to influence the future** as their primary reasons for teaching.

HISTORY OF THE S.C. TEACHER CADET PROGRAM		
'84 The idea of a Teacher Cadet program gets the attention of a newly-developed S.C. teacher recruitment task force	'85 With grant support from one IHE (Winthrop), four high schools agree to serve as pilot sites for the 1985-86 school year.	'85 The Educator Recruitment Task Force is awarded a \$236K grant from the Commission on Higher Education; SCCTR is formed.
'89 After all 200 high schools were invited to adopt the program, 101 sites were established.	'97 Program expands to 147 sites. Annual enrollment climbs to an average of 2,600 students and 23 colleges.	'01 Pilot of End-of-Course Assessment; committee of College Partners help establish honors credit policy with SDE.
'90 1,400 students, 19 colleges.	'98	'02



Teacher Cadet Curriculum

Participants in the South Carolina Teacher Cadet network are required to include certain fundamental components in their Teacher Cadet courses, whether taught for high school credit or college credit, with or without a college partner.

The components of the Teacher Cadet course are intentionally broad in scope and provide a great deal of flexibility to the high school and college instructor. We continue to stress that the Teacher Cadet curriculum should not be a "foundations" course. It is an introduction to teaching and education that must include field experiences.

Curriculum Components of Teacher Cadet Course

The Learner

- Self assessment
- The role of self-esteem
- Exploration of personal values, beliefs and attitudes
- Personality styles and learning styles
- Personal, intellectual, linguistic and social human growth and development
- Observations of students at various developmental stages
- Appreciating diversity and multiculturalism
- Special needs students
- Barriers to learning

The School

- The history of schools
- Adapting and changing
- Curriculum trends
- The governance of schools (state and local)
- Society's expectations of schools
- Roles of school personnel (district and school building level)
- The school curriculum (state requirements, philosophical issues)
- Organization and management of schools (district staff presentations)
- The school reform movement (state and national)
- Current issues facing schools
- Different kinds of schools

The Teacher and Teaching

- Characteristics of today's teachers
- Teacher responsibilities
- Attitudes of teachers
- Variables that affect learning and teaching methods
- Teaching styles and strategies



continued on next page

- Multiple intelligences
- Learning modalities
- Exploring instructional models
- Classroom culture
- Discipline and classroom management
- Exploring careers in education
- Teacher supply and demand issues
- Intrinsic and extrinsic benefits of teaching
- Field experience with a classroom teacher
- SAY (Science and Youth), MAY (Math and Youth), FLAY (Foreign Language and Youth)
- Portfolios
- Teacher Cadet closing ceremonies

Observations

Students will observe in classrooms throughout the year, based on the content of the curriculum. For example, after studying human growth and development characteristics of children ages 6-12, Cadets will observe students of that age in a public school classroom. Observations should be structured and should be based on specific objectives. Prior to these observations, students should be trained in observation skills (e.g., collecting data, making inferences and drawing conclusions). Students are required to observe in classrooms at the primary/elementary, middle/junior high, and secondary levels. When feasible, provisions should be made for Cadets to observe and participate in a variety of settings, including special education classes, pre-school children programs, remedial/compensatory programs, and vocational/technical programs.

Field Experiences

The field experience typically occurs in early spring in a traditional year-long class, during which time the students are placed in a classroom under the supervision of a master teacher. (The timing of the extended field experience for Teacher Cadets on an A/B or 4x4 schedule should be adjusted to occur fairly late in the course and allow adequate time for the Cadets to get a complete experience, including bonding with the younger students. This is the magical part of the Teacher Cadet Experience — the hook that will grab potential teachers — and it should be utilized effectively). **The Teacher Cadets may be placed at the elementary, middle or high school level, depending on their content interest. Cadets should continue to attend their TCP class at least one class period each week during the extended field experience in order to plan and process their experiences.**

Types of teaching and observing experiences may include, but are not limited to, the following: peer tutoring; tutoring; serving as an assistant to a master teacher; planning and teaching lessons to a small or large group of students; planning and developing learning centers; serving as a laboratory assistant.

STUDENT CRITERIA FOR PARTICIPATION

In return for the grant support and resources of the SCCTR staff during the year, high schools and colleges agree to meet reasonable criteria set by the SCCTR Policy Board. All students enrolled in the Teacher Cadet program must have a 3.0 average (on a 4.0 scale), must be enrolled in college preparatory courses and must be recommended by five educators. An interview is optional.





TEACHER CADET PROGRAM CORE CURRICULUM STANDARDS

Teacher Cadets will:

Unit I

- Standard 1: Understand themselves as individuals, learners and community members.
- Standard 2: Demonstrate respect for themselves and the diversity of those they will teach.
- Standard 3: Examine the physical, cognitive, moral, and psychosocial developmental characteristics of learners from birth through adulthood.
- Standard 4: Identify and evaluate teaching strategies that will benefit learners with special needs.
- Standard 5: Analyze the effects of challenges faced by learners from diverse backgrounds.

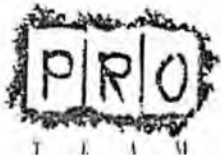
Unit II

- Standard 6: Understand historical and current educational issues, policies, and practices.
- Standard 7: Comprehend how schools are governed at the local, state, and national levels.

Unit III SAY, MAY, FLAY

- Standard 8: Examine the roles of the teacher within the profession.
- Standard 9: Demonstrate various methods to deliver lessons creatively and effectively.
- Standard 10: Apply their knowledge by observing, assisting, and teaching in a classroom.

Several programs and services of the South Carolina Center for Teacher Recruitment



MIDDLE SCHOOL CURRICULUM



HIGH SCHOOL CURRICULUM



FELLOWSHIP AT 11 IHEs IN S.C.



EDUCATION JOB FAIR



DISTRICT TEACHERS OF THE YEAR



NBPTS CANDIDATE SUPPORT

Amanda Graham, Program Director of Teacher Cadet Program | grahama@winthrop.edu
 South Carolina Center for Teacher Recruitment
 800.476.2387 | 803.323.4032 | 803.323.4044 fax



Yukon Koyukuk School District
Administrative & Support Offices
4762 Old Airport Way
Fairbanks, Alaska 99709-4456

Christopher Simon
Superintendent

Telephone: (907) 374-9400
Fax: (907) 374-9440

March 18, 2003

The Honorable Georgianna Lincoln
Alaska State Senate
Alaska State Capitol
Juneau, AK 99811

**RE: SB 101, Sponsors: Senator Lincoln, Senator Davis,
"An Act establishing a teacher cadet program."**

Dear Senator Lincoln,

I am writing to support SB 101 which was introduced March 5, 2003. This bill offers an innovative solution to the predicament of recruiting qualified and long-term teachers for Alaska. As of today, nine certified staff members have resigned and we have yet to receive a yea or nay from the remaining twenty-five contract offers pending. I estimate YKSD will be facing a 25% turnover rate this year.

Attempting to meet the state and federal standards and mandates seems insurmountable when approximately one-fourth of your certified staff resigns annually. The teachers resign for two main reasons: to move to the road system in Alaska or to return home to the lower 48 states. This cadet program will help alleviate the teacher shortage dilemma throughout Alaska. Thank you for your extraordinary support for education in urban and rural Alaska.

Sincerely,

Christopher Simon
Christopher Simon
Superintendent



Alaska Native Health Board

3700 Woodland Dr., Suite 500
Anchorage, Alaska 99517

Phone: (907) 562-6006
Fax: (907) 563-2001

RESOLUTION # 03-18

Support of Senate Bill 101

Whereas, the Alaska Native Health Board (ANHB) is a non-profit organization established in 1968 for the purpose of "promoting the spiritual, physical, mental, social, and cultural well-being and pride of Alaska Native people;" and

Whereas, the ANHB is a legally established statewide organization representing Alaska Natives on public health policy issues; and

Whereas, the ANHB's membership consists of 22 tribes and tribal non-profit health organizations throughout Alaska; and

Whereas, SB 101 is an act establishing a teacher cadet program; and,

Whereas, the intent of SB 101 is to recruit Alaska students into the profession of teaching as a career to enhance the school environment, recruit more Alaska Native, American Indian, Asian-Pacific Islander, African-American, and Hispanic students into the profession of teaching, reduce the level of teacher turnover in Alaska schools, and eliminate the achievement gap between student groups in the school system; and,

Whereas, SB 101 authorizes the Department of Education and Early Development shall implement the program in at least four schools in the public education system and two of the schools shall be rural schools with higher than average turnover rates during the previous school year; and,

Whereas, will work with the University of Alaska to develop ways in which university credit may be given for successful completion of the teacher cadet program; and,

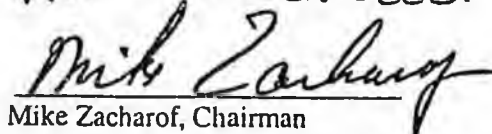
Whereas, will work with the University of Alaska, the education community, private sector, and the federal government to identify funds to lessen the burden on the state general fund; and,

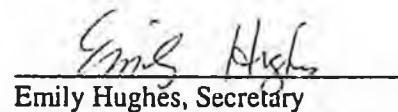
Now therefore be it resolved, that the Alaska Native Health Board supports SB 101.

