SB

185

ALASKA STATE LEGISLATURE

SENATOR THOMAS H. WAGONER

- Chair, Senate Resources Committee
- Vice-Chair, Senate State Affairs Committee
- Member, Community & Regional Affairs
- Member, Legislative Council
- Member, World Trade

Official Business

Session: January – May
State Capitol, #427
Juneau, AK 99801
Phone: 907-465-2828 Fax: 907-465-4779

Interim: May – December
145 Main Street Loop; Suite 226
Kenai, AK 99611
Phone: 907-283-7996 Fax 907--283-8127

April 26, 2005

MEMORANDUM

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

From: Senator Tom Wagoner

Subject: Hearing Request

I would like to request a hearing on Senate Bill 185 in the Senate HESS Committee.

I have attached a packet of information for your review. If you should have any questions, please contact Amy, x3421.

Thank you for your time and consideration.

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SPONSOR STATEMENT

SENATE BILL 185

"An Act relating to teachers and public employees who take leaves of absence without pay."

Some PERS/TRS employees have run into the problem of reaching the time when they can retire, then find they did not have the service credits they thought, due to an extended period of leave of absence without pay. The employee is then left with deciding if they want to continue working and make up that time, paying into the system and "buy" their time, or adjusting their retirement based on the lower credit time. PERS employees do not receive credit after 10 days of leave of absence without pay; for TRS employees, service credit is affected if they have fewer than 172 working days in a school year.

The purpose of SB 185 is to inform employees, who have reached these limits, how taking the leave will affect them and what their options are. This is accomplished by requiring the employer to notify the Division of Retirement and Benefits that an employee has 10 day, or 172-day mark. At that time the division sends the information to the employee.

By getting the information to an employee, at the time they are taking the leave, it will give the employee time to decide which route to take. It will also alleviate unpleasant surprises when the employee wants to retire – at least in terms of service credit and leave without pay.

STATE OF ALASKA
WORKERS' COMPENSATION NOTICE TO EMPLOYEES

SUBJECT: Notice to employees regarding procedures for Workers' Compensation (WC) payments, pay, and leave adjustments. This procedure applies to all leave-eligible State employees except Marine Transportation vessel employees and those covered under the Public Safety Employees Association (PSEA State Troopers and Correctional Officers who qualify for injury leave).

You or your supervisor filed a Report of Occupational Injury or Illness. The State's insurance adjuster will make a determination as to your eligibility for WC payments. If you qualify, you should receive your first WC payment from the adjuster within 21 days from the date of disability. Subsequent WC payments should be received every 14 days while you remain eligible. Most employees receive approximately 80% of their net weekly wage. Note: Some exceptions are employees who have worked less than 13 weeks, seasonal employees, and individuals who work a second job. Some collective bargaining unit agreements may provide additional benefits.

FIRST THREE DAYS AFTER DATE OF WORK-RELATED INJURY/ILLNESS

You will not receive WC payments for this "three-day waiting period." However, you will be able to use your available leave to remain in pay status with the State of Alaska.

APPROXIMATELY DAY 3 TO 21 AND FORWARD

If you are determined eligible, the State's insurance adjuster will begin making WC payments to you. The WC payments are yours to keep; this is compensation for time loss from work due to injury/illness. You will continue to use your available leave to cover work missed due to injury/illness.

In the beginning there may be a **duplication of payments*** to you: WC payments and payments for your leave from the State of Alaska. This will require an adjustment to your State of Alaska paycheck and leave account.

Once the State of Alaska has been notified by the adjuster that you are eligible and receiving WC payments, you will be placed in WC leave without pay (LWOP) status with the State of Alaska for the portion of time the WC adjuster is paying you. The portion of time not covered by WC payments will be paid using your available leave with the State of Alaska. The amount of paid leave plus the WC payments should be about the same in total as your usual State of Alaska paycheck.

APPROXIMATELY DAY 29

If your time loss from work due to WC injury/illness extends beyond 28 days, you will be paid retroactively by the WC adjuster for the initial "three-day waiting period." Because this is also a **duplicate payment*** it will require an adjustment to your State of Alaska paycheck and leave account.

*ADJUSTMENT PROCESS

After you have returned to work, the required adjustments will be made to your pay and leave accounts for any **duplicate payments**. A portion of your leave will be returned to your leave balance and the dollar amount you were paid for that leave will be deducted from your State of Alaska paycheck. Your department Human Resource Office will notify you about the timing and amount of deductions to your paycheck.

ADDITIONAL INFORMATION

- ✓ Time that is not covered by your leave and paid by WC payments will be WC LWOP.
- ✓ WC LWOP will substantially reduce your State of Alaska paycheck.
- ✓ Your leave accrual will be reduced by periods of WC LWOP.
- ✓ Your Merit Anniversary date and leave base date may be adjusted due to WC LWOP.
- ✓ Once your leave is exhausted you will default into full WC LWOP.
- ✓ You may need to make other arrangements for any automated deductions, i.e., loan payments.
- ✓ WC LWOP may affect health insurance eligibility and deferred compensation contributions.
- ✓ WC LWOP may affect your Public Employees' Retirement (PERS) time. If you wish to buy back your service time reduction, contact the Division of Retirement and Benefits at 465-4460.

If you have any questions,
please contact your department's Human Resource Office.

SB

199

SENATOR KIM ELTON

MEMORANDUM

February 7, 2006

To: Senator Fred Dyson, Chair
Senate Health Education & Social Services Committee

From: Kim Elton

Re: SB 199

I respectfully request a hearing on Senate Bill 199, providing grants to school districts that commit to selling no junk food during the school day.

In response to comments I received on the bill, I introduced a sponsor substitute last week. I have attached a sponsor statement and several documents in support, including a note one of our House colleagues received after discussing the bill in a Fairbanks classroom last year. I look forward to discussing the bill with the committee.

ALASKA SENATE
STATE CAPITOL • JUNEAU, ALASKA 99801-1182 • (907) 465-4947 • FAX (907)-465-2108
SENATOR_KIM_ELTON@LEGIS.STATE.AK.US

SENATOR KIM ELTON

SB 199 – School Nutrition Support Grants

Sponsor Statement

SB 199 offers grants to school districts that commit to selling only healthful food during the school day. A growing body of research shows more and more children become overweight at earlier ages and to a greater degree than ever before. That causes myriad problems for individual Alaskans and our state, including diabetes and other health problems, rising health care expenditures, and school and workplace absenteeism.

Alaska schools work hard to teach our students healthy living skills. But an inch of example is worth a yard of advice. And since children spend between four and eight hours each day at school, we can have a real impact on their eating habits by changing what's available on school grounds.

When I introduced SB 199 in May of 2005, I sent letters to nearly 100 school districts, education organizations, and health advocacy groups soliciting their comments. The reaction was overwhelmingly positive. Some pointed out the synergy with new federal rules requiring 'wellness plans' for most school districts, while others discussed steps their districts had already taken to improve student nutrition on campus. Still others commented on the importance of physical education as part of curbing the growing obesity problem among Alaska young people. SB 199 addresses this issue indirectly, by directing the nutrition grants toward student activities.

Most Alaska schools already put vending machine revenues toward student activities. A few use these funds to supplement inadequate federal reimbursement for school lunch/breakfast programs, and so SB 199 allows this use as well.

Research shows schools that replace junk food with healthier choices sometimes see a one-year decline in sales. The grants in SB 199 help bridge that gap. When sales rebound, the grants constitute a significant incentive to keep nutrition decisions in parents' hands by taking unhealthy food out of schools.

I respectfully ask for your support.

ALASKA SENATE
STATE CAPITOL • JUNEAU, ALASKA 99801-1182 • (907) 465-4947 • FAX (907)-465-2108
SENATOR_KIM_ELTON@LEGIS.STATE.AK.US

FISCAL NOTE

STATE OF ALASKA
2006 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: SSSB 199
() Publish Date:

Revision Date/Time (Note if correction):
Dept. Affected: Education & Early Development
Title: An act relating to public school funding for a prohibition on the sale of food and beverages of minimal nutrition
RDU: K-12 Support
Component: Foundation Program
Sponsor: Senator Elton
Requester: Health, Education & Social Services
Component No.: 141

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims	843.3	0.0	0.0	0.0	0.0	0.0
Miscellaneous						
TOTAL OPERATING	**843.3**	**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	843.3	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	**843.3**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2006) cost: 0.0
Mark this box (X) if funding for this bill is included in the Governor's FY 2007 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

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

This bill would increase the Base Student Allocation of $4,919 by $4 for FY07, provided the district was eligible to received the nutrition support grant.

The qualifications for this grant requires a district to adopt and enforce a policy that restricts the sale of foods that have minimal nutritional value.

If the district receives the grant but does not comply they will have it deducted from the next year's state funding.

Grant monies are to be utilized for student activities or federal school lunch and nutrition programs.

Prepared by: Eddy Jeans, Director — Phone 465-8679
Division: School Finance — Date/Time 2/27/06 9:05 AM
Approved by: Karen Rehfeld, Deputy Commissioner — Date 2/27/2006
Agency: Education & Early Development

School District	Adjusted ADM	Difference
Alaska Gateway	1,051.79	4,207
Aleutian Region	247.49	990
Aleutians East Borough	812.64	3,251
Anchorage	67,229.26	268,917
Annette Island	579.92	2,320
Bering Strait	5,117.66	20,471
Bristol Bay Borough	423.64	1,695
Chatham	497.37	1,989
Chugach	401.05	1,604
Copper River	1,319.74	5,279
Cordova	808.13	3,233
Craig	995.96	3,984
Delta/Greely	1,901.43	7,606
Denali Borough	1,042.66	4,171
Dillingham	1,101.27	4,405
Fairbanks N. Star Borough	21,751.97	87,008
Galena	3,219.08	12,876
Haines Borough	524.58	2,098
Hoonah	391.08	1,564
Hydaburg	163.02	652
Iditarod Area	887.76	3,551
Juneau Borough	7,715.34	30,861
Kake	236.57	946
Kashunamiut	802.15	3,209
Kenai Peninsula Borough	13,925.88	55,704
Ketchikan Gateway Borough	3,480.54	13,922
Klawock	281.78	1,127
Kodiak Island Borough	4,466.71	17,867
Kuspuk	1,319.71	5,279
Lake & Peninsula Borough	1,407.51	5,630
Lower Kuskokwim	10,851.18	43,405
Lower Yukon	5,355.45	21,422
Mat-Su Borough	22,733.02	90,932
Nenana	873.20	3,493
Nome	1,545.44	6,182
North Slope Borough	4,485.99	17,944
Northwest Arctic Borough	5,605.36	22,421
Pelican	61.30	245
Petersburg	998.28	3,993
Pribilof	331.87	1,327
Saint Mary's	410.77	1,643
Sitka Borough	2,292.84	9,171
Skagway	238.91	956
Southeast Island	582.72	2,331
Southwest Region	1,904.82	7,619
Tanana	151.00	604
Unalaska	850.30	3,401
Valdez	1,345.86	5,383
Wrangell	617.68	2,471
Yakutat	247.94	992
Yukon Flats	1,097.88	4,392
Yukon/Koyukuk	2,246.16	8,985
Yupiit	1,315.64	5,263
Mt. Edgecumbe High School	572.54	2,290
Other		
Total	**210,819.84**	**843,279**

Thank you for Coming

Dear Mr. Guttenburg,

Thank you for coming.
I don't think we need
to add onto our sugar
intake by Vending machines.

Sincerely,
Natasha

Nearly 25 percent of Alaskans obese, new study says

Tuesday, August 23, 2005 - by Seth Linden

Anchorage, Alaska - A new report suggests many Alaskans are out of shape and dangerously so. The report, which was released by the group Trust for America's Health, says last year nearly 25 percent of Alaska adults are obese.

Perhaps it's poor diet, lack of exercise or just a hereditary struggle with weight, but whatever the cause it appears from a report released Tuesday that many Alaskans weigh too much. Nearly a quarter of Alaskan adults last year suffered from obesity.

"A little over 23 percent of the Alaskan population is obese. That's actually above the national average, and it's certainly not anywhere you would ideally want your population to be," said Shelley Hearne of Trust for America's Health.

In fairness, Tuesday's report by Trust for America's Health shows Alaska is just slightly above the national average. Nationally, using federal data, the report concludes more than 23 percent of adults were obese in 2004. The problem, the Trust says, is that obesity rates have grown and not enough is being done to combat the problem.

"You've seen Alaskans grow heavier and heavier every year. It's a warning signal that we need to be paying much more attention to this epidemic," said Hearne.

Obesity is linked to health problems such as diabetes, heart disease, stroke and cancer. The Trust says measures need to be taken like improving school nutrition and physical education, providing more information and support and bolstering preventive care. The organization also says communities should promote physical activity by building recreational space and sidewalks.

The Trust says because of limitations in federal data, its study does not account for specific demographic factors like sex, race or culture. But, the Trust also says it knows there is a correlation between lower socio-economic status and obesity.

"The lower your income, the lower your education level, the more likely you are to be obese," said Hearne.

And in turn, you are more likely to be at risk for a shortened lifespan.

Alaska ranks 19th in the country for adult obesity. Mississippi leads the nation and other Southern states like Alabama and West Virginia follow. Colorado ranks at the bottom.

National PTA

everychild.onevoice.