Adopted at a duly noticed, called and convened meeting of the ANHB Executive Committee at which a quorum was present, by motion made by L. Bean and seconded by C. Cannon.

Certification

The foregoing resolution was adopted at a duly convened meeting of the Alaska Native Health Board, a quorum being present, by a vote of 8 in favor, 0 opposed, 0 absent, and 0 abstaining, this 14th day of March 2003.


Mike Zacharof, Chairman


Emily Hughes, Secretary

ALASKA NATIVE TRIBAL HEALTH CONSORTIUM
ALEUTIAN/PRIIBILOF ISLANDS ASSOCIATION
ARCTIC SLOPE NATIVE ASSOCIATION
BRISTOL BAY AREA HEALTH CORPORATION
CHUGACHMIUT
COPPER RIVER NATIVE ASSOCIATION
EASTERN ALEUTIAN TRIBES

KETCHIKAN INDIAN COMMUNITY
KODIAK AREA NATIVE ASSOCIATION
MANILAQ ASSOCIATION
METLAKATLA INDIAN COMMUNITY
MT. SANFORD TRIBAL CONSORTIUM
NATIVE VILLAGE OF EKLUTNA
NATIVE VILLAGE OF TYONEK

NINILCHIK TRADITIONAL COUNCIL
NORTON SOUND HEALTH CORPORATION
SELDOVIA VILLAGE TRIBE
SOUTHCENTRAL FOUNDATION
SOUTHEAST ALASKA REGIONAL HEALTH CONSORTIUM
TANANA CHIEFS CONFERENCE
YUKON-KUSKOKWIM HEALTH CORPORATION
VALDEZ NATIVE TRIBE

Georgianna,

I'm thrilled with your focus and Bill to assist in moving more of our rural native people into classrooms as native teachers. "No Child Left Behind" is providing us with a prime chance to interest our school aides to pursue an educational path to become a teacher. The long-range target of course is our high school students as your bill suggests. Our campus region is aggressively moving on a comprehensive plan to work with our 6 districts. Another possible option is "Future Teachers of America"- kind of a 4-H approach.

Please let us know what we can do to support the bill, and we would also like to be considered as a major "pilot" effort if it flies. The data I've listed below is very current as I just compiled it from our six school districts two months ago.

- Lower Yukon School District: 150 total teachers, 25 Native certified, 30% total turnover per year (45 openings per year)
- Lower Kuskokwim School District: 300 total teachers, 73 Native certified, 20% total turnover per year (60-80 openings per year)
- Kuspuk School District: 48 total teachers, ? Native certified, 25% total turnover per year (10 openings per year)
- Yupiit School District: 40 total teachers, 4 Native certified, 25%-30% total turnover per year (9 openings per year)
- Kashunimiut School District (Chevak): 24 total teachers, 6 Native certified, 20% total turnover per year (4 openings per year)
- St. Mary's School District: 15 total teachers, 4 Native certified, 20% total turnover per year (3 openings per year)

Totals: 577 total teachers, 112 Native certified, 26% total turnover per year (150 openings per year)

Bob Medinger
Director, Kuskokwim Campus
College of Rural Alaska, UAF
Phone: 907-543-4502 Fax: 907-543-4518
bob_medinger@bethel.uaf.edu
<http://www.bethel.uaf.edu>

Dear Senator Georgianna Lincoln,

I applaud your efforts to implement a Teacher Cadet pilot program in your state and assure you that the program will benefit the students and ultimately the citizens of your state.

In addition to teaching the Teacher Cadet class I also work with induction teachers and train the mentors in my district. At a recent meeting of induction teachers I asked how many had been part of the Teacher Cadet program while in high school and perhaps 20% responded that they had. It was no surprise that those who had been Teacher Cadets were also among the best first year teachers we have.

This is my third year with the Teacher Cadet program although it has been at my school for several years. The majority of our cadets have in fact become teachers, several have remained with our district. In my 3 years with the program this trend has continued. Last year I had a brilliant young man in the cadet class who emphatically told me at the beginning of the course that he did not want to become a teacher. He is currently enrolled in a secondary education program and is a Teaching Fellow. He turned down other scholarships at other universities to take the Teaching Fellow. This is but one of many success stories.

In my opinion the greatest advantages of the Teacher Cadet program is that it gives the best and brightest of the high school students the opportunity to see exactly what the teaching profession is all about. Many who are certain teaching is not for them become hooked. A few who thought they wanted to teach find out it is not for them. A few who thought they wanted to teach find out it is not for them. It helps others decide what level and subject area they wish to pursue. The Teacher Cadet program also exposes students to scholarship opportunities they may otherwise miss. Finally, the curriculum is designed to help the cadet grow in confidence and knowledge of oneself.

I am unable to offer much advice about the implementation of the cadet program into my school because I was not a part of that process. The program has remained a valuable part of our curriculum for several years. Students learn about the class through word of mouth and anticipate their senior year when they will be eligible to be a Teacher Cadet.

I hope this has helped in some small way. Please contact me if I can be of further assistance.

Trish Shealy
Airport High School
1315 Boston Ave.
West Columbia, SC 29170

ALASKA STATE LEGISLATURE
Senator Georgianna Lincoln

Standing Committees:
Resources
Transportation
Community & Regional Affairs

Joint Committee:
Legislative Council

Budget Subcommittees:
Administration
Transportation

State Capitol
Juneau, Alaska 99801-1182

(907) 465-3732
Toll Free: 1-888-461-3732
Fax (907) 465-2652

E-mail: Senator_Georgianna_Lincoln@legis.state.ak.us

DISTRICT C

Alatna
Allakaket
Aniak
Angoon
Anvik
Arctic Village
Beaver
Beluga
Bethel
Big Delta
Birch Creek
Boundary
Cape Pole
Central
Chalkyitsik
Chandalar Lake
Chenega Bay
Chicken
Chisana
Chitochina
Chitina
Chuathbaluk
Cirele
Coffman Cove
Cordova
Cube Cove
Coldfoot
Copper Center
Craig
Crooked Creek
Delta Junction
Deltana
Dot Lake
Dry Creek
Eagle
Eagle Village
Edna Bay
Ellamar
Ernestine
Excursion Inlet
Eureka
Evansville
Eval
Flat
Fort Greely
Fort Yukon
Fortuna Ledge
Funter Bay
Gakona
Galena
Grayling
Gulkana
Gustavus
Haines
Healy Lake
Hogatza
Hobart Bay
Holy Cross
Hoonah
Hughes
Huslia
Hydaburg

MEMORANDUM

TO: Senator Fred Dyson, Chair
Senate HESS Committee

FM: Senator Georgianna Lincoln *GL*

RE: Hearing Request – Senate Bill 101

DATE: March 4, 2004

At your earliest convenience, please schedule SB 101, an act establishing a teacher cadet program, for a hearing in the Senate HESS Committee. Attached please find a copy of the bill, my sponsor statement, and a detailed explanation of a similar program in South Carolina.

Your consideration on this matter is greatly appreciated.