RESOLUTION

NUTRITIONAL EATING REQUIREMENTS IN OUR SCHOOLS TO COMBAT CHILDHOOD OBESITY

Whereas, The need to promote healthy eating among young people has intensified in recent years due to the growing national epidemic of obesity; and

Whereas, Obesity contributes to cardiovascular disease, stroke, high blood pressure, high cholesterol, and type 2 diabetes; and

Whereas, Type 2 diabetes has risen by 33 percent in children between the ages of 6 and 11; and

Whereas, School districts are not required to participate in the United States Department of Agriculture (USDA) National School Lunch Program, many schools offer lunch choices that are high in fat, sodium, and/or sugar; and

Whereas, Foods sold to students in vending machines, school stores, and in the school cafeteria should be attractive and expand the variety of healthy choices available with a limit on calories from total fat, saturated fat, and little or no processing or additives; therefore be it

Resolved, That the National PTA and its constituent organizations promote the importance of healthy eating among children and youth to combat the growing national epidemic of childhood obesity; and be it further

Resolved, That the National PTA and its constituent organizations support the inclusion of parents, community and health specialists along with educators and administrators when determining whether or not vending machines should be allowed on the school grounds and, if so, also be involved in deciding the types of products allowed within those machines and the use of proceeds garnered.

Resolved, That the National PTA and its constituent organizations support the requirement that food and beverage items sold to students in vending machines, school stores, and in the school cafeteria contain at least the minimum nutritional value as determined by the USDA.

Adopted: by the 2004 Convention Delegates

Action for Healthy Kids®

Healthy Foods and Healthy Finances: How Schools Are Making Nutrition Changes That Make Financial Sense

Dozens of schools—large and small, urban and rural—have created more healthful school environments by improving food and beverage options in vending machines, à la carte lines, classroom activities and fundraisers.

Food and beverage contracts and sales have become a revenue source for discretionary spending for many school districts. Recently, schools throughout the U.S. have successfully implemented innovative solutions—maintaining or increasing revenue levels with more healthful options.

- Foodservice in the Folsam Cordova Unified School District in Sacramento, **California**, no longer operates in the red. It upgraded offerings with a focus on healthy eating and now has a $400,000 reserve; the annual budget increased 105% due to increased food services revenue.
- Iowa City, **Iowa**, schools partnered with Swiss Valley Farms to introduce milk in its water and sports drink vending machines, resulting in an increase in sales of 42% while soda sales dropped 58%. The district's Nutrition Task Force also installed cheese and yogurt vending machines.
- The Vista (San Diego, **California**) Unified School District's Child Nutrition Services program consolidated the district's vending sales and began managing contracts. They offered bagels and cream cheese, yogurt, nuts, cheese and crackers, and fresh fruit. Sodas are offered in only 20% of vending slots compared to the previous 66% of vending slots. The majority of slots offered water, milk, 100% juice drinks and sports drinks. CNS controlled pricing and kept prices lower than local stores. During the first year of this arrangement, Vista High School generated $200,000 more in sales than in previous years.
- Jefferson County Schools in Louisville, **Kentucky**, are replacing soft drinks and non-nutritious snacks sold in vending machines with lower-fat foods and fruit drinks. They expect that by keeping healthier vending machines on all day the sales will offset any losses of the $1 million generated annually from vending.
- Madison, **Wisconsin**, was among the first school districts to sign an exclusive soda contract in 1997 and was also among the first to cancel it. They now maintain multiple vendors and offer a variety of 100% juice drinks and milk flavors. Now that the students have choices, school officials report that they struggle to keep up with the demand for milk sold in colorful and reseal able bottles.
- Whitefish Central School in **Montana** replaced junk foods and soda with fruit, bagels, 100% juice beverages, water and milk. According to Principal Kim Anderson, profits remained the same.
- Officials at North Community High School in Minneapolis, **Minnesota**, installed vending machines selling bottled water, juices and sports drinks, and limited soft drinks to just one machine. This arrangement resulted in lowered soda sales offset by growth in the sales of water and sports drinks with overall vending profits increasing by $4,000.
- When Fresno (**California**) Unified School District's Sequoia Middle School eliminated junk food and sodas, sales increased because students were given a choice and were involved in the selection of replacement foods and drinks.

Success stories show that children will buy healthy foods.

- Students **will buy — and consume — healthful foods and beverages** when these options are tasty, easily accessible and priced right.
- School foodservice and vending programs **can continue to make money** while offering healthful food and beverage options to students.
- Some schools have actually **made more money from healthful options** than from their usual offerings.
- Students, parents and communities **support healthy school nutrition environments**, and are willing to get involved in making changes.

ADN 6/17/05

Mat-Su junks the soda, offers healthful choices

■ **SCHOOLS:** Revenues may dip at first as students adjust.

By BECKY STOPPA
Anchorage Daily News

PALMER — Chocolate-covered energy bars and sports drinks will replace soda pop and potato chips in vending machines across the Matanuska-Susitna Borough School District in the fall, thanks to a unanimous School Board decision.

MAT-SU FOCUS

Food and beverages sold in school vending machines and school stores must meet new, strict nutritional standards, according to a policy change the board adopted Wednesday.

The measure enjoys wide community support, school district spokeswoman Kim Floyd said. Proponents say it will help combat childhood obesity and send a consistent message to children about the importance of healthy choices.

The revision limits fat and sugar content in any food sold outside federal meal programs. In addition, beverage sales are limited to milk, water, low-sugar sports drinks and juices containing at least 50 percent fruit juice.

Hans Neidig, executive director of the

See Back Page, **HEALTHIER**

HEALTHIER: *Mat-Su schools transform snacking*

Continued from A-1

Valley Healthy Communities Program, applauded the School District for championing the change.

"I think this is a good first step toward increasing a healthier lifestyle in our community," Neidig said. "We're really pleased that the School District brought this forward."

In a May 25 letter to Chief School Administrator Bob Doyle, Norman Stephens, chief executive officer for Valley Hospital, commended the district for "taking a risk and a stand for children's health."

The district, he said, has now shifted "the focus of the debate from vending machine revenues for school activities to the health of our community's children."

"I think the physicians and the staff here would applaud the School Board," said Stephens via telephone Thursday.

Earlier attempts to restrict junk-food sales didn't met with applause, though, School Board member Larry DeVilbiss said.

. really didn't think I'd live to see this happen. It was always booed down in the past," he said.

Floyd says that's because many schools worried that a restriction on junk-food sales might lead to a loss of revenues. Schools have come to count on money from vending machines to help pay for everything from extra supplies to extracurricular activities, such as athletics.

> *"Our belief is that when you start selling healthy foods, our revenue will go up."*
>
> **– Bob Doyle, Mat-Su chief school administrator**

Michelle Egan, communications director for the Anchorage School District, says schools there are aware of the debate over healthful foods. But, like schools in the Mat-Su, Anchorage schools count on the money that junk food in vending machines brings in.

"They provide tremendous revenues that we would have to replace," Egan said.

The new Mat-Su policy addresses those concerns. It gives the School Board authority to reimburse schools any revenues they might lose as a result of the restrictions.

But Doyle said he doesn't think the schools will lose money.

"Our belief is that when you start selling healthy foods, our revenue will go up," he said.

Suellen Appellof, president of the Alaska Parent Teacher Association, says research from California supports Doyle's contention. Several schools there have restricted junk food sales, Appellof said, and though some reported an initial dip in revenues, most said sales go up.

"A lot of kids have more discretionary money when their parents know they're not going to be spending it on junk food," Appellof said.

Besides, School Board member Sarah Welton said, food that meets the new guidelines is "not all bland."

"There should be plenty out there (that kids won't mind eating). I really believe that," she said.

A basket of food and beverage items that meet the new requirements was on display at the June 1 School Board meeting. A look at its contents suggests Welton might be right. Things like double-chocolate-dipped whole grain energy bars, graham crackers and Sweet and Spicy Chex Mix made the cut, as did Dole 100 percent Orange Juice and Gatorade.

Appellof says the Alaska Parent Teacher Association has advocated for more healthful foods in schools and school vending machines for the past five years.

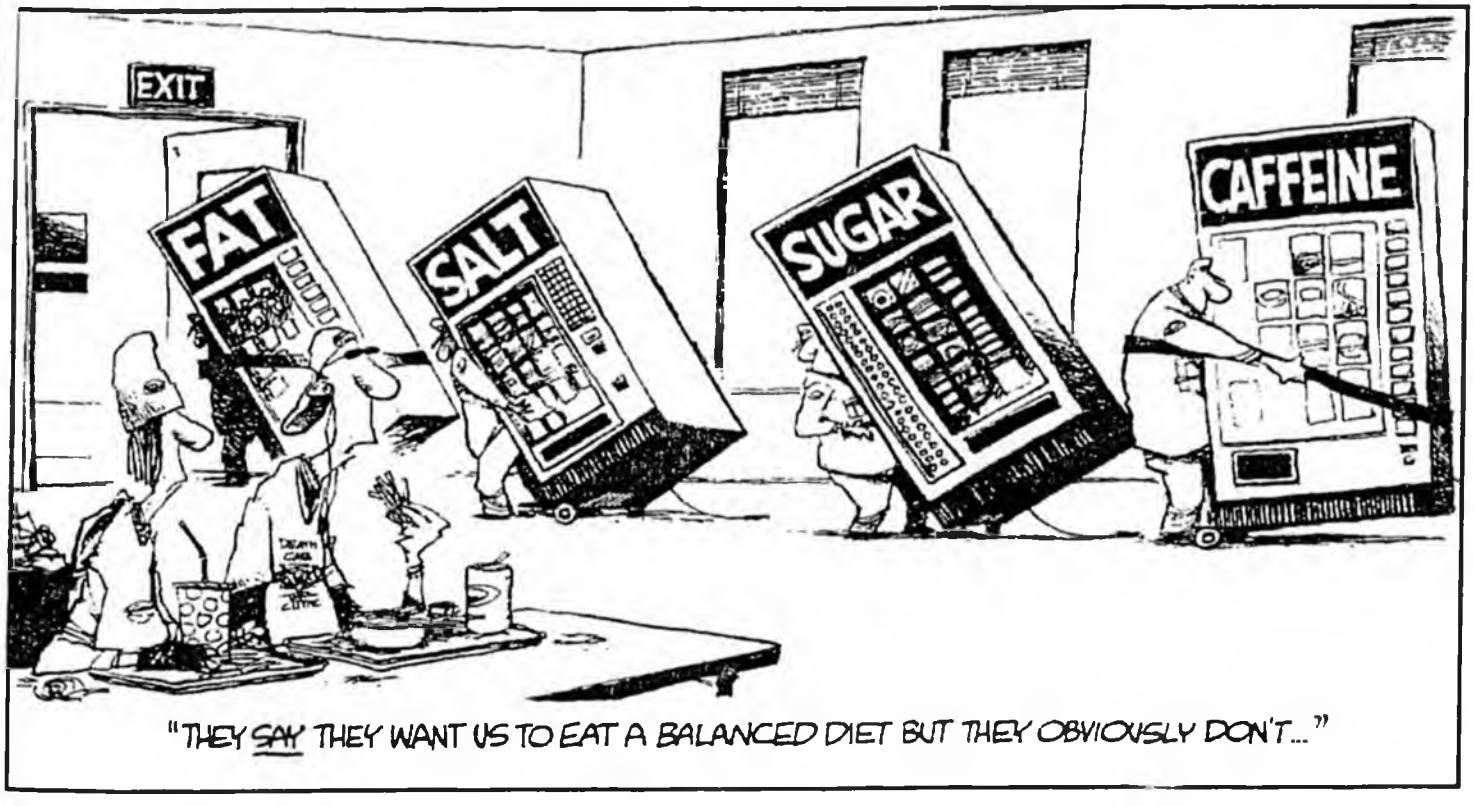
"I'm really glad Mat-Su took the lead on this. We'd like to see it go statewide," she said.

■ Daily News reporter Becky Stoppa can be reached at bstoppa@adn.com or 1-907-352-6708.

Times
LASKANS

WILLIAM J. TOBIN
Senior editor

; ever young; ever summer



"THEY SAY THEY WANT US TO EAT A BALANCED DIET BUT THEY OBVIOUSLY DON'T..."

Alaska Native
Tribal Health Consortium

Administration 4000 Ambassador Drive Anchorage, Alaska 99508 Phone: (907) 729-1900 Fax: (907) 729-1901 www.anthc.org

June 13, 2005

Honorable Kim Elton
Alaska State Senate
State Capitol
Juneau, AK 99801-1182

Dear Senator Elton:

Thank you for the opportunity to review your bill, S.B 199.

The Alaska Native Tribal Health Consortium (ANTHC) is very concerned about the trend in obesity in childhood, with the associated health impacts. Your bill helps to focus attention on an important aspect of this issue, namely, the role of schools.

The bill needs to carefully consider traditional foods in rural schools, in defining "minimal nutritional value." In Section 1. (g) (2) (A) and (B), for instance, dried salmon strips derive more than 30% of their calories from fat, but the fats are high in omega-3 fatty acids, and beneficial for health, in (C), the standard of "35% by weight" of sugars is confusing, as it is the only place weight is used. It would be worth considering using percent of calories, or another national standard, in all references to amounts of carbohydrates and fat calories.

In summary, the bill is a carefully constructed effort to deal with a critical public health issue.

Thank you, again, for the chance to review this bill.

Sincerely,

Paul Sherry
Chief Executive Officer

THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive
P.O. Box 498
King Salmon, Alaska 99613
Phone (907) 246-4280 / Fax (907) 246-4473

June 24, 2005

Senator Kim Elton
State Capital
Juneau, AK 99801-1182

Dear Senator Elton,

I am writing in response to your letter seeking input on Senate Bill 199. I appreciate your goal of helping our state students lead a healthier life. In our region of the state we too are struggling with the effects of poor dietary choices. I concur that it is imperative that we do all that we can to promote healthy lifestyles for our children.

The Lake and Peninsula School District is actively working to improve its students' health. With the assistance of a Carol White Physical Education Program Grant, we have begun to overhaul our physical education classes and to also offer activities outside of the classroom such as kayaking. Our PE program now includes nutritional guidance as well as monitoring our students' body fat.

Although many of our schools already do not allow the sale of pop or candy during the school day, I support your efforts to ban these sales during the school day. I do feel however, that our students should be allowed to sell soda during evening activities, such as a carnival or dance, when the general public is in attendance.

In sum, you have my support for SB 199. I look forward to tracking its progress during next year's legislative session.

Sincerely,

Steve Atwater
Superintendent

SKAGWAY CITY SCHOOL

P.O. Box 497 • Skagway, Alaska 99840 • (907) 983-2960

June 25, 2005

The Honorable Senator Kim Elton
Alaska Senate
State Capitol
Juneau, Alaska 99801-1182

Re: Senate Bill 199

Dear Senator Elton:

I am very pleased that you are concerned about the severe health concerns facing the children in Alaska particularly in the increased risk overweight children face in areas of obesity, diabetes, heart disease, and self-esteem!

Your idea about curtailing the use of vending machines dispensing junk foods and drinks by giving school districts a viable way to replace the lost income from this source is really dealing directly with the problem and finding a solution that will work for students, parents, and school districts. I strongly support SB 199 and if I can be of any assistance in helping you in getting such a valuable idea approved by our state legislature, please let me know.

Our district was awarded a Carol White PEP (Physical Education Program) Grant this year for a grant I wrote specifically dealing with the problem of obesity in the children in Alaska and throughout our nation. I approached the problem in our district by addressing the continuing problem for our students to stay physically active in a rural community with Alaska's weather issues. My grant has provided a certified K-12 PE teacher to work with all of our students in our school.

All of our pupils now have a daily physical education program. Our teacher is being trained this summer in the SPARK curriculum developed by San Diego State University which combines motivational, fun, non-competitive PE activities for our students while increasing their daily levels of exercise. This curriculum is designed to get every student involved so the increased energy levels help to mitigate some of the health problems derived from being kept indoors, playing too many video games, watching too much television or spending too much time on the internet and cell phones. We have also looked at improving our already excellent food service program by adjusting food offerings to students that will include more nutritional choices.

But your approach at helping to alleviate the health problem of obesity in our children is really dealing with one of the biggest aspects impacting the continued issue of vending machines in our schools in our country- making money! Giving school districts grants to offset the their loss of income by restricting the use of vending machines and insisting that they dispense healthier, albeit, possibly less popular food and beverage items you are helping school districts do what is right for our kids. I know the schools are aware of the problem and would like to help correct it, but a loss of income in today's increasingly difficult financial situation makes the decision to stop selling junk foods in our schools especially complicated for school boards, administrators, teachers, and parents in our communities. Providing schools with an alternate funding source seems to be a win-win situation for our children!

Senate Bill 199 actually finds a workable solution to using vending mac ines in our schools! Thank you for thinking of such a creative, innovative way to correct this situation. I believe this will work!

Again, any assistance I may be to you in getting your bill approved by our legislature, please just let me know! Thank you for eliciting my opinion in this matter. I appreciate your consideration.

Warmest Regards,

Dr. Michael Dickens

Dr. Michael Dickens
Superintendent

GALENA CITY SCHOOL DISTRICT

GALENA, ALASKA 99741
PHONE (907) 656-1205
FAX (907) 656-2238

SUPERINTENDENT
Jim Smith

June 13, 2005

Senator Kim Elton
State Capital
Juneau, AK. 99801-1182

Dear Senator Elton,

The Galena City School District pulled all vending machines from district facilities six years ago. We certainly had to make a conscious choice between supplemental funds to support activities programs and the general health of our whole school population. All the issues you note are and will continue to surface as contentious. School activity programs are a special contribution to the school program for many students and shouldn't be diminished. However, they shouldn't be funded on the back of the general welfare of the entire school population. You are right on the mark presenting growing concern for all our young people relating to their "junk-food" intake. Some might challenge that school's like ours who made this proper choice years ago had other resources that allowed it to be affordable. We say "the issue, as you've stated, is clear enough, school districts have no right to hold the health needs of the general school population hostage to the extra activities of some". Senator, you've offered a financial advantage which might be used to replace that lost funding and I suppose you could consider increasing the amount? There's a growing problem for Alaska's peoples understanding healthy life styles at all ages. If we don't demonstrate the corrective actions in the schools, there's little hope for improvement. Our district will support SB199 in word and deed. Thank you for your leadership.

Sincerely,

Jim Smith
Superintendent

>
>-----Original Message-----
>From: Jim Nygaard [mailto:jnygaard@sisd.org]
>Sent: Monday, June 13, 2005 12:25 PM
>To: Sen. Kim Elton
>Cc: Julie Isom
>Subject: SB 199 Response
>
>
>Dear Senator Elton,
>
>Thanks for allowing me the opportunity to respond to SB 199. I have a
>handful of responses, but still lack specific support for SB 199 until
>I can get more information clarifying portions of it.
>Southeast Island School District implemented a "food services program"
>midway through school year 2004 and continued it through the entire
>school year of 2005. Efforts to learn more of our students needs were
>surveyed to allow us to plan for their learning environment.
>Interesting results...Returned surveys indicated that the main reason
>students could not maintain their focus/attention was the simple fact
>that many of them were hungry. The board later concluded that the
>number one challenge in our district's (student's) learning needs was to
>be satisfying their primary need via the school lunch program. Even
>providing a basic meal as referenced has been a huge tax on our general
>fund. Delivery of food, labor, waste disposal...remote sites makes
>this quite a challenge. As you may be aware, reimbursements for such
>meals falls considerably short to breaking even.
>
>Your SB 199 is intended to complement the nutritional needs of our
>students. Please consider, that a hungry student will not discriminate
>when his/her stomach is making the final determination. Our sites do
>not have vending machines for food or beverages, but I am aware that
>when they do travel to visiting sites (especially if they are hungry)
>vending machines are available to "meet their needs". Such food/drink
>is only available during a student activity such as a basketball game
>or volleyball match. Our student clubs then are responsible for
>selling of candy, juice/soft drinks etc. During some matches, the
>activities do occur during school hours. This will conflict with your
>proposal. I do like your commitment to utilize such added revenues to
>complement student activities however.
>
>Education of our youth is critical. I appreciate your efforts to
>complement their nutritional needs. However, such efforts need to be
>balanced into the food services already "available" in each district
>that will allow for quality meals to be provided during breakfast and
>lunch.
>Success with the food services program would, in itself, be a great

>competitor with the vending machines that have become so readily
>available.
>
>I do appreciate your efforts and look forward to revisiting SB 199 at
>your leisure.
>
>Sincerely,
>
>Jim Nygaard
>Superintendent of Schools
>Southeast Island School District
>
>
>
>
>
>

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

Christopher Simon
Superintendent

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

July 21, 2005

The Honorable Kim Elton
Alaska Senate
Alaska State Capitol
Juneau, AK 99801

Dear Senator Elton:

Thank you for the opportunity to provide input for your piece of legislation regarding the sale of healthful snacks in the state. I am in support of your bill as written and believe it will assist with the diabetes problem across rural Alaska. My immediate family comes from the village of Huslia and I see firsthand the diabetes problem in the community.

You are correct in stating that the funds from vending machines go toward student activities. However, when I served as a principal in Huslia I would turn off the "sugar" machines during the day. I strongly support the grant funding in lieu of the revenue generated from vending machines.

Good luck with this legislation during the next legislative session.

Sincerely,

Christopher Simon
Superintendent

-----Original Message-----
From: Bob Harcharek [mailto:Bob.Harcharek@north-slope.org]
Sent: Wednesday, July 06, 2005 4:40 PM
To: garym@asaa.org; Sen. Kim Elton
Cc: susan.hope@nsbsd.org
Subject: Senate Bill No.199
Importance: High

Good afternoon Kim and Gary,

I received a Fax from Gray a little less than a month ago with a copy of your letter to him, Kim, as well as a copy of Senate Bill No.199, "An Act relating to public school funding for a prohibition on the sale of food and beverages of minimal nutritional value in schools and for placing restrictions on the use of vending machines in public schools."

I apologize for not having answered or commented sooner, but the months of June and July are hectic here in the Arctic with our numerous whaling festival celebrations plus closing out of the NSB operating and Capital Improvement Budgets.

I totally concur with your perceptions and concerns in your letter, Kim, and I personally endorse and support your pending legislation. I plan on having this issue placed on the agenda for consideration, discussion and possible action at the September NSB Board of Education meeting. I will keep you posted on the reaction and disposition of my colleagues on the Board.

Good luck and thanks for your concern about kids.

Sincerely,

Bob Harcharek

Jesse Kiehl

From: Sen. Kim Elton
Sent: Thursday, June 16, 2005 2:19 PM
To: Jesse Kiehl
Subject: FW: Senate Bill No. 199

For the files.

From: Jones David T LTC ALCOM/J1 [mailto:David.Jones@ELMENDORF.af.mil]
Sent: Thursday, June 16, 2005 1:56 PM
To: Sen. Kim Elton
Subject: RE: Senate Bill No. 199

Senator Elton,

Amen!

This past week I also received a packet from an organization called "Action for Healthy Kids". It contained a 2004 Alaska Nutrition and Physical Activity school district survey report. Looks like an organization that is working in tandem with your goals. If you have not been in contact with them, their Chair is Mary Grisco who can be reached at mary.grisco@elmendorf.af.mil There is also a website at www.actionforhealthykids.org

I hope this information is helpful to your efforts to promote better health for our kids. I also represent the military on the Achorage School Board so if I can be of any assistance to you in that role, please let me know.

Dave

-----Original Message-----
From: Sen. Kim Elton [mailto:Senator_Kim_Elton@legis.state.ak.us]
Sent: Thursday, 16 June, 2005 13:31
To: Jones David T LTC ALCOM/J1
Subject: RE: Senate Bill No. 199

David--

Thanks for the quick reply. You are right that this cannot be the only approach--parents and children need the knowledge to make good choices. I do hope that this can spark the kind of discussion that we need to have and that it can be a part of a more universal approach.

Kim

From: Jones David T LTC ALCOM/J1 [mailto:David.Jones@ELMENDORF.af.mil]
Sent: Monday, June 13, 2005 5:23 PM
To: Sen. Kim Elton
Subject: Senate Bill No. 199

Senator Elton,

Thank you for the opportunity to comment on your proposed bill regarding the sale of minimal nutrition foods in our schools. This is indeed a serious issue which challenges the health and well-being of our children.

I applaud your efforts to curb the flow of "fat-producing" foods to our children. However, it is my personal opinion that this bill will likely not produce the desired effects. I base my opinion on the premise that it is treating the symptom, not the cause. While it is an admirable quest to reduce the availability of low-quality foods at the schools, I believe the only way to defeat the overweight epidemic is to alter the lifestyles and attitudes of our children AND their parents. Children whose parents allow (or even encourage) them to eat poorly will still eat poorly regardless of the availability of the foods at school. Most students, if deprived of the opportunity to purchase junk food at school, will simply bring it with them to school. Most of these types of foods are non-perishable and easily transportable.

Changing our children's attitudes about what they eat and what they do is primarily a parental responsibility - not that of the school district. The school is a wonderful source of information about how to develop a healthy lifestyle and I agree with you that "an inch of example is worth a yard of advice" but the example needs to start at home. If we can't alter the availability of junk food and change the health attitudes at home, children will not significantly alter their eating habits - they will simply alter when and where they feed their habit.

While I maintain that the focus of our efforts to produce a healthier generation needs to start at home, I certainly do not refute your point that providing (even sanctioning) junk food at school sets a bad example. And I understand that most schools' rationale for having the vending machines is to raise money for activities which are not funded in their budgets. However, I believe that your proposed bill would require a significant amount of time and energy to enforce and, if enacted as is, would create quite a public outcry from students and parents as being draconian in nature. Like most pieces of legislation, you need public support to make them work - I'm not sure that is present in our society yet.

Perhaps a more effective alternative would be to add money to the schools budgets to fund activities thus reducing their reliance on the vending machines as a source of income. Many schools don't want the vending machines selling junk food but feel they need them to generate the revenue for their activities. If the revenue stream was not an issue, maybe the abundance of vending machines would diminish.
I'm not naive and do understand the carrot and stick philosophy involved here. What truly needs to happen is a grass-roots movement to promote a healthy lifestyle which will get parents to jump on the bandwagon. Until that happens we are applying band-aids to gaping wounds and burdening the education system with another program to manage. I don't think you will get much bang for your buck with this bill.

I would be happy to participate in a forum to discuss better ways to develop healthy lifestyles for Alaskans and I thank you for both your concern in drafting this bill and in soliciting my input.

Respectfully,

David T. Jones

LTC, USA
Director for Personnel and Administration J1 ALCOM
552-2820

DITAROD AREA SCHOOL DISTRICT

P.O. Box 90
McGrath, Alaska 99627

(907) 524-3033x221 **FAX (907) 524-3217**

June 28, 2005

To: Senator Kim Elton
State Capitol
Juneau, Alaska 99801-1182

Fm: Joe Banghart, Superintendent
Iditarod Area School District

Ref: Senate Bill No. 199

I appreciate your interest in the health of the children in Alaska. The sale of food and beverage of minimal nutritional value on school premises is a good idea on the surface. I would recommend the following ideas for your consideration on this important piece of legislation.