Hyder
Kake
Kaltag
Kasaan
Katalla
Kenicott
Kenny Lake
Klawock
Klukwan
Koyukuk
Labouchere Bay
Lake Minchumina
Lime Village
Livengood
Long Island
Mankomen Lake
Mauley Hot Springs
Marshall
McCarthy
McGrath
Medfra
Metlatgala
Mentasta
Minto
Nabesna
Naukati Bay
Nenana
Nikolai
Northway
Nulato
Ophir
Point Baker
Polk Inlet
Port Alice
Port Protection
Rampart
Red Devil
Ruby
Russian Mission
Shogeluk
Skagway
Slana
Sleetmute
Stevens Village
Stony River
Strelna
Takotna
Tanacross
Tanana
Tatitlek
Tazlina
Telida
Tenakee Springs
Tetlin Junction
Tok
Tonsina
Tyonck
Utopia Creek
Venetie
View Cove
Waterfall
Whale Pass
Wiseman
Yakutat

ALASKA STATE LEGISLATURE

Senator Georgianna Lincoln

State Capitol
Juneau, Alaska 99801-1182

(907) 465-3732
Toll Free: 1-888-461-3732
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E-mail: Senator_Georgianna_Lincoln@legis.state.ak.us

Standing Committees:
Resources
Transportation
Community & Regional Affairs

Joint Committee:
Legislative Council

Budget Subcommittees:
Administration
Transportation

DISTRICT C

- Alatna
- Allakaket
- Aniak
- Angoon
- Anvik
- Arctic Village
- Beaver
- Beluga
- Bettles
- Big Delta
- Birch Creek
- Boundary
- Cape Pole
- Central
- Chalkyitsik
- Chandalar Lake
- Chenega Bay
- Chicken
- Chisana
- Chitochina
- Chitina
- Chuathbaluk
- Cirele
- Coffman Cove
- Cordova
- Cube Cove
- Coldfoot
- Copper Center
- Craig
- Crooked Creek
- Delta Junction
- Deltana
- Dot Lake
- Dry Creek
- Eagle
- Eagle Village
- Edna Bay
- Ellamar
- Ernestine
- Excursion Inlet
- Eureka
- Evansville
- Evak
- Flat
- Fort Greely
- Fort Yukon
- Fortuna Ledge
- Funter Bay
- Gakona
- Galena
- Grayling
- Gulkana
- Gustavus
- Haines
- Healy Lake
- Hogatza
- Hobart Bay
- Holy Cross
- Hoonah
- Hughes
- Huslia
- Hydaburg

Sponsor Statement

Senate Bill 101 – Teacher Cadet Program

The national shortage of qualified teachers for public schools has made headlines across the country and across the state for several years. To assist with this problem, which directly affects the quality of our children's education, state governments have developed plans to recruit and retain teachers.

In Alaska, the teacher shortage is not a broad-based problem. We experience a shortage of instructors for specific subject areas, and our retention problems are focused in rural areas. When we look at recruiting and retaining teachers, we need to focus on creating a base of instructors who are dedicated to rural schools and rural communities.

In rural Alaska, turnover is a major contributor to teacher shortages. Many rural districts experience annual turnover rates between 20 and 50 percent, compared to urban districts where turnover rates are between 6 and 14 percent.

The historical pattern in rural schools staffed by teachers recruited from "Outside" begins with these new teachers excited about the adventure of teaching in rural communities and ends with teachers leaving after only a few years. According to the recent report, "Retaining Quality Teachers For Alaska," teachers cite personal/family reasons as well as career opportunities as the top reason for leaving. Changing these particular factors may be beyond the reach of policy, but policy can address our recruitment practices.

To increase retention we must "grow our own" teachers, with roots in their communities and in our state. This should be our goal for rural and urban schools. On average, 70% of our state teaching force has been imported from "Outside."

My contribution to this effort is Senate Bill 101, which would establish a Teacher Cadet Program in four high schools across the state. The program is a teacher recruitment strategy designed to attract young people to the profession through a challenging "Introduction to Teaching" high school class.

A similar program in South Carolina, which began as a modest pilot program in 1985, now attracts over 2,500 high school students annually and operates in 149 high schools across the state. More than 2,000 former cadets currently teach in state. One South Carolina teacher who works with Teacher Cadets and first-year teachers wrote, "It was no surprise that those who had been Teacher Cadets were also among the best first year teachers we have."

The challenge of recruiting and retaining teachers for hard-to-staff schools and subject areas is all the more important in an era of increased state and federal accountability, high stakes testing and the noble goal of leaving no child behind. When we consider research that shows low teacher turnover is associated with higher student achievement, it is clear that teachers are critical to eliminating the achievement gap. Let's make them Alaskan teachers.

- Hyder
- Kake
- Katag
- Kasaan
- Katalla
- Kennicott
- Kenny Lake
- Klawock
- Klukwan
- Koyukuk
- Lahouche Bay
- Lake Minchumina
- Lime Village
- Livengood
- Long Island
- Mankomen Lake
- Manley Hot Springs
- Marshall
- McCarthy
- McGrath
- Medfra
- Metlakatla
- Mentasta
- Minto
- Nahesna
- Naukat Bay
- Nenana
- Nikolai
- Northway
- Nulato
- Ophir
- Point Baker
- Polk Inlet
- Port Alice
- Port Protection
- Rampart
- Red Devil
- Ruby
- Russian Mission
- Shageluk
- Skagway
- Slana
- Sleetmute
- Stevens Village
- Stony River
- Strelna
- Takotna
- Tanacross
- Tanana
- Tatitlek
- Tazlina
- Telida
- Tenakee Springs
- Tetlin Junction
- Tok
- Tonsina
- Tyonek
- Utopia Creek
- Venetie
- View Cove
- Waterfall
- Whale Pass
- Wiseman
- Yakutat

SB

104

FRANK H. MURKOWSKI
GOVERNOR
GOVERNOR@GOV.STATE.AK.US



P.O. Box 110001
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(907) 465-3500
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STATE OF ALASKA
OFFICE OF THE GOVERNOR
JUNEAU

March 5, 2003

The Honorable Gene Therriault
President of the Senate
Alaska State Legislature
State Capitol, Room 107
Juneau, AK 99801-1182

Dear President Therriault:

Under the authority of art. III, sec. 18, of the Alaska Constitution, I am transmitting a bill that would discontinue the state start-up grants for charter schools. The state grant program, implemented in FY2002, allocates \$500 per ADM for each new charter school. This funding was intended to supplement the federal start up grants for charter schools.

The Alaska Department of Education and Early Development is working closely with U.S. Department of Education to increase the level of start-up grants provided by the federal government therefore eliminating the need for the state supplemental grant program beginning in FY 2005. The state will allocate to a new charter school \$150,000 a year for the first three years and \$45,000 in the fourth year for a total of \$495,000 in start up funds over the four year period.

This bill is effective July 1, 2004. The delayed implementation will allow the state to fulfill its commitment of start-up grants to the existing charter schools. Any new charter schools approved to operate in FY 2004 will be eligible for the federal grant funds.

I urge your prompt and favorable action on this measure.

Sincerely,

A handwritten signature in cursive script that reads "Frank H. Murkowski".

Frank H. Murkowski
Governor

FISCAL NOTE

STATE OF ALASKA
2003 LEGISLATIVE SESSION

Fiscal Note Number: 1
 Bill Version: SB 104
 (S) Publish Date: 3/6/03

Revision Date/Time (Note if correction): _____ Dept. Affected: Education & Early Development
 Title An Act repealing the charter school grant BRU Teaching & Learning Support
program; and providing for an effective date. Component Quality Schhols
 Sponsor _____
 Requester _____ Component No. 2147

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims	0.0	(158.4)				
Miscellaneous						
TOTAL OPERATING	0.0	(158.4)	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		(158.4)				
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	0.0	(158.4)	0.0	0.0	0.0	0.0

Estimate of any current year (FY2003) cost: 0.0
 Mark this box (X) if funding for this bill is included in the Governor's FY 2004 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)
 This proposed amendment eliminates The state charter school start up grants of \$500 per student beginning July 1, 2004. EED is able to increase the start up allocation under the federal grant program for new charter schools.

Prepared by: Eddy Jeans, School Finance Manager Phone _____
 Division: Education and Early Development Date/Time 3/5/03 8:54 AM
 Approved by: _____ Date 3/5/2003
 Agency: Education and Early Development

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 3/6/03

FURTHER: Finance

Date of 5-Day Notice: _____
 (in accordance with Uniform Rule 23)

DATE TURNED
 IN TO OFFICE: 4.07.03

Health, Education and Social Services Committee considered

SENATE BILL NO. 104

SB 104 REPEAL CHARTER SCHOOL GRANTS

"An Act repealing the charter school grant program; and providing for an effective date."

and recommends:

be replaced with _____ CS SB 104 (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#

PREVIOUS FISCAL NOTE(S):

Department	Date	Fiscal	Zero	FN#
EED	3/05	X		1

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:		DO PASS	DO NOT PASS	NO REC	AMEND
<i>[Signature]</i>	Guess			✓	
<i>[Signature]</i>	Green	✓			
<i>[Signature]</i>	Dyson	✓			
<i>[Signature]</i>	Wilken	✓			
<i>[Signature]</i>	Davis			X	
CHAIR:					

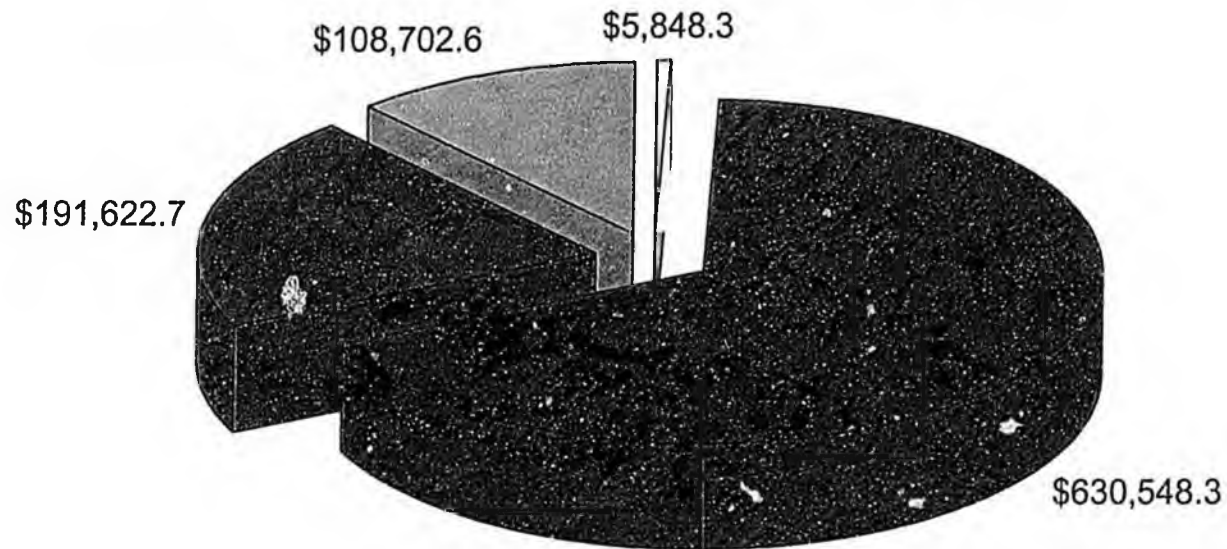
SB

105

SB 105
Amendment #1

- o Page 4, Delete Line 27 and re-letter accordingly.

**Department of Health & Social Services Reorganization
FY 2004 Medicaid Services Distribution of Funds**

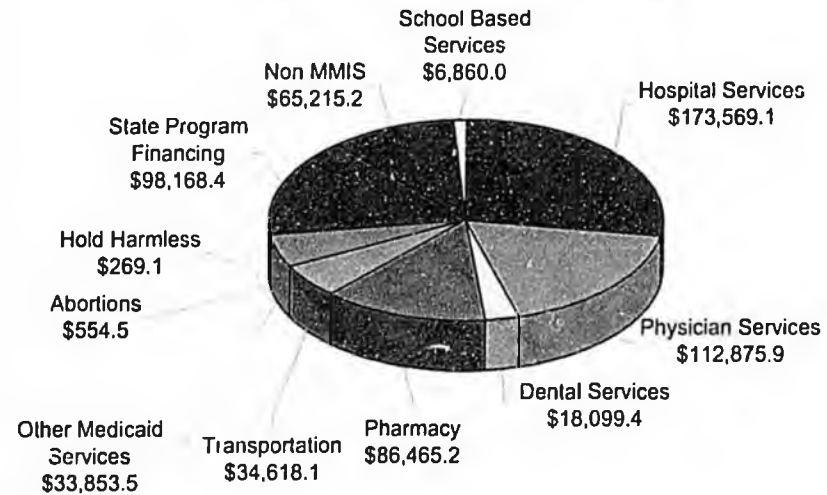


- Division of Children's Services (DCS)
- Division of Health Care Services (DHCS)
- ▒ Division of Senior & Disability Services (DSDDS)
- Division of Behavioral Health (DEH)