1. To prohibit the use of vending machines in elementary schools would eliminate them in the entire building for all grades because many schools are single building sites. My conservative estimate would place 20% of our rural schools designed under one roof. It would be difficult to exclude such machines unless they were not placed in the building and covered all grades.

2. Schools that have existing machines could possibly be faced with an added expense for changing these machines out and bringing others in. This would cost schools in rural Alaska more money than it is worth.

3. Schools lack adequate funding and to create another mandated and unfunded bill will only add to the lack of funds our students currently suffer from. If such a bill passed and our district did qualify it would only produce about $4,000.00 for student needs. This would only pay for five(5)students travel to Anchorage or across our district. Current airfare from one side of our district to the other is $1,200.00 for a plane that can only carry 6 passengers.

4. I recommend you support an increase in teachers salaries across the state so Alaska can be competitive with other states when we recruit new teachers. I just returned from the Alaska Teacher Placement Job Fair in Fairbanks and we

had approximately 20 candidates for over 150 vacant teaching positions in the state. Most school districts still have a long list of positions to fill.

I appreciate the efforts you have made concerning the health of our children. When I can see adequate funding and bills being passed to support our teachers I will then be more than happy to support legislation concerning the health of children.

Sincerely,

Joe Banghart

Joe Banghart
Superintendent

DISTRICT OFFICE
BERING STRAIT SCHOOL DISTRICT
P.O. BOX 225
UNALAKLEET, ALASKA 99684-0225
(907) 624-3611
(907) 624-3099 FAX
http://www.bssd.org

10 June 2005

Senator Kim Elton
State Capitol Bldg
Juneau, AK

Re: SB 199 – Request for input

Dear Mr. Senator Elton:

You have requested comments on SB 199. I have read your letter and the accompanying bill. You are correct; children and their welfare are of great concern to me as I am sure they are to you. My life's work has focused on educating people both young and not so young. Thank you for serving and for standing for what you believe is right.

Senator, why schools? I would contend that students consume a small portion of their "snack food" intake in school. If snack foods are unhealthy, or have no nutritional value, should we not go directly to the source? Many children watch television daily and are encouraged to consume these products. Maybe it is time to consider regulating these efforts at promoting consumption. Possibly, we should consider the snack food industry in a similar category with tobacco and alcohol given the levels of obesity and diabetes that now exist.

There is evidence we need to be concerned about the eating habits of children and adults. However, why schools? Senator, in fairness I am having a difficult time teaching our students the basics. Why ask schools to help resolve this issue when we are not asking parents or industry. I understand and appreciate your efforts. I too am concerned for the welfare of our children but this is a national issue driven, in large part, by adults. I can live with legislation that prohibits and/or limits snack foods in school but if that is all we do we avoid dealing with the issue. Let us, as a state, go after the snack food industry if these products are problematic.

I would ask you to reconsider SB 199. As I read it, one could make a case that water would not be permitted, as most water bottle labels indicate no nutritional value. I realize this is not your intention. My primary concern is that schools are asked to do something more because we see children daily and frankly, they do not vote.

Please recognize that during school, for the most part, we do not allow students to snack between meals. Students are not sitting sedentary eating ice cream, chips or sipping a soda. Unlike adults, they do not have

a can of soda on their desks. They consume most of these products outside of the school day. When in school, students are engaged in their work and occasionally take breaks and have lunch. By federal standards, schools are not allowed to sell soda and snack foods during lunch hour.

I would be more comfortable if you wrote a bill that makes this a parent and community responsibility, not only a school responsibility. Let us say children cannot buy a range of snack foods as we currently say they cannot buy tobacco and alcohol. This I could support.

Senator, at the heart of this, as with so many issues, is money. I realize you and your colleagues believe you have continued to fund schools but in fairness, our students are selling these products just so they can participate extra curricular programs. The financial incentive outlined in the bill does not compensate for the current sales of our schools. These dollars are used for student programs long ago cut from the regular budget.

Thank you for your efforts.

Sincerely,

John A. Davis
Superintendent

Action for Healthy Kids

June 30, 2005

Senator Kim Elton
State Capitol
Juneau, AK 99801

Dear Senator Elton,

Our team noticed your sponsorship of SB 199, school nutrition support grants. I've enclosed a copy of our two year report THE LEARNING CONNECTION and a copy of the state snapshot survey we did.

Our state team is a coalition of those who work for and care about school policies that promote healthful eating and regular, available physical activity. The web site, www.actionforhealthykids.org is rich with updates and successes from our many partners and other state teams. We are focused on policy changes that address instruction in health education and physical education, changes that ensure all food and beverages are consistent with Dietary Guidelines for Americans and changes to encourage the use of school facilities for physical activity programs outside of school hours.

We are available to assist with your efforts; please contact me.

Sincerely,

Mary Grisco, Chair

580-3180 mary.grisco@elmendorf.af.mil

ACTION FOR HEALTHY KIDS PARTNER STEERING COMMITTEE

American Academy of Family Physicians
American Academy of Pediatrics
American Association of School Administrators
American Diabetes Association
American Dietetic Association
American Federation of Teachers
American Public Health Association
American School Food Service Association
American School Health Association
Association for Supervision and Curriculum Development
Association of School Business Officials International
Association of State & Territorial Chronic Disease Program Directors
Association of State & Territorial Health Officials
Association of State & Territorial Public Health Nutrition Directors
Council of Chief State School Officers
Family, Career & Community Leaders of America
Food Research and Action Center
National Association for Sport and Physical Education
National Association of Elementary School Principals
National Association of Pediatric Nurse Practitioners
National Association of School Nurses
National Association of Secondary School Principals
National Association of State Boards of Education
National Association of Student Councils
National Coalition for Parent Involvement in Education
National Coalition for Promoting Physical Activity
National Dairy Council
National Education Association — *Health Information Network*
National Medical Association
National Middle School Association
National PTA
National School Boards Association
The Robert Wood Johnson Foundation
Society for Nutrition Education
Society of State Directors of Health, Physical Education and Recreation
U.S. Department of Agriculture — *Food and Nutrition Service*
U.S. Department of Education — *Office of Safe and Drug-Free Schools*
U.S. Department of Health and Human Services — *Office of Disease Prevention and Health Promotion, Centers for Disease Control and Prevention and National Institute of Child Health and Human Development*

WRANGELL PUBLIC SCHOOLS
DISTRICT OFFICE

P.O. BOX 2319
WRANGELL, ALASKA 99929
Telephone (907) 874-2347
Fax # (907) 874-3137

GATEWAY TO THE STIKINE

June 13, 2005

Honorable Senator Kim Elton
Alaska Senate
State Capitol
Juneau, AK 99801-1182

RE: Senate Bill No. 199

Dear Senator Elton:

Thank you for introducing Senate Bill No. 199, initiating a Nutrition Support Grant for schools.

Although, the idea of the Nutrition Support Grant is a good one, I am concerned about adding this money into the base student allocation. It would be difficult to restrict the use of the additional money if it is added into the base student allocation. If the funding is going to have restrictions, it should be separate from the base student allocation. If the funding is included in the base student allocation, each school district should have the autonomy on how the money is used. I prefer this second option and feel that it would be better for small schools, especially those that do not have student activities in their budget.

Again, thank you for making our student's health a priority.

Sincerely,

Susan J. Sciabbarrasi

Susan J. Sciabbarrasi
Superintendent

SJS: kp

Kake City School District

P.O. Box 450
Kake, Alaska 99830
(907) 785-3741

June 23, 2005

Senator Kim Elton
State Capitol
Juneau, AK 99801-1182

Re: Response to SB 199

Dear Senator Elton,

Thank you for your interest in the health of our school kids. I appreciate the intent of SB 199, but wonder whether $4 per student will be sufficient enticement to make much difference. We have one vending machine in our school. We only sell Power-Ade, juice, and water.

Our city water is not the best, so our kids requested that we get a vending machine and sell other drinks. Studies show that proper hydration increases student performance and attention in the academic setting. Our school board, administration, staff, and kids all decided that we needed something besides city water to drink, but we also know "pop" DOES NOT hydrate the body and causes other health problems such as you mentioned. That is why we have gone the direction we have. Shipping the products we do sell to Kake is also expensive, so our vending machine actually does not make money. I would support SB 199 as being beneficial to us.

However, I don't think it goes far enough to address the problems you present. The other aspect of the "growing body of research showing our children becoming overweight at earlier ages and to a greater degree than ever before" is related to exercise and the development of healthy exercise habits and knowledge.

I began my education career as a physical education teacher. I entered a school district in Missouri that had no organized elementary physical education program and by the end of the first year had one established. Our classroom teachers do their best, but without time and expertise our "hard work at teaching our students healthy living skills" is not successful in the comprehensive manner required to educate and train our kids. Proper diet and exercise is a habit that can be taught and developed. For the reasons you state, this should be a priority interest of the legislature along with proper instruction and testing in reading, writing, and math.

Perhaps a companion bill might include funding for personnel and development of proper health and physical education programming for students. Maybe this issue could be

Kake City School District

P.O. Box 450
Kake, Alaska 99830
(907) 785-3741

successfully addressed outside the formula in a joint venture involving the Department of Education and the Department of Health and Human Services so it can be tracked and evaluated. In this way, the health and physical education "expert" could be involved in the school and the community as a promoter and organizer of healthy exercise and eating habits. Since I have successfully done so in the past, I would be willing to participate in a pilot program that would help to develop a duplicatable program for rural schools and communities. This would take a commitment of funding for personnel, but it would certainly be an investment that would help curb some of the alarming statistics you have referred to.

I am also enclosing an interesting article from the Minneapolis Star Tribune entitled, "Phy ed moves to the Web (sweating included)" that I think could be tailored to the needs of Alaska high school students. I see this as a plus for high school schedules, high school students, and for the development of healthy life-long physical activity since students would be able to choose exercise that is of interest and available to them.

If you would like to discuss any of this further, please let me know. Thank you once again for your interest in the health and education of kids.

Sincerely,

Eric Gebhart
Superintendent

ASSOCIATION OF ALASKA SCHOOL BOARDS

Advocates for Alaska's Youth

The Honorable Kim Elton
Alaska State Senate
State Capitol
Juneau, Alaska 99801

Aug. 5, 2005

Dear Senator Elton,

Thank you for your letter of June 6 asking for feedback on Senate Bill 199, offering grants to school districts that commit to selling only healthful food during the school day. As a general principle, AASB would never discourage the Legislature from offering grants to school districts to improve the health or education of Alaska's school children. The carrot of a small grant is much preferable to the stick of an unfunded mandate from the state.

Nevertheless, as you may know, our member districts often resist efforts by the state and federal government to dictate specific operating or budgetary decisions in local schools. That doesn't stop the dictates from coming down, of course.

A pertinent example is the Child Nutrition and WIC Reauthorization Act of 2004, which requires school districts to establish a local school wellness policy, including nutrition guidelines for foods available on school campuses, by the beginning of the 2006-07 school year. The federal law is quite specific in terms of goals for nutrition and the healthy development of children across the nation. After all, nutritional needs of kids don't really vary much from one state to the other.

But the new federal law differs from many other mandates in the premium placed on flexibility for local districts to formulate policies that are appropriate to their communities.

In reviewing SB 199, I identified some language that approaches the line of resistance some districts have established in regards to federal and state mandates. Namely, the nutrition standards listed in section (g) on page 2. While these appear to mirror the commonly accepted standards for unhealthy, or "junk", food, the question of placing them in statute for Alaska's 130,000 school children and 53 school districts to follow is an entirely different question.

1111 West 9th Street, Juneau, AK 99801

(907) 586-1083 (907) 586-2995 aasb@aasb.org http://www.aasb.org

As introduced, your bill offers districts $4 per student if they adopt policies banning vending machines in elementary schools and limiting machines in other schools only to healthful food items. In our smaller communities, where students across many grades are housed in one building, I am not sure how such a law would be implemented. And in our larger towns, would $4 per student be enough? In Juneau, with an ADM of 5,339, the total grant would amount to just $24,356 a year.