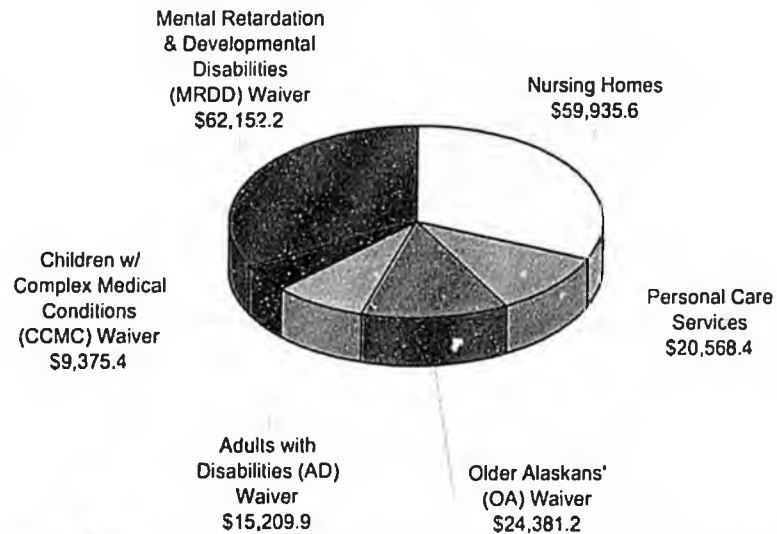
Division of Children's Services



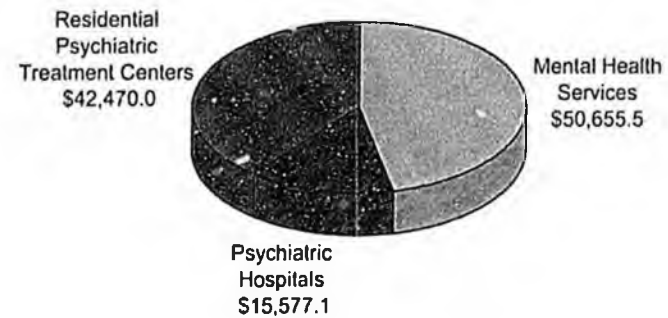
Division of Health Care Services



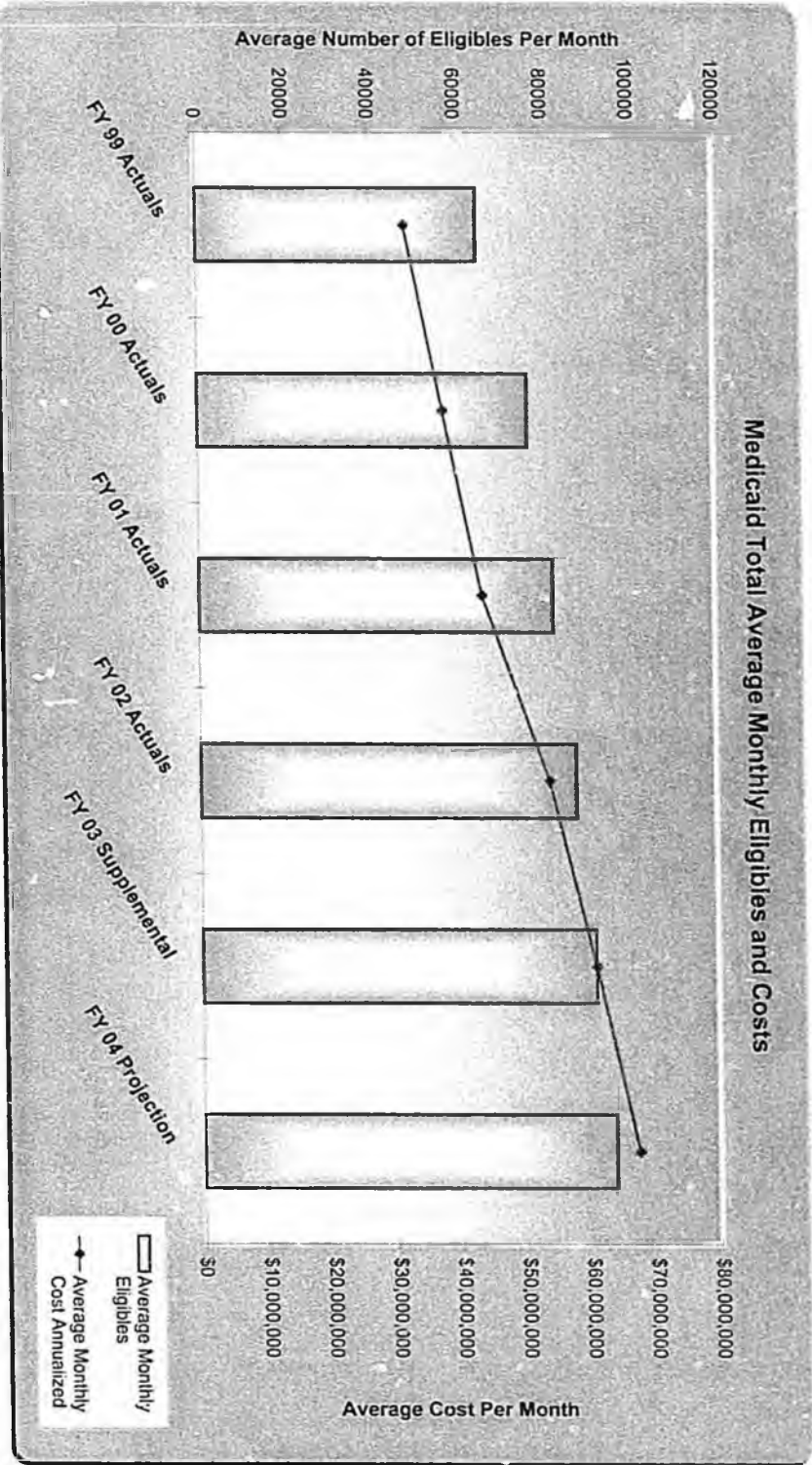
Division of Senior & Disability Services



Division of Behavioral Health

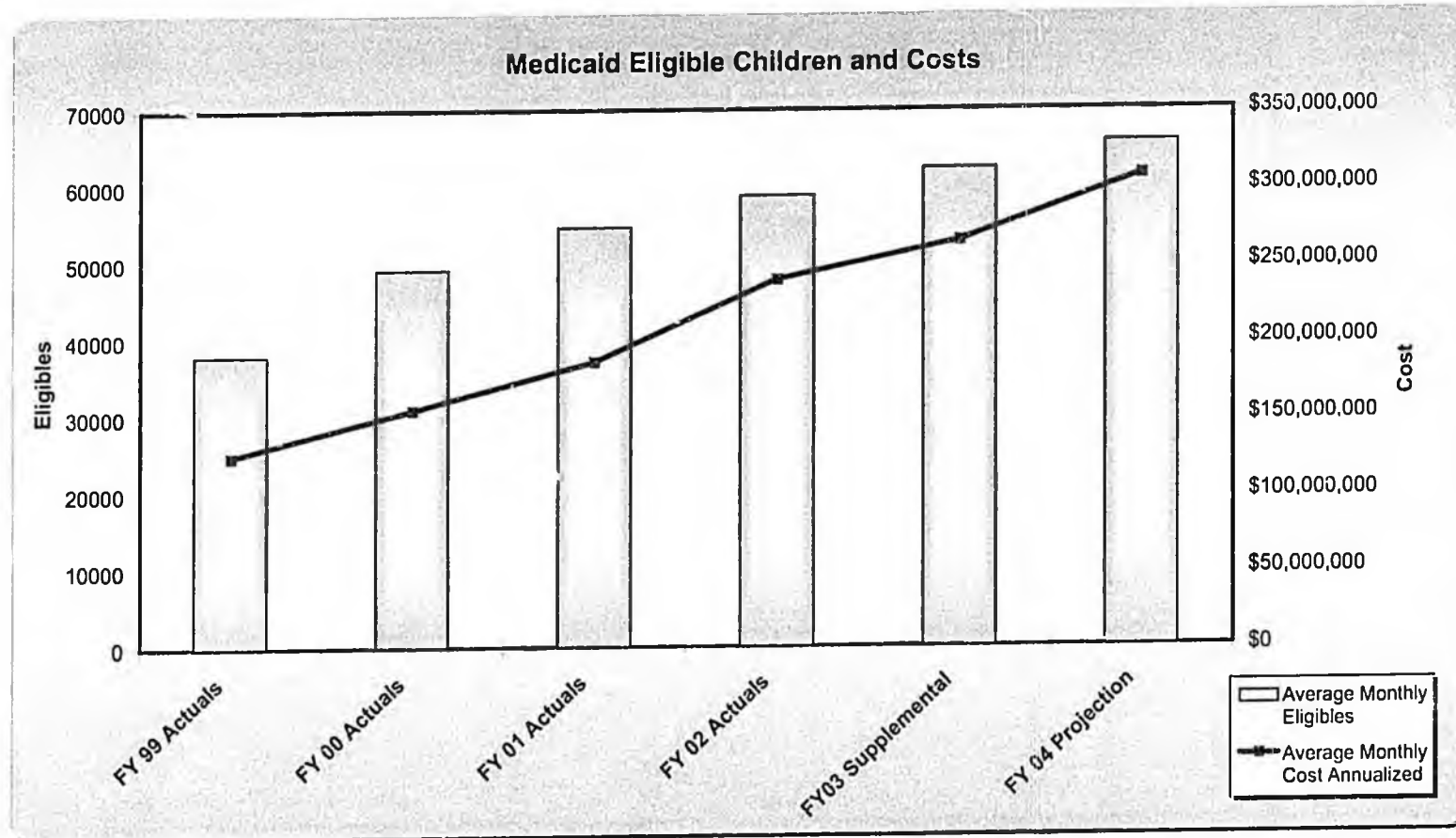


Medicalaid Total Average Monthly Eligibles and Costs



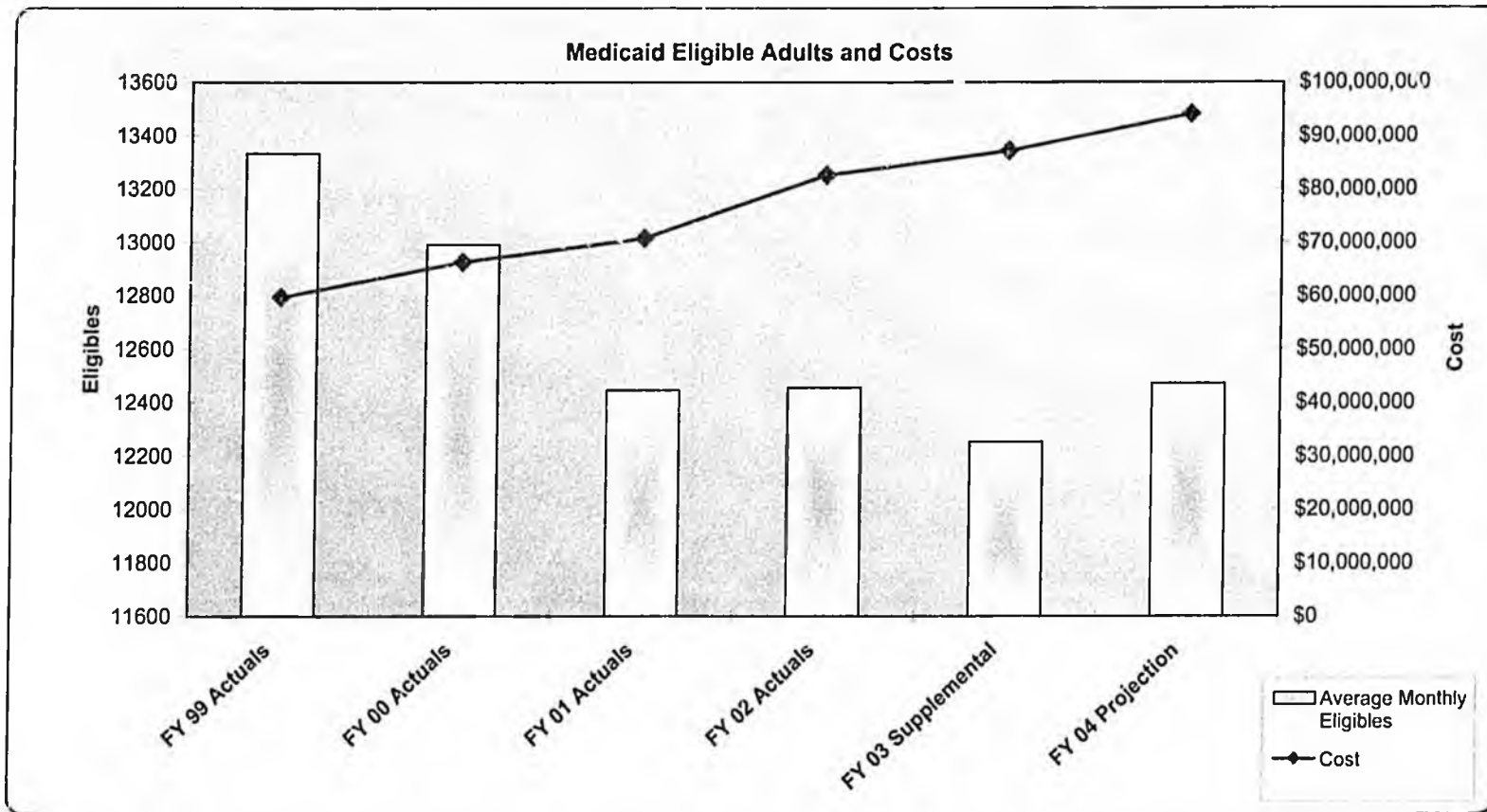
	Average		Expenditure		CPMPM	
	Monthly Eligibles	Eligible Rate of Growth	Monthly Cost Annualized	Rate of Growth	Average CPMPM	Rate of Growth
FY 99 Actuals	65,151	4.12%	\$16,305,773	20.52%	\$194,800	0.07%
FY 00 Actuals	76,664	17.67%	\$55,541,792	17.75%	\$465,791	7.55%
FY 01 Actuals	82,274	7.32%	\$55,843,957	15.42%	\$555,843,957	16.29%
FY 02 Actuals	87,364	6.19%	\$418,959,988	23.41%	\$619,402	7.71%
FY 03 Supplemental	94,521	4.76%	\$282,264,733	12.84%	\$665,751	7.71%
FY 04 Projection	95,942	6.13%	\$303,304,135	11.90%	\$703,302	6.44%

CPMPM - Cost Per Member Per Month
 Rate of Growth from Actuals
 Rate of Growth from Actuals
 Rate of Growth from Actuals
 Rate of Growth from Actuals
 Rate of Growth from Actuals
 Rate of Growth from Actuals



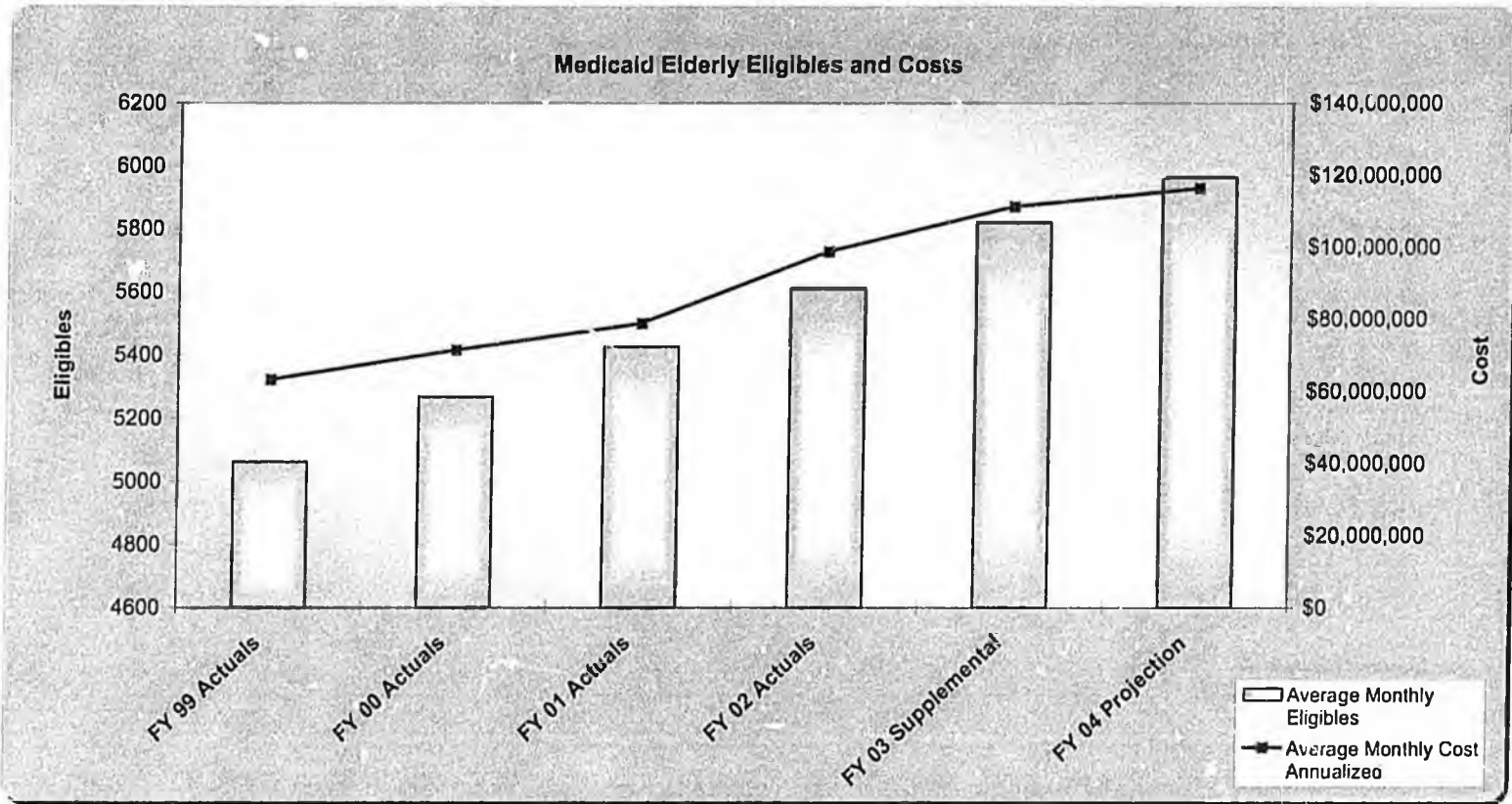
Total Children

	Average Monthly Eligibles	Eligible Rate of Growth	Average Monthly Cost Annualized	Expenditure Rate of Growth	Average CPMPM	CPMPM Rate of Growth	CPMP - Cost Per Member Per Month
FY 99 Actuals	38,001	5.23%	\$124,329,223	22.33%	\$272.65		Rate of Growth from Actuals
FY 00 Actuals	49,155	29.35%	\$154,625,058	24.37%	\$262.14	-3.85%	Rate of Growth from Actuals
FY 01 Actuals	54,602	11.08%	\$185,463,865	19.94%	\$283.05	7.98%	Rate of Growth from Actuals
FY 02 Actuals	58,749	7.5 %	\$238,817,428	28.77%	\$331.47	17.10%	Rate of Growth from Actuals
FY 03 Supplemental	62,268	5.99%	\$264,071,492	10.57%	\$353.41	6.62%	Rate of Growth from Actuals
FY 04 Projection	65,735	6.72%	\$306,716,404	19.95%	\$388.83	10.02%	Rate of Growth from Updated Projection