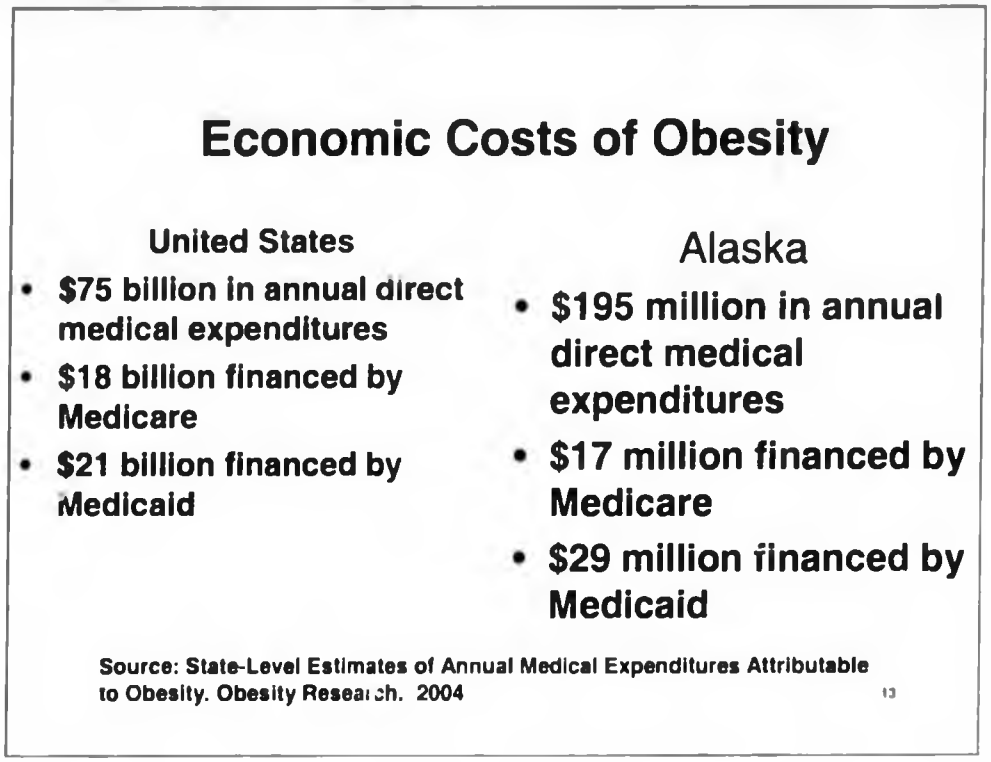
Better nutrition is very important to the health of America's kids. That's why restrictions on junk food sales in public schools have been debated in many states this year. In Alaska, that debate is currently underway among school boards and others regarding a more holistic approach to student wellness. Our association is engaging our member districts, community groups, parents and others in a proactive process to improve student physical and mental health through better eating habits, physical activity and access to adequate housing and health care.

Thank you for your interest in this issue. I would be pleased to discuss this in more detail with you.

Sincerely,

Carl Rose

Carl Rose
Executive Director



Source: Finkelstein, EA, Fiebelkorn IC, Wang G. State-Level Estimates of Annual Medical Expenditures Attributable to Obesity. Obesity Research. 2004; 12(1):18-24.

For the United States, 6% of total medical expenditures, 7% of Medicare expenditures, and 11% of Medicaid expenditures are estimated to be due to overweight and obesity

For Alaska, 7% of all medical expenditures, 8% of all Medicare expenditures, and 8% of all Medicaid expenditures are estimated to be due to overweight and obesity

Numbers are likely to be conservative underestimates

SENATOR KIM ELTON

MEMORANDUM

March 14, 2006

To: Senator Fred Dyson, Chair
Senate Health Education & Social Services Committee

From: Kim Elton

Re: Proposed CS for SB 199

I respectfully request a second hearing on Senate Bill 199, providing grants to school districts that commit to selling no junk food during the school day. I have prepared a committee substitute that addresses the concerns I heard raised in the committee.

In response to the concerns raised about the "physical activity" that could be depicted on a vending machine, the legislative drafter recommended using "athletic activity" instead. This phrase should effectively bar lewdness while promoting healthful endeavors.

In response to the Department of Education & Early Development's concerns over confusion with the federally defined phrase "minimal nutritional value," the proposed CS replaces it with "poor nutritional value." This phrase was suggested by staff in the Department of Education & Early Development and the Division of Public Health.

I appreciate your thoughtful comments when the bill was first heard. I look forward to bringing the amended version before the committee.

ALASKA SENATE
STATE CAPITOL • JUNEAU, ALASKA 99801-1182 • (907) 465-4947 • FAX (907)-465-2108
SENATOR_KIM_ELTON@LEGIS.STATE.AK.US

24-LS0979\S
Mischel
3/13/06

CS FOR SPONSOR SUBSTITUTE FOR SENATE BILL NO. 199( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-FOURTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): SENATOR ELTON

A BILL

FOR AN ACT ENTITLED

"An Act relating to public school funding for a prohibition on the sale of food and beverages of poor nutritional value in schools and for placing restrictions on the use of vending machines in public schools; and providing for an effective date."

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

*** Section 1.** AS 14.17 is amended by adding a new section to read:

Sec. 14.17.485. Public school nutrition support funding. (a) As a component of public school funding, a district is eligible to receive a nutrition support grant in the amount of $4 added to the base student allocation under AS 14.17.470 for the district adjusted ADM.

(b) In order to qualify for a nutrition support grant, the governing body of a district must adopt and enforce a policy that

(1) prohibits the sale on all school premises of a beverage of poor nutritional value and food of poor nutritional value during the school day and at least one hour before and after the school day, except for a beverage or food that is funded

under the federal school lunch and nutrition programs under 42 U.S.C. 1751 - 1770;

(2) prohibits the use of vending machines by elementary students; in this paragraph, "elementary student" means a student who is enrolled in a public school in a grade that is grade kindergarten through five; and

(3) restricts the use of vending machines in schools to machines that

(A) sell only foods and beverages that are not a food of poor nutritional value or a beverage of poor nutritional value;

(B) depict only athletic activities or foods and beverages that are not a food or beverage of poor nutritional value; and

(C) display no message, or display a health promotion message only.

(c) If a district that qualified for a nutrition support grant under this section subsequently rescinds or otherwise fails to enforce a policy adopted under (b) of this section, the department shall withhold the amount of the nutrition support grant awarded to the district from state funding for the district for the following school year.

(d) Notwithstanding the minimum instructional expenditure required under AS 14.17.520, a district that receives a nutrition support grant shall distribute the grant proceeds to support student activities or the federal school lunch and nutrition program provided under 42 U.S.C. 1751 - 1770.

(e) The department shall establish standards for poor nutritional value, in consultation with the commissioner of health and social services, and adopt other regulations necessary to implement this section.

(f) For purposes of the reduction required under AS 14.17.400(b), funding authorized under this section is treated the same as the state share of public school funding under AS 14.17.410.

(g) In this section,

(1) "beverage of poor nutritional value" means a drink, other than water or milk if the milk is served in containers of 16 ounces or less, that contains

(A) less than 100 percent vegetable or fruit juice unless the drink has no calories without added sweeteners;

(B) fruit juice and is sold in a serving container that is more

than 12 ounces;

(C) added sweeteners;

(D) caffeine; or

(E) additional ingredients and quantities identified by the department in regulation;

(2) "food of poor nutritional value" means a food intended for human consumption that

(A) derives more than 30 percent of the food's calories from fat, except legumes, nuts, subsistence foods, or seeds;

(B) contains a combined saturated and trans fat caloric content of more than 10 percent;

(C) has a sugar content of more than 35 percent of total weight, except for sugars that occur naturally in a dairy product, fruit, or vegetable;

(D) contains more than 250 calories for a serving; or

(E) meets additional standards established by the department in regulation.

*** Sec. 2.** This Act takes effect July 1, 2006.

SB

204

ALASKA STATE LEGISLATURE

SENATOR THOMAS H. WAGONER

- Chair, Senate Resources Committee
- Vice-Chair, Senate State Affairs Committee
- Member, Community & Regional Affairs
- Member, Legislative Council
- Member, World Trade

Official Business

Session: January – May
State Capitol, #427
Juneau, AK 99801
Phone: 907-465-2828 Fax: 907-465-4779

Interim: May – December
145 Main Street Loop; Suite 226
Kenai, AK 99611
Phone: 907-283-7996 Fax 907-283-8127

February 14, 2006

MEMORANDUM

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

From: Senator Tom Wagoner

Subject: Hearing Request

I would like to request that you schedule SB 204 in the Senate HESS committee at your earliest convenience.

Senate Bill 204 would set requirements for classroom size in grades one through three. Instead of requiring another class once there are over 20 students, this bill allows for teachers aids to help in situations where there is not room for another class, or not enough funds for another full time teacher.

I would appreciate your consideration on this bill. If you should have any questions please contact Amy Seiz, 3421.

Thanks.

24-LS0683\G.1
Mischel
1/31/06

AMENDMENT

OFFERED IN THE SENATE BY SENATOR WAGONER

TO: SB 204

Page 1, line 6:

Delete "class"

Insert "classroom for pupils who are"

Page 1, line 8:

Delete "class"

Insert "classroom"

Page 1, line 10:

Delete "class"

Insert "classroom"

Page 1, line 11:

Delete "24"

Insert "28"

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Sponsor Statement
Senate Bill 204

Many studies and discussions have taken place over the years on the effectiveness of learning in classrooms of various sizes. These studies show that smaller classrooms have a positive affect on a students learning, especially in the lower grades. Studies have also shown that students in smaller classes in grades Kindergarten through third grade tend to perform better in subsequent years as well.

Senate Bill 204 would require that grades one through three have a 20:1 pupil: teacher ratio. If reaching that goal is not possible, for whatever reason, there is the ability to have more students with a teacher's aid. For up to 24 students SB 204 requires a half time teacher's aid, and 25 students on up would require a full time aid. This would make for a better classroom environment for both the students and the teachers.

One of the main concerns raised each time the discussion of lowering classroom size comes up is the financial burden. Lowering classroom sizes around the state will cost money. Senate Bill 204 addresses that issue by implementing these provisions over a three-year period. This way the school districts will not suffer from a large increase in cost, but will get the benefits of smaller classrooms where it is most needed.

Class Size and Students At Risk: What is Known?...What is Next? - April 1998

Research on the Academic Effects of Small Class Size

The question "Are smaller classes better than larger classes?" continues to be debated among teachers (and their unions), administrators, and parents as well as in the research community. The issue persists because of the powerful common-sense appeal of small classes to alleviate problems indigenous to our classrooms. Small classes are an integral component of nationally subsidized programs including special education classes for disruptive or learning-disabled students and Title I interventions for children living in poverty. Small classes or small groups working with one teacher or tutor also are a key element of programs targeted most often at students at risk, for example, *Success for All* (Slavin, *et al.*, 1990; Slavin & Madden, 1995) and *Reading Recovery* (Pinnell, deFord, & Lyons, 1988).

The issue persists because of the tension between the research findings and the cost of implementation. A great deal of empirical data have been collected. However, they have so far been less than convincing and not consistent enough to justify the expense of the additional classrooms and teachers that would be required. Targeted remedial programs are generally less costly and easier to deploy. They tend to be adopted for a portion of the school day to address learning problems in one or a small number of subject areas. In contrast, maintaining small classes throughout a grade level or school requires pervasive organizational changes. Of course, proponents would argue that the benefits are also pervasive--being realized throughout the school day and affecting the entire range of school subjects--unlike the band-aid approach of experimenting with one targeted program after another.

Overviews of Research on Small Classes

Over the past 2 decades there have been many summaries of research on the relationship of class size to academic achievement. Three are particularly worthy of note because of their comprehensiveness, and because they planted the seeds for much of the research that followed.

Without doubt the most widely cited review is the classic *Meta-analysis of research on the relationship of class size and achievement* (Glass & Smith, 1978). The authors collected and summarized nearly 80 studies of the relationship of class size with academic performance that yielded over 700 class-size comparisons on data from nearly 900,000 pupils. The two primary conclusions drawn from this material are:

- reduced class size can be expected to produce increased academic achievement (p. iv); and
- [t]he major benefits from reduced class size are obtained as the size is reduced below 20 pupils (p. v).

Although the extensiveness of the Glass-Smith meta-analysis was commendable, the selection of studies to include was subject to justifiable criticism. A number of studies were of short duration; many compared normal-sized classes to one-on-one tutoring; other studies did not include "realistic" class sizes as their comparison groups; and at least one study related to instruction in non-academic subjects (i.e., tennis). In spite of these deficiencies, however, the two conclusions drawn by Glass and Smith

have endured and have received further support.

A compilation of studies examined by Educational Research Service (Robinson & Wittebols, 1986; Robinson, 1990) is noteworthy because of its extensiveness--more than 100 separate studies were reviewed. Robinson's (1990) conclusions added an important set of qualifications to the findings of Glass and Smith:

> [R]esearch does not support the expectation that smaller classes will of themselves result in greater academic gains for students. The effects of class size on student learning varies (sic) by grade level, pupil characteristics, subject areas, teaching methods, and other learning interventions. (p. 90)

In particular, the review concludes that small classes are most beneficial in reading and mathematics in the early primary grades and that: "[t]he research rather consistently finds that students who are economically disadvantaged or from some ethnic minorities perform better academically in smaller classes" (p. 85). Unfortunately, the wide-ranging review failed to distinguish even the best designed studies from those using the poorest methodology, and thus the conclusions must be viewed as tentative.

A third review is noteworthy because of its focus on high-quality research conducted in accordance with accepted scientific standards. Using a procedure termed "best evidence synthesis," Slavin (1989) reviewed only those studies that lasted a minimum of 1 year; involved a substantial reduction in class size, that is, larger classes were compared to classes that were at least 30 percent smaller and had 20 students or fewer; and involved either random assignment of youngsters to class sizes or matching to assure that the groups were initially equivalent.[1]

Of the research summarized by Glass and Smith (1978) and others, Slavin identified only eight studies that met all three criteria. From these eight studies, Slavin concluded that substantial reductions in class size have a small positive effect on students (the median effect size for the eight studies was only 0.13σ); and the effect was not cumulative and even disappears in later years.[2] Slavin's reinterpretation of the Glass-Smith findings is that large effects are not likely to be seen until the class size is reduced to one (e.g., one-on-one tutoring).

Other research syntheses. In a brief overview of research, Finn and Voelkl (1994) identified three approaches to studying the issue of class size: the *classroom-focus* approach, the *cost-related* approach, and the ecological approach.

The reviews by Glass and Smith (1978), Robinson and Wittebols (1986), and Slavin (1989) summarize classroom-focus studies; this research examined the number of pupils in each classroom, the interactions between the teacher(s) in that classroom, and the outcomes that were realized by the pupils in that classroom. It provides the most direct and intensive view of the effects of a small class setting.

The cost-related approach examines the actual or potential costs of implementing small classes and weighs them against the benefits that may accrue. This approach is discussed in considerable detail in the next chapter of this paper.

The ecological approach views class size in historical or geopolitical perspectives. For example, Tomlinson (1988, 1989) examined the changes in median class size in the United States over several decades and related them to changes in standardized test scores. The analysis does not show performance benefits for smaller classes, and it ignores a multitude of intervening factors, including population shifts and both cultural and institutional changes over the same time period. Likewise, the

comparison of class sizes between countries introduces a number of confounding variables including national differences in educational expenditures, educational goals, teacher preparation, and student characteristics, to name a few. Class sizes also may vary dramatically within a country over time or among schools at one point in time (see Finn & Voelkl, 1994). Thus, ecological associations with pupil performance only obscure the effects of having a smaller or larger number of individuals in a particular class setting.

Class size is not pupil/teacher ratio. The analysis of pupil/teacher ratios is characteristic of the ecological approach and shares some of the same difficulties. Although the number of pupils can be compared to the number of teaching staff in a single school, the ratio obfuscates the workload faced by a teacher in one classroom, the amount of attention the teacher gives to any one pupil, and dynamics of a small or large class that may impact on pupil participation;[3] these interactions may be especially important for students at risk. At the same time, pupil/teacher ratios are often smaller in urban districts (because of Title I programs, special education programs and remedial teachers), while actual class sizes may be larger. One significant study (Boozer & Rouse, 1995) found that average class size--a more direct measure of classroom organization--was more important to academic achievement than the pupil/teacher ratio. Although several studies discussed in this paper did examine pupil/teacher ratios, the emphasis is on classroom-focus research.

Statewide Class-size Studies: PRIME TIME and STAR

Indiana's PRIME TIME. In 1984 the state of Indiana funded an initiative to reduce class sizes in grades 1 through 3 to an average of 18 pupils, or to 24 pupils if an instructional assistant was in the classroom. During the initial year, 286 of 303 districts participated to a greater or lesser extent. The main PRIME TIME intervention took place over 3 years, beginning with grade 1 in 1984, adding grade 2 in 1985, and grade 3 (or kindergarten, on option) in 1986.

The outcomes of PRIME TIME are summarized in numerous publications (e.g., Center for School Assessment, 1986; Chase, Mueller & Walden, 1986; Malloy & Gilman, 1989; McGiverin, Gilman, & Tillitski, 1989; Mueller, Chase, & Walden, 1988). In brief:

- Positive outcomes were found for small classes on such factors as time on task, individualized instruction, well-behaved classes, and teacher satisfaction; but
- The results for academic achievement were mixed--at times, small classes were found to have superior outcomes and, at times, the large classes performed better.

Project PRIME TIME is noteworthy because it demonstrates important principles for the research that followed, namely, the feasibility of a statewide class-size initiative and the need to conduct an intervention of this type over a period of years. Virtually all class-size research that preceded PRIME TIME was cross-sectional in nature. However, PRIME TIME was designed as a demonstration project and did not follow rigorous procedures needed for a thorough evaluation in that: no control was implemented to equalize or match smaller and larger classes at the outset; small classes may not have been kept small for the entire school day; different achievement tests were administered in different schools; and other local, state, and federal programs were functioning in some schools but not others simultaneously with the class-size intervention.

More unfortunately, PRIME TIME did not implement a single, well-defined, small-class intervention. While the average class size of 18 pupils was viewed as a target, actual class sizes ranged from 12 to 31; classes of 24 pupils with a teacher aide were considered to be small despite the number of pupils in the

classroom. As a result, the evaluations of PRIME TIME cannot be interpreted as confirming or refuting a class-size effect.

Tennessee's Project STAR. Project STAR, the only large-scale, controlled study of the effects of reduced class size, was conducted in 79 elementary schools in the state of Tennessee from 1985 to 1989. The design drew heavily upon previous research findings, namely, that any benefits of small classes are likely to be realized in the primary grades, that there may be different outcomes for students based on race or economic disadvantage, and that only substantial reductions in class size are likely to have noteworthy impact.

Within each participating school, children entering kindergarten were assigned at random to one of three class types: small (S) with an enrollment range of 13 to 17 pupils; regular (R) with an enrollment range of 22 to 26 pupils; or regular with a full-time teacher aide (RA) with 22 to 26 pupils. Teachers also were assigned at random to the class groups. Teachers in the STAR classrooms received no special instructions of any sort, and the duties of teacher aides were not prescribed but were left to the teacher's discretion.[4]

Classes remained the same type (S, R, or RA) for 4 years, until the pupils were in grade 3. A new teacher was assigned at random to the class each year. Standardized achievement tests (Stanford Achievement Tests, or SATs) were administered to all participating students at the end of each school year. Also, curriculum-based tests (Basic Skills First, or BSF) reflecting the state's instructional objectives in reading and mathematics were administered at the end of grades 1, 2, and 3. Finally, a measure of motivation and self-concept intended for young children also was administered to each pupil (Milchus, Farrah, & Reitz, 1968). In all, about 7,500 pupils in more than 300 classrooms participated in the 4-year longitudinal study.

Comments on the design. Before reviewing the outcomes of Project STAR, the particular strengths of this initiative should be underscored. The within-school design was an effective way to control for differences among school settings including, but not limited to, the economic status of the student body, per-pupil expenditures, and the manner in which schools were administered. The value of this type of design cannot be underestimated. The random assignment was monitored carefully by state- level evaluators. A large and diverse population of students was longitudinally tracked over the 4 year period, and the data were collected, cleaned, and collated with a high degree of care. Both norm-referenced and criterion-referenced achievement data were collected. The norm-referenced tests, based on item-response theory, permitted comparisons of achievement levels from one grade to the next. The design of STAR, together with its magnitude and the follow-up research conducted after the 4-year period, led Harvard's Frederick Mosteller to term Project STAR "[a] controlled experiment which is one of the most important educational investigations ever carried out" (1995, p. 113).

The primary results. The main analysis of STAR outcomes consisted of four cross-sectional analyses, one at the end of each school year.[5] The statistical methods were variations of common confirmatory procedures for evaluating experimental outcomes, for example, analysis of variance, multivariate analysis of variance, and analysis-of-covariance procedures (see Finn & Achilles, 1990). In addition to tests of significance, "effect size" measures were derived each year for all students and for white and minority students separately. The results were compiled into a Tennessee State Department of Education report (Word,*et al.* 1990).

Four primary results were reported consistently across the 4 years of analysis:

- Differences among the three class types were highly statistically significant for all sets of

achievement measures and for every measure individually. In every case, the significance was attributable to the superior performance of children in small classes, and not to classes with full-time teacher aides.

- With only minor exception, there was no significant interaction with school location [6] or sex of the pupil. A significant small-class advantage was found in inner-city, urban, suburban, and rural schools alike and the advantage of small classes was found both for males and females.
- In each year of the study, some of the benefits of small classes were found to be greater for minority students than for nonminorities, or greater for students attending inner-city schools.
- No differences were found among class types on the motivational scales.[7]

The results are given in the form of small-class effect sizes in Table 1.[8] Each effect size is the mean score for small classes minus the mean score of regular and teacher-aide classes [S - (R+A)/2] in standard deviation units. Since they all favor small classes, the researchers referred to the difference as the "small-class advantage." For the criterion-referenced Basic Skills First (BSF) tests, the difference is computed for the percentage of students exceeding the state's mastery criterion.

Table 1.
Small-class effect sizes, grades kindergarten (K) through 3, by skills, motivation, and self-concept data

Scale	Group	Grade Level			
		K	1	2	3
Word Study Skills	W	0.15	0.16	0.11	
	M	0.17	0.32	0.34	N/A
	ALL	**0.15**	**0.22**	**0.20**	
Reading	W	0.15	0.16	0.11	0.16[a]
	M	0.15	0.35	0.26	0.35[a]
	ALL	**0.18**	**0.22**	**0.19**	**0.25[a]**
Total Reading	W	-	0.17	0.13	0.17
	M	-	0.37	0.33	0.40
	ALL	**0.18**	**0.24**	**0.23**	**0.26**
Basic Skills First (BSF) Reading	W	N/A	4.8%	1.6%	4.0%
	M		17.3%	12.7%	9.3%
	ALL		**9.6%**	**6.9%**	**7.2%**
Total Mathematics	W	0.17	0.22	0.12	0.16
	M	0.08	0.31	0.35	0.30
	ALL	**0.15**	**0.27**	**0.20**	**0.23**
Basic Skills First (BSF) Mathematics	W	N/A	3.1%	1.2%	4.4%
	M		7.0%	9.9%	8.3%
	ALL		**5.9%**	**4.7%**	**6.7%**
Motivation	W	0.00	-0.02	-0.03	-0.01
	M	0.03	-0.01	0.07	0.11
	ALL	**0.01**	**0.00**	**0.01**	**0.00**

Self-Concept	W	0.10	0.07	0.00	-0.05
	M	0.10	0.05	0.03	0.04
	ALL	**0.11**	**0.7**	**0.02**	**0.02**

NOTE: The values for BSF Reading and BSF Mathematics represent differences in the percent passing (no standard deviation). All other values are mean differences: Small - (Regular + Aide)/2, divided by the standard deviation of the scale. Standard deviations computed for all students in regular classes, and all white (W) and minority (M) students separately.

[a]Total Language scale in grade 3 (not Reading).

In every instance, small classes outperformed the other class types; effect sizes for the total sample (*All* range from about 0.15σ in kindergarten to about 0.25σ in grades 1, 2, and 3.[9] And like the research that preceded STAR, the small-class advantage was consistently greater for minority students (most of whom were black) than for whites. In most comparisons, the impact on minorities was about twice as large as it was for white students. This resulted in a considerably reduced achievement gap. In reporting this effect, Finn and Achilles (1990) noted that the difference between minorities and whites in mastery rates on the grade 1 reading test was "reduced from 14.3 percent in regular classes to 4.1 percent in small classes" (p. 568).

Two additional points should be noted. First, the effect sizes in Table 1 show that small classes present up to a 1/4σ advantage compared to larger classes in every subject tested.[10] Although the researchers did not devise methods for computing the total impact on achievement, it is greater than any single difference would indicate. Second, the effect sizes in Table 1 actually underestimate the true small-class advantage. An unavoidable phenomenon during the 4-year project was the "drifting" of some classes out of the target size range, as students transferred into or out of a class or school. Preliminary indications are that the effect sizes would be substantially greater if out-of-range classes were removed from the data.[11]

In sum, due to the magnitude of the Project STAR longitudinal experiment, the design, and the care with which it was executed, the results are clear:

- This research leaves no doubt that small classes have an advantage over larger classes in student performance in the early primary grades.

At the same time, the research leaves behind a wealth of data that have only begun to be analyzed for what they can tell us.

The follow-up: the Lasting Benefits Study. After the positive STAR findings, Tennessee authorized a study to see how long the initial benefits of small classes would persist. Although all children were returned to regular-size classes in grade 4, the Lasting Benefits Study (LBS) continued to follow a significant portion of these pupils.[12] In the 1995 1996 school year, the majority of STAR students were in grade 10 and were still being tracked.

The grade 4 evaluation included standardized and criterion-referenced achievement tests plus a new measure of student engagement in learning activities, the Student Participation Questionnaire (SPQ) (Finn, Folger, & Cox, 1991). The SPQ is a 28-item scale on which each pupil is rated by his or her teacher. It yields reliable, valid measures of student "effort" that the student allots to learning, "initiative-taking" in the classroom, and "nonparticipatory" behavior (disruptive or inattentive-withdrawn behavior). The grade 4 results (Finn,*et al.* 1989) showed that, even after the small-class

intervention was disbanded:

- Students who had been in smaller classes had higher achievement in all academic areas compared to students in regular or teacher-aide classes;
- The small-class effect size (small to regular) ranged from 0.11σ in social studies to 0.16σ on the criterion-referenced mathematics test; and
- Pupils who had been in small classes were rated as expending more effort in the classroom, taking greater initiative with regard to learning activities, and displaying less disruptive or inattentive behavior compared to their peers who had been in regular-size classes.

Positive achievement results continued to be obtained in later grades. The median small to regular difference in grade 5 for the total sample was approximately 0.18σ ; in grade 6 it was approximately 0.16σ ; in grade 7 it was approximately 0.14σ 0. As in earlier grades, the differences were statistically significant on all norm-referenced and curriculum-based tests.[13]

The carry over effects are consistent with findings from other early interventions, for example, the Perry Preschool Project (Berrueta-Clement,*et al.* 1984). They raise the possibility that small classes in the early grades have significant long-term consequences for all students generally and that they may begin students at risk of educational failure on a positive trajectory that will increase their chances of school success through the years.

As of this writing, resources are not available to explore these data in any but the most cursory ways. The data base continues to grow, however. In grade 8, two teachers rated each student on the SPQ and each student completed a self-report "Identification with School" scale (Voelkl, 1996). Achievement test scores have been obtained for grades 8 and 9. In sum, STAR and the LBS have laid the groundwork for building an important data base for examining educational effects longitudinally. Its potential to address both basic and policy-relevant research issues is elaborated in a later section of this report.

Other STAR-related studies. Based on the positive findings of STAR and the LBS, Tennessee implemented *Project Challenge* in 17 of the state's poorest school districts, that is, districts with the lowest per capita income and highest percentages of pupils in the subsidized lunch program. Beginning in 1990, small classes (pupil to teacher ratio of 15:1) were introduced in all schools in these counties in the primary grades; grades 2 and 3 in 1990, grades 1 through 3 in 1991, and grades kindergarten through 3 in 1992 and later years. *Project Challenge* was not a controlled experiment as was Project STAR, but was a thorough effort to implement small classes in particular targeted districts.

The project was assessed through an analysis of district rankings on statewide achievement tests (Achilles, Nye, & Zaharias, 1995). Since Tennessee has 138 districts, a rank of 69 would be considered average. In terms of the mean rankings of the 17 Challenge districts, the results were:

- In grade 2 reading, the mean ranking improved from 99 in 1990 (among the lowest) to 94 in 1991, 87 in 1992, and 78 in 1993; and
- In grade 2 mathematics, the mean ranking improved from 85 in 1990, to 79 in 1991, to 60 in 1992, and 57 in 1993--that is, from performance below the state average in 1990 to performance above the average in 1992 and 1993.

It is also interesting to note that because of the staggered introduction of small classes, grade 2 students

in 1991 had been in small classes for just 1 year, whereas the grade 2 students in 1991 had been in small classes for 2 years (grades 1 and 2), and the 1992 and 1993 grade 2 students had been in small classes for 3 years (kindergarten through grade 2). That is:

- Each additional year in the small-class setting was accompanied by further improvement in reading and mathematics.

This study adds non-experimental evidence that small classes are beneficial in the primary grades. The data also indicated that in-grade retentions were reduced when small classes were implemented (Achilles, n.d.).

Two smaller studies of class size were conducted in North Carolina pursuant to STAR. In 1991 educators, citizens, and the school board in Burke County, North Carolina began a project to reduce the class size to 15 in grade 1, followed by grades 2 and 3 in subsequent years (Achilles, Harman, & Egelson, 1995; Egelson, Harman, & Achilles, 1996). And in a related effort, the principal of the Oak Hill elementary school in the Guilford County, North Carolina system restructured classes in grades kindergarten through 3 into a small-class format (15 students). The initiative was termed *Success Starts Small* (Achilles,*et al.* 1994; Kiser-Kling, 1995). Oak Hill school was fully Chapter 1 eligible, with 78 percent of its students in the subsidized lunch program. Matched comparison groups were used in both studies.

The results of both projects favored small classes in academic achievement small-class effect sizes were in the range 0.4σ to 0.6σ (Achilles,*et al.* 1994; Achilles, Harman, & Egelson, 1995) 0. Significantly, *Success Starts Small* included systematic comparisons of teaching behavior in small and regular classes:

- Teachers of small classes spent significantly more time on task and significantly less time on discipline or organizational matters compared with teachers of regular-size classes.[14]

Conclusions. Both Project STAR and the LBS provide compelling evidence that small classes in the primary grades are academically superior to regular-size classes. The findings were confirmed for every school subject tested. Teachers of small classes received no special instructions or training; the outcomes result from class size and from whatever perceptions and advantages accompany having substantially fewer students in a room with one teacher. This is not to say, of course, that the effects could not be accentuated if additional teacher preparation initiatives were provided.

A clear small-class advantage was found for inner-city, urban, suburban, and rural school for males and females; and for white and minority students alike. The few significant interactions found each year indicated greater small-class advantages for minority or inner-city students. Targeting small classes in particular schools or districts may provide the greatest benefits at a cost that is contained, although it may also mean denying the benefits to other students or schools.

These studies were based on research suggesting that small-class benefits are most likely to occur in the primary grades. The findings of Project STAR are limited to grades kindergarten through 3--no reasonable extrapolation beyond those grades can be made from these data. At the same time, the LBS results indicate clearly that the effects carry over into later years. The large, diverse database created through STAR, the LBS, and ongoing data collections offers the opportunity to answer a number of significant questions about the long-term effects of small classes on achievement, pupil engagement in school, and student behavior.

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[1] At the time of the Slavin analysis, Project STAR had not been completed.

[2] Slavin also commented that while teachers may change their behavior in small classes, the changes are so slight that they are unlikely to make important differences in student achievement. This issues is discussed more fully in a later section of this paper.

[3] Of the studies described in the next section, Project PRIME TIME manipulated pupil/teacher ratios but failed to find a significant impact on academic achievement. In contrast, Project STAR controlled the number of pupils in each classroom; this was accompanied by differences in student performance.

[4] There was a training component for some teachers in grade 2. The effects on student achievement were found to be negligible. The results reported here do not include classes taught by that subsample of teachers.

[5] Several longitudinal analyses have been completed as well, including a K-1 analysis (Finn & Achilles, 1990)and a K-2 analysis (Finn, *et al.*, 1990). Many important longitudinal analyses remain to be conducted.

[6] The exceptions did not contradict the finding of a small-class advantage. They indicated that, to some extent, the advantage was greater for students attending inner-city schools.

[7] One possible reason for the negative findings may lie in the difficulties in assessing noncognitive characteristics of young children. Of course it is also possible that small classes improved learning but did not affect pupils' motivation or self-concepts.

[8] Unpublished table obtained directly from the analyses.

[9] Although precise grade equivalents are not available, these differences correspond to an advantage of about .1 grade equivalents (or about 1 month)by the end of kindergarten, about 0.2 grade equivalents (or about 2 months) at the end of first grade, and somewhat more by the end of grade 2.

[10] Including several subtests not listed in Table 1.

[11] In the range 0.3* and upward (Zaharias, *et al.*, 1995).

[12] Each year (1990-1994) the number of students tested was between approximately 4200 and 6000.

[13] Later follow-ups through grade 11 are being conducted by H.P. Bain and J.B. Zaharias of HEROS, Inc. Preliminary results indicate that the positive effects of small classes persisted at least through grade 10.

[14] This finding is discussed further in the later section on instructional practice and student behavior.

-###-

[Acknowledgements] PREV UP NEXT [Assessing the Cost and Benefits of Smaller Classes]

CLASS SIZE REDUCTION PROJECT

FINAL REPORT

PREPARED FOR

Alaska Department of Education

PREPARED BY

Dr. Annmarie O'Brien

July 1996

INSTITUTE OF SOCIAL AND ECONOMIC RESEARCH
UNIVERSITY OF ALASKA ANCHORAGE
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EXECUTIVE SUMMARY

This report presents the final assessment of the *Elementary School Class Size Reduction Pilot Project* at four participating elementary schools: one in the Juneau School District and three in the Kenai Peninsula School District. The project was designed to assess the effectiveness of reduced class size—combined with other teaching interventions—on student achievement and attitude, school discipline, and parental involvement in education. Participating schools explored strategies to reduce class size and improve education without significantly adding to the cost of education.

This document includes a description of participating schools' progress toward achieving their goals and comparative data on students' academic achievement from Fall 1993 to Spring 1996. It also answers a series of research questions pertaining to the effectiveness of the *Elementary School Class Size Reduction Pilot Project* and includes a summary of the cost per classroom for reducing the pupil-teacher ratio and implementing the instructional changes. To make the evaluation, we used classroom observations; staff interviews; project coordinators' reports; teachers' portfolios and logs (daily and weekly records and schedules of instruction for reading, language arts, and math); and end-of-the-year surveys of parents, students, and teachers. To assess academic achievement, based on standardized assessments, we include a comparison of mathematics, reading, and language arts test results from Fall 1993 to Spring 1996.

While the focus of each participating school varied, all used multiple strategies to reduce the pupil-teacher ratio, including half-time co-teachers, parallel block scheduling, increased use of computer-assisted instruction, parent and community volunteers, flexible staff allocation, and collaborators who worked with the classroom teacher during reading, language arts, and mathematics instruction. Parents and teachers at all participating sites overwhelmingly agreed that periods of reduced pupil-teacher ratio during core instruction time increased academic achievement and improved the overall quality of education.

Significant findings about the effects of the *Elementary School Class Size Reduction Pilot Project* include:

- Parallel block scheduling was the most cost-effective approach to reducing class size and provided the most consistent small-group time.
- Student attitude toward learning and school was reported as positive over 90 percent of the time at all schools during the three years of the project.
- Classroom climate and behavior improved at all participating schools during periods of lower pupil-teacher ratio.
- Technology as a strategy to reduce class size and improve instruction was effective when the implementation process was supported by an on-site specialist and ongoing staff development.
- Academic achievement, as reported in teachers' weekly logs and parent surveys, improved as a result of reduced class size and instructional innovations.
- Teachers overwhelmingly reported that small group instruction and challenging learning experiences improved students' self-esteem and attitudes toward school.
- Parental involvement in their children's education improved at all schools. However, the lack of consistency limited the effectiveness of parent volunteers as a long-term strategy to reduce the pupil-teacher ratio and improve instruction.

While there were considerable similarities in the proposals, there were also some notable differences. The four schools targeted different grades for class reduction: Sites A and B, K-2; Site C, 3-5; and Site D, K-6. The methods of reducing class size also differed somewhat. Site A used half-time co-teachers in targeted classrooms. Site B used block scheduling, computer-assisted instruction, volunteers, and collaborators who worked with the classroom teachers to reduce PTR during core instruction time. Site C used parallel block scheduling, computer-assisted instruction, volunteers, and noncertified special program staff. Site D used parallel block scheduling, computer-assisted instruction, and volunteers.

There were also substantial differences in the emphasized instructional strategies and related staff development programs. [redacted] emphasized the development of thematic units and team-building skills. [redacted] focused on collaboration, team teaching, peer coaching, cooperative learning, and integrated instructional technology. [redacted] concentrated on effective small-group instructional techniques and the integration of technology. [redacted] stressed the development of instruction in reading and mathematics problem-solving skills and the integration of technology into the instructional program.

This study provides insight into the effectiveness of the site-specific strategies and innovations to reduce class size on student achievement, school discipline, teacher innovation, and parents' participation. Therefore, we will present the evaluation as case studies, one for each participating school.

EVALUATION

The focus of this evaluation is on an assessment of the *Elementary School Class Size Reduction Pilot Project* from a multi-participant perspective. Evaluation activities used to compile the data for the report include standardized, diagnostic, and norm-referenced achievement tests; classroom observations; staff interviews; project coordinators' reports; teachers' portfolios and logs (daily and weekly records and schedules of instruction for reading, language arts, and math as well as project impact on academic achievement, class behavior and climate, and teacher satisfaction); and end-of-the-year surveys from parents, students, and teachers. Evaluation activities completed during the duration of the project include:

- Iowa Test of Basic Skills (Fall 1993, Spring 1994, Spring 1995, Winter 1996)
- KeyMath (Fall 1994, Spring 1995, Fall 1995 [new students]), Spring 1996)
- Peabody Picture Vocabulary Test (Fall 1994, Spring 1995, Fall 1995 [new students], Spring 1996)
- Reports from principals and project coordinators
- Classroom observations
- Daily logs documenting the number of minutes of reduced pupil-teacher ratio time and accompanying instructional strategies
- Weekly classroom logs documenting the type of instruction used; level of parent participation; and a subjective assessment of classroom climate, student achievement and behavior, and teacher satisfaction
- End-of-the year surveys of parents (Spring 1994, 1995, 1996) and teachers (Spring 1994, 1995) on the perceived effectiveness of the project
- End-of-the-year surveys of student attitude toward school (Spring 1994, 1995, 1996)
- Weekly teachers' observation of project impact on at-risk students

The goal of the project was to examine class size as a general treatment to improve instruction and learning, not as a comparative study; therefore we will present the participating schools as Sites A, B, C, and D.

PROJECT OUTCOMES

This segment of the report answers seven research questions proposed by the Alaska Department of Education at the start of the *Elementary School Class Size Reduction Pilot Project.* In preparing this section, we used project documentation and evaluation activities completed between Fall 1993 and Spring 1996; those examined effects of the project on student academic achievement and attitude, school climate and discipline, teacher innovation, and parental involvement.

1. Did the program at Site A meet its class size goals?

Goal 1: Increasing student achievement as reflected in norm-referenced, criterion-referenced, and other forms of authentic assessment

> *We are seeing children who did not know how to tackle a story problem or know how to begin to think mathematically now go through the grids of cognitive guided problem solving. I attribute this to being able to meet with them at least three times per week in small groups and getting them talking. Some kids who were confused at first are leaping ahead and I do not think they could have made that progress had they not been tutored individually or divided into interest groups.*
> **(First-grade co-teachers)**

Refer to Research Question 5 for comparative data on norm-referenced and diagnostic achievement tests (Peabody Picture Vocabulary Test and KeyMath).

Student achievement as defined here means weekly assessments of students' academic performance using measures other than standardized tests. Individualized, informal, and frequent assessment strategies were carried out in classrooms with two teachers. These assessments allowed for immediate response and assistance to children learning the basic skills in reading, writing, and mathematics.

District portfolios—which include reading attitude surveys, self-reflection surveys, teacher narratives, reading continuum, writing continuum, reading samples, and writing samples—were used extensively for student assessment. Besides these district-wide assessments, participating classroom teachers used math homework results, math take-home records, home reading records, and science take-home checklists.

Classroom teachers' general assessments of the effects on academic achievement of reduced pupil-teacher ratio for the 1995-96 school year were 88 percent excellent and 12 percent good. For the 1994-95 school year these assessments were 60 percent excellent and 40 percent good. **Teachers reported that the students enrolled in the project for at least one full school year approached learning more confidently, exhibited high expectations for their academic performance, and were more independent and self-directed learners.**

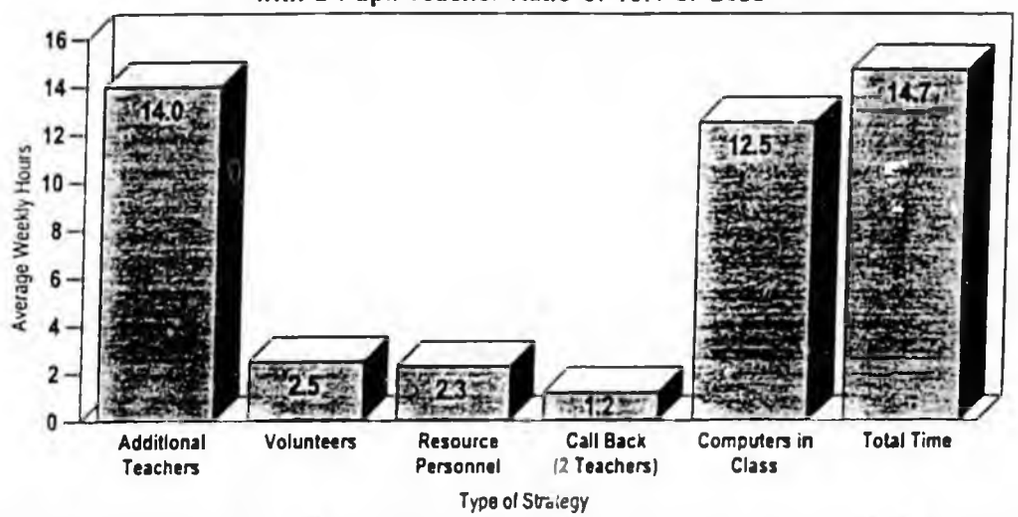
Parent surveys conducted at the end of the 1995-96 school year substantiated classroom teachers' reports of increases in academic achievement. Parents reported "strongly agreeing" 89 percent of the time that the reduced pupil-teacher ratio had a positive impact on their children's academic achievement. In a similar survey conducted at the end of the 1994-95 school year, 100 percent of parents "strongly agreed" that the reduced pupil-teacher ratio had a positive effect on learning.

All project teachers agreed that academic achievement had increased among the students in the project classes. They attributed this increase to consistent small group instruction made available by having two teachers in the classroom during core instruction time.

Goal 2: Increasing time engaged in learning as indicated by an engagement time summary

Data collected from the teachers' daily records show an average of 14.7 hours of available instruction time with a pupil-teacher ratio of 15:1 or less. Along with the co-teacher team, teachers used computers in the classroom, resource personnel, and volunteers to support and enhance the learning environment for the students. Two co-teacher teams used call-back time—a strategy where a few (3-5) students remained in the classroom after the normal school day and received additional assistance (see Figure 1).

Figure 1. Site A Average First and Second Grade Teacher Weekly Instruction Time with a Pupil-Teacher Ratio of 15:1 or Less



Note: Sometimes several strategies were used at the same time—so the sum of the strategies is greater than the total time shown with reduced PTR.

The average time with reduced PTR remained relatively consistent throughout the project. During the 1993-94 school year, teachers reported a total of 14 hours of reduced pupil-teacher ratio time (15:1 or less), and 14.7 hours during the 1994-95 school year.

Goal 3: Increasing the frequency of interaction between the student and teacher

> *Students are excited to learn something new because they know they will get the help they need to understand so they can approach the new task with a can-do type of attitude. One of us is always available to talk to kids about a problem they may have with a specific task.* **(First-grade teacher)**

> *It[co-teachers] is a wonderful idea! It allows the teachers to really get to know the children as individuals—their strengths and weaknesses—and at a very important time in their lives. What'a better way to have a positive attitude toward school! I am sorry to see the grant end.* **(Parent)**

The most significant and worthwhile feature of the co-teacher team was having time to work with individual students or very small groups on a consistent daily basis. Time on task— sustained, uninterrupted time students spent in productive learning activities—was often observed by the project evaluator. The co-teacher team encouraged the quality and frequency of this student-teacher interaction. Technology available in the classroom allowed the teachers the increased opportunity to individualize and enhance their instructional strategies to meet the needs of a broader range of learning styles.

Goal 4: Increasing students' positive attitudes and motivation to learn

This is the most important thing. If kids do not have a positive attitude about learning and thinking they can learn, they are not going to learn. The most important thing about the grant is that we are able to help with the children's attitude. (First-grade teacher)

At the end of each school year, all students attending classes participating in the project completed a survey asking for information on attitudes toward learning and school in general. The surveys were designed to show students' attitudes for the year under study, not to provide comparison from year to year; comparisons were made with students enrolled in non-grant classes. Student survey results consistently showed positive and favorable attitudes toward learning and school.

Table 1 shows students' responses to questions about their attitudes toward school and learning in 1995-96. The survey also asked students to assess their progress and to say whether they felt school was a safe place. Overall, as found in the 1993-94 and 1994-95 student surveys, favorable attitudes toward learning, school, and safety were the norm. In response to the question, "Do you like school?", 63 percent said always, 36 percent said sometimes, and 1 percent said never. To the question, "Do you like learning to do math at school?", 73 percent responded always, 21 percent sometimes, and 5 percent never. Students were also asked their favorite school activities. Twenty-seven percent cited mathematics and 14 percent reading. The one activity preferred above all others was sports and physical education, at 36 percent. Other preferred school activities included computer lab; arts and crafts; games; and music, drama, and dance.

Table 1. Site A Students' Perceptions About School, 1995-1996

	Always	Sometimes	Never	Don't Know	No Answer
Do you like school?	63%	36%	1%	0%	0%
Do you like reading at your school?	67%	28%	4%	0%	1%
Do you like doing math at your school?	73%	21%	5%	1%	0%
Do you feel your school is a safe place?	70%	2%	0%	28%	0%
Do you feel good about how you are doing at school?	64%	28%	6%	0%	2%
Do most of the kids in your class follow the rules?	23%	72%	1%	0%	4%
Number of students responding = 90					

Goal 5: Increasing parental involvement and improving the home-school communication loop

Parent participation and involvement in their children's education are valued and important components of academic success and achievement. *Elementary School Class Size Reduction Pilot Project* participants worked to involve parents in the everyday educational activities that assist a child's learning and build a positive perception of self and school. Staff engaged parents in their children's learning by encouraging them to assist with school-related activities and programs; read aloud to their children; listen to their children talk about the school day; volunteer for special events; and send their children to school fed and properly attired and with appropriate school materials. Teachers also involved parents in project-related objectives and kept them updated on the progress of the grant.

During the first year of the *Elementary School Class Size Reduction Pilot Project*, considerable attention was given to informing parents about the philosophy and goals of the grant. During year two, teachers worked on evening classes to share various educational methods and lessons for parents to use with their children at home. Throughout the final grant year, the teachers held monthly parent-child activity sessions during the noon hour. This in-school activity met with greater success than the evening sessions, because more working parents were able to take extended lunch hours to attend the sessions.

Table 2 shows the percentage of parents in 1995-96 who were aware of the project components and who felt the project had a positive impact on their children's education. A total of 89 percent reported the co-teacher as having a positive impact on their children's education. This response had remained fairly consistent throughout the three years of the project. However, parents' awareness about the effectiveness of staff development and changes in the way the curriculum was presented declined over the duration of the project. In the 1993-94 school year, 78 percent felt staff development had a positive impact and 86 percent felt the curriculum presentation had a positive impact. These ratings changed to 41 percent and 45 percent, respectively, for the 1994-95 school year, and 38 percent and 49 percent for the 1995-96 school year.

Table 2. Site A Parents' Awareness of and Involvement in the Project

Project Component	Percent Aware of Project Component	Percent of Those Aware of Project Who Feel Project Has Had a Positive Impact
Two teachers in the classroom	95%	89%
Staff development	49%	38%
Curriculum presentation	57%	49%
Parent Involvement		**Percent**
Participated in educational activities such as assisting child with homework, reading to child at home, listening to child read, helping with school-related assignments, and reading newsletters about class events and educational activities.		98%
Volunteered by assisting during field trips, working in the classroom, attending parent orientations and conferences, attending special events during the school day, or contributing to supplementary classroom supplies and materials		92%
Number of parents responding = 63		

Fifty-four percent of the parents responding to the survey had children in project classes before the start of the 1993-94 school year. Of that group, 84 percent felt the program offered to their children was better because of the *Elementary School Class Size Reduction Pilot Project* and 14 percent were undecided (see Table 3). This rating had increased 9 percent from the 1993-94 school year and decreased 4 percent from the 1994-95 school year.

Table 3. Site A Percentage of Parents with Children in the School Before the Start of the 1993-94 School Year Who Felt the Program was Better Because of the Grant

	Percent
Yes	84%
No	0%
Don't Know	14%
Number of parents responding = 34	

Parents' perceptions about the project at Site A were overwhelmingly positive. Ninety-eight percent of respondents said their children enjoyed coming to school, 97 percent knew how their children were doing at school, and 98 percent were pleased with the school's effort to communicate with them. A total of 73 percent felt that changes in the school program as a result of the grant improved their children's attitude toward school (see Table 4). These overall ratings remained consistent during the three years of project implementation.

Table 4. Site A Parents' Perceptions About the School

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Answer
My child enjoys coming to school.	71%	27%	0%	2%	0%	0%
The project has provided opportunities for me to get involved in my child's education.	51%	35%	14%	0%	0%	0%
Changes to the school program, as a result of the project, have improved my child's attitude toward school.	52%	21%	22%	3%	0%	2%
I feel I know how my child is doing at school.	62%	35%	3%	0%	0%	0%
I am pleased with the school's communication efforts.	60%	38%	2%	0%	0%	0%
Number of parents responding = 63						

Parent Comments About the Project

Throughout the three years of the project, positive comments of parents far exceeded negative comments. Negative comments generally referred to teachers' absences from the classroom for staff development and other project-related meetings.

The following statements are representative of parent comments about the *Elementary School Class Size Reduction Pilot Project.*

Positive

- We are so pleased with the class size pilot project and regret the thought that it may, or most likely will, end. We strongly believe that it has greatly influenced our child's attitude toward school. He has both a very positive feeling and attitude toward school. I cannot even remember when I had to talk him into going to school. He not only looks forward to going but is excited about learning. He was very fortunate to have been involved in this pilot program. It would be great if the program continued and expanded to include K-6th-grade. This would benefit so many, especially if overcrowding were a problem. As taxpayers we would be happy to support the extension of this program.
- We feel this has contributed greatly to our child's development.
- I felt the student-teacher ratio is important in that it determines the amount of direct attention each student gets in the classroom. My daughter seems to have thrived in the class size reduction project because of the additional attention she has received. She is a quiet student who otherwise may not have received much attention in a one-teacher environment.
- The 15:1 program was outstanding. Our child thrived in an environment enriched with two adults to nurture and care about her.

Negative

- The only complaint I have is the amount of substitutes used while teachers attend meetings. This is hard on the children.

Mixed

- My child has a very difficult time with transition and change, and has been negative about school since before kindergarten. I believe this program could be effective and probably is, but my child is still negative through no fault of the program.

Goal 6: Implementing a thematic curriculum designed to develop students' complete thinking skills

Our recommendation is to expect it [curriculum changes] all to take time. One cannot change overnight. Start trying new strategies; one year try to write out the lessons, then revamp them. **(Second-grade co-teachers)**

The process of implementing a thematic curriculum—an instructional approach that organizes the curriculum around a specific theme and integrates two or more subjects—requires long-term and consistent staff development and training. The co-teacher teams in the project at the close of the 1995-96 school year represented three distinctive phases of this process. Two sets of teaming partners had worked on thematic curriculum models since the 1993-94 school year. One teaming pair was involved with the curriculum changes since the 1994-95 school year and the fourth teaming pair, new to the project in 1995-96, was in the introductory phase of the changes. All participants acknowledged the importance of adequate training and time (at least three years) to understand and feel comfortable making the transition.

The co-teachers working on the first phase of implementing a thematic curriculum credited frequent interactions with other grant teachers, opportunities for observation, and staff development sessions for supporting their progress in using this approach to teaching.

The co-teachers working in the second phase of implementing the thematic curriculum reported that they still needed training and practice to sharpen their skills to successfully adjust to this type of teaching. They stressed the importance of commitment from administration, adequate planning time, and staff development to support this new approach. They were confident in this method of learning, and the recent special education endorsement of the thematic curriculum as a way to integrate special needs' students into the regular class program strengthened their commitment to this innovative approach to learning.

The co-teachers who worked on this model for three years reported being comfortable with the changes and adjusting all lessons to fit this curriculum model. They credited time for planning curriculum changes, support from administration, staff development, constant peer coaching, and interaction for their success. These co-teachers held staff development sessions on thematic curriculum for in-school and in-district staff and provided opportunities for non-project teachers to observe in their classrooms.

Goal 7: Providing extensive staff development and training to achieve the implementation and curriculum changes

I have learned so much from the people I work with. This has been the ultimate in-service. As teachers we are so isolated. Other than student teaching I have not spent any time watching others teach. Now, for the past three years, I had the opportunity to watch others teach. **(Second-grade teacher)**

I came in as a special education teacher. I have been exposed to so many wonderful opportunities and ideas I know I will never be the same teacher. The training, both formal and informal, has been such a gift to me these last two years. **(First-grade teacher)**

Staff Development

Research on the effectiveness of reduced class size indicates that smaller class size is ineffective if teachers continue to teach using strategies geared