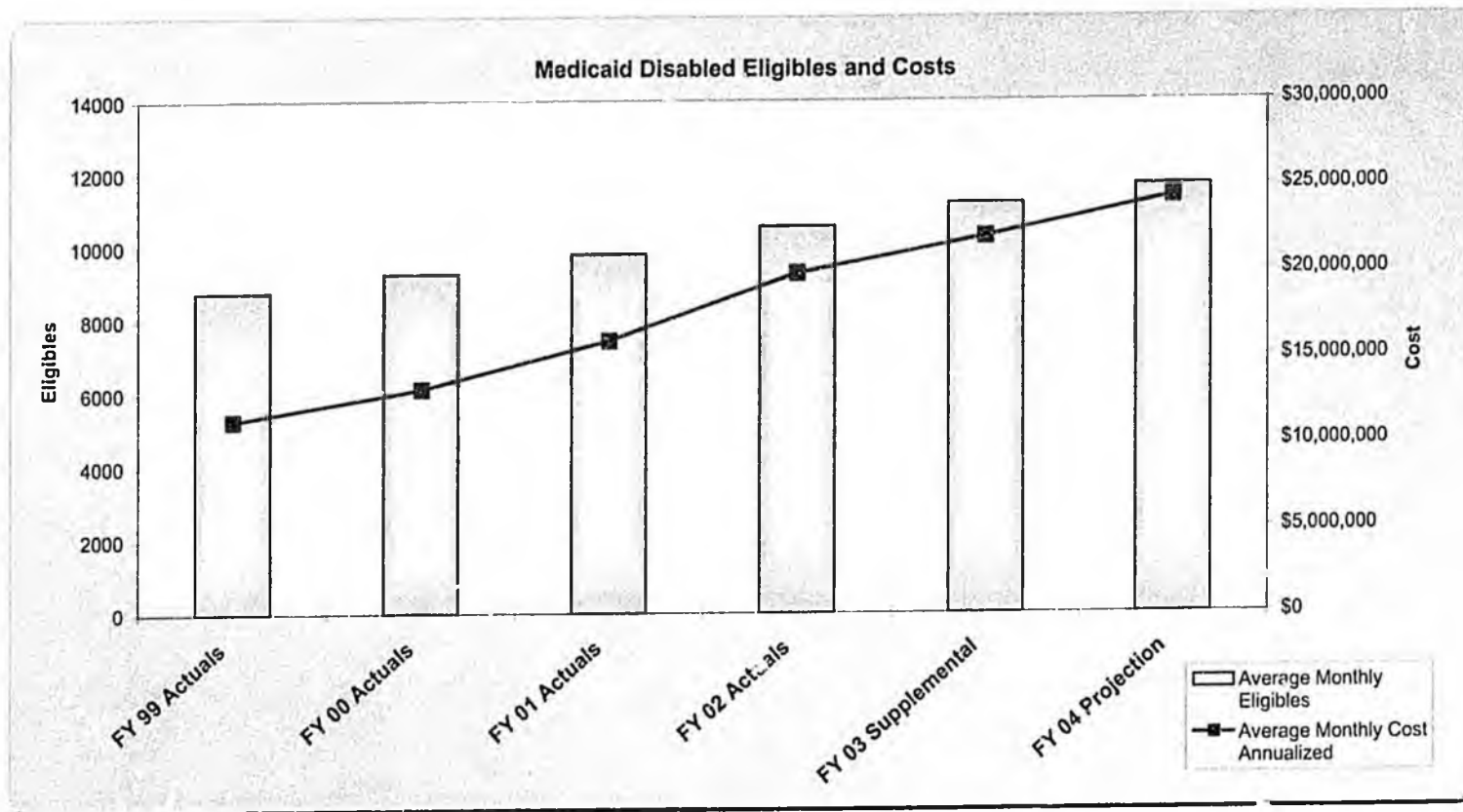
Adult Totals

	Average Monthly Eligibles	Eligible Rate of Growth	Average Monthly Cost Annualized	Expenditure Rate of Growth	Average CPMPM	CPMPM Rate of Growth	CPMP - Cost Per Member Per Month
FY 99 Actuals	13,303	1.04%	\$59,859,905	14.25%	\$372.87		Rate of Growth from Actuals
FY 00 Actuals	12,990	-2.57%	\$66,221,423	11.00%	\$424.81	13.93%	Rate of Growth from Actuals
FY 01 Actuals	12,445	-4.26%	\$70,684,200	6.74%	\$473.33	11.42%	Rate of Growth from Actuals
FY 02 Actuals	12,451	0.07%	\$82,319,165	16.73%	\$552.12	16.65%	Rate of Growth from Actuals
FY 03 Supplemental	12,252	-1.62%	\$67,103,260	5.57%	\$502.46	7.31%	Rate of Growth from Actuals
FY 04 Projection	12,471	3.95%	\$91,088,955	4.45%	\$628.21	6.03%	Rate of Growth from Updated Projection



Total Elderly

	Average Monthly Eligibles	Eligible Rate of Growth	Average Monthly Cost Annualized	Expenditure Rate of Growth	Average CPMPM	CPMPM Rate of Growth	CPMP - Cost Per Member Per Month
FY 99 Actuals	5,062	2.83%	\$63,269,319	13.00%	\$1,041.52		Rate of Growth from Actuals
FY 00 Actuals	5,268	4.06%	\$71,291,113	12.84%	\$1,129.36	8.43%	Rate of Growth from Actuals
FY 01 Actuals	5,426	3.00%	\$78,740,739	10.29%	\$1,209.33	7.08%	Rate of Growth from Actuals
FY 02 Actuals	5,612	3.42%	\$98,674,218	25.32%	\$1,462.78	20.96%	Rate of Growth from Actuals
FY 03 Supplemental	5,821	3.73%	\$111,184,414	6.86%	\$1,591.79	8.82%	Rate of Growth from Actuals
FY 04 Projection	5,964	3.82%	\$116,414,726	10.40%	\$1,626.54	2.18%	Rate of Growth from Updated Projection



Total Disabled

	Average Monthly Eligibles	Eligible Rate of Growth	Average Monthly Cost Annualized	Expenditure Rate of Growth	Average CPMPM	CPMPM Rate of Growth	CPMP - Cost Per Member Per Month
FY 99 Actuals	8,755	7.30%	\$11,5081,243	25.59%	\$1,295.63		Rate of Growth from Actuals
FY 00 Actuals	9,251	5.67%	\$11,7157,490	16.49%	\$1,417.49	10.24%	Rate of Growth from Actuals
FY 01 Actuals	9,501	5.95%	\$10,954,747	21.35%	\$1,623.54	14.54%	Rate of Growth from Actuals
FY 02 Actuals	10,550	7.54%	\$12,329,216	24.81%	\$1,882.55	15.95%	Rate of Growth from Actuals
FY 03 Supplemental	11,159	5.97%	\$20,904,965	19.64%	\$2,011.02	6.87%	Rate of Growth from Actuals
FY 04 Projection	11,727	6.40%	\$21,754,050	11.11%	\$2,052.94	3.54%	Rate of Growth from Updated Projection

Family Size					
	<u>100%</u>	<u>200%</u>	<u>192%</u>	<u>190%</u>	<u>188%</u>
1	\$924	\$1,847	\$1,775	\$1,756	\$1,738
2	\$1,245	\$2,498	\$2,391	\$2,366	\$2,341
3	\$1,565	\$3,130	\$3,005	\$2,974	\$2,943
4	\$1,886	\$3,772	\$3,622	\$3,584	\$3,546
5	\$2,207	\$4,414	\$4,238	\$4,194	\$4,150
6	\$2,528	\$5,055	\$4,854	\$4,804	\$4,753
7	\$2,849	\$5,697	\$5,471	\$5,414	\$5,357
8	\$3,170	\$6,339	\$6,087	\$6,023	\$5,960
Addl.	\$321	\$642	\$617	\$610	\$604

STATE OF ALASKA

DEPT. OF HEALTH AND SOCIAL SERVICES

OFFICE OF THE COMMISSIONER

FRANK H. MURKOWSKI, GOVERNOR

P.O. BOX 110601
JUNEAU, ALASKA 99811-0601
PHONE: (907) 465-3030
FAX: (907) 465-3068

March 6, 2003

Honorable Fred Dyson
Chairman
Senate Health, Education and Social Services Committee
Alaska State Capitol, Rm. 121
Juneau, AK 99811

Dear Senator Dyson,

The Department of Health and Social Services respectfully requests a hearing in the Senate Health, Education and Social Services Committee on Senate Bill 105 "An Act relating to eligibility requirements for medical assistance for certain children, pregnant women, and persons in a medical or intermediate care facility; and providing for an effective date."

This bill would "freeze" income levels for eligibility for Denali Kid Care and for Medicaid under the special income limit for nursing homes and home and community based waiver services.

Under current law, income standards for these eligibility categories increase every year by the amount of cost-of-living adjustments to the Supplemental Security Income (SSI) program or the federal poverty guidelines. This bill will eliminate these annual cost-of-living adjustments and put in statute fixed dollar income levels for these programs based on the SSI standard that became effective on January 1, 2003 or the federal poverty guideline for Alaska that became effective on April 1, 2002.

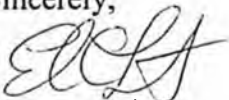
The next cost-of-living adjustment for Denali KidCare is scheduled to become effective on April 1, 2003. Therefore upon the July 1, 2003 effective date of this bill eligibility levels will be rolled-back by the 1.4% cost-of-living allowance implemented on April 1, 2003. For example, income eligibility for a family of three with children on Denali Kid Care will decrease from \$3,179 per month to \$3,130 per month on July 1, 2003.

The number of persons who lose eligibility on July 1, 2003 by virtue of this provision cannot be estimated with precision; but should be very small. For example pregnant women who establish eligibility between April 1, 2003 and June 30, 2003 will remain eligible for nine months notwithstanding the passage of this legislation.

While the cost savings associated with this bill are modest in the short-term; this measure will significantly reduce future year costs. A fiscal note should already be on file with the committee.

Your favorable consideration of this request would be appreciated.

Sincerely,



Elmer A. Lindstrom
Special Assistant to the Commissioner

Cc: Mike Tibbles, Legislative Director
Office of the Governor

Virginia Stonkus, Acting Director
Division of Medical Assistance

FISCAL NOTE

STATE OF ALASKA
2003 LEGISLATIVE SESSION

Fiscal Note Number: 1
 Bill Version: SB 105
 (S) Publish Date: 3/6/03
 Dept. Affected: Health & Social Services

Revision Date/Time (Note if correction):

Title INCOME ELIGIBILITY FOR CERTAIN
MEDICAID BENEFITS

BRU Medical Assistance
 Component Medicaid Services

Sponsor RULSE

Requester GOVERNOR

Component No. 2077

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims	(716.8)	(2,671.8)	(4,378.5)	(6,166.2)	(8,072.1)	(10,132.6)
Miscellaneous						
TOTAL OPERATING	(716.8)	(2,671.8)	(4,378.5)	(6,166.2)	(8,072.1)	(10,132.6)
CAPITAL EXPENDITURES						
CHANGE IN REVENUES (0)						

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts	(458.5)	(1,702.9)	(2,792.4)	(3,935.4)	(5,151.0)	(6,462.8)
1003 GF Match	(258.3)	(968.9)	(1,586.1)	(2,230.8)	(2,921.1)	(3,669.8)
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other(Specify Type-do not abbreviate)						
TOTAL	(716.8)	(2,671.8)	(4,378.5)	(6,166.2)	(8,072.1)	(10,132.6)

Estimate of any current year (FY2003) cost: _____
 Mark this box (X) if funding for this bill is included in the Governor's FY 2004 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This bill is intended to reduce Medicaid spending by freezing the income eligibility standard at the 2003 level for individuals whose Medicaid eligibility is determined under the 300% Special Income eligibility category for nursing home or HCB waiver recipients and by freezing the income eligibility standard at what is essentially the 2002 Federal Poverty Guidelines (FPG) for Alaska for the Denali KidCare program for children and pregnant women. See assumptions on the next page.

The Governor's FY2004 budget includes a decrement of \$223.0 general fund match.

Prepared by: Jon Sherwood Phone 465-5820
 Division: Manager, Beneficiary Eligibility Policy Unit Date/Time 03/05/2003
 Approved by: Joel S. Gilbertson, Commissioner Date 03/05/2003
 Agency: Department of Health and Social Services

FISCAL NOTE

FN # 1

STATE OF ALASKA
2003 LEGISLATIVE SESSION

BILL NO. SB 105

ANALYSIS CONTINUATION
ASSUMPTIONS

The number of individuals potentially eligible in future years will be significantly reduced. Many will remain eligible in the first year, but since much of the nursing home and waiver population relies heavily on Social Security retirement income, Social Security Disability Insurance payments, and pension programs that use an annual COLA increase, more will lose eligibility in future years as their countable income eventually exceeds the frozen 2003 standard.

FY 2004 savings will be limited by the fact that as we phase in implementation pregnant women who are already eligible continue to be eligible through their pregnancy and post-partum period. Children on DKC will continue to be eligible through their 6 months continuous eligibility period. The impact on the nursing home and HCB waiver populations will not take effect until January 2004.

Annually we anticipate both the FPG and the SSI standard to grow at an average of 2.24%. Assuming an equal distribution of income within each eligibility category, we determined the number of individuals whose income would be expected to be above the frozen standard. This results in the number of eligibles who would no longer be eligible for Medicaid or Denali KidCare.

The following table shows the total REDUCTION OF ELIGIBLES:

	FY04	FY05	FY06	FY07	FY08	FY09
Pregnant Women	31	80	127	174	219	263
Title XXI Children	61	157	250	342	431	519
Special Income	9	17	26	34	42	50
Total	101	254	403	550	692	832

The final fiscal impact is determined by multiplying the number of eligibles by the following average annual expenditures per individual in that eligibility category. The resulting savings are:

SAVINGS (in thousands):

	FY04	FY05	FY06	FY07	FY08	FY09
Pg Women	\$ 124.4	\$ 466.6	\$ 806.2	\$ 1,202.7	\$ 1,647.8	\$ 2,155.5
Children	\$ 321.2	\$ 1,143.6	\$ 1,890.0	\$ 2,684.0	\$ 3,506.6	\$ 4,378.3
NH/ICB	\$ 271.2	\$ 1,061.6	\$ 1,682.3	\$ 2,279.5	\$ 2,917.7	\$ 3,598.8
Total	\$ 716.8	\$ 2,671.8	\$ 4,378.5	\$ 6,166.2	\$ 8,072.1	\$ 10,132.6

A federal match rate of 58.39% was used for Pregnant Women and Nursing Home recipients; 70.87% was used for DKC children.

Subject: SB105**Date: Wed, 26 Mar 2003 20:03:46 -0900****From: Cathy Giessel <cgiessel@mac.com>****To: Senator_Fred_Dyson@legis.state.ak.us**

Senator Dyson,

I was present at the LIO in Anchorage today for the HESS committee meeting.

I support what your committee is doing with SB 105, 109, and 108.

I just wanted to express one concern and that is with your amendment #2 to SB 105, to reduce the income amounts. I share your astonishment at the income caps. \$77,000 per year for a family of 8 is pretty high to me also! But with the quantities going into statute, I am concerned that lowering the 200% of poverty level criteria (in dollar amounts) will draw a lot of fire from liberals and others who do not want to see the dollar amounts in statute. I would urge you to reconsider letting the proposed levels go unchanged, in an effort to take a middle ground to those who would oppose the dollar amounts.

Instead I would advocate, with Senator Green, to implement the "asset test". As a nurse practitioner, I see families who have ample assets but by income qualify for Denali Kid Care (DKC) or Medicaid. It is a travesty! Mothers in full length fur coats with high diamond rings...and their child has Medicaid or DKC coverage!

I was interested in your discussion of the huge increase in enrollment in the Denali Kid Care program. As a health care provider at Alaska Native Medical Center, I was intrigued by the approach taken in that facility to personally encourage patients to enroll in DKC. All the children I cared for qualified for Indian Health Services, but, if the child did not have a 3rd party payer or Medicaid as well, a designated staff person met with them during their health care visit, to give them a DKC application and assist them in filling it out. I am wondering how much of the DKC enrollment increase is secondary to this population.

It is a tough job to hold down costs for these kinds of programs. I appreciate and respect your willingness to do the work you do.

Respectfully,

Cathy Giessel, MSN, FNP-CS
cgiessel@mac.com
12701 Ridgewood Rd
Anchorage, AK 99516

One way to keep momentum going is to have constantly greater goals. (M. Korda, American author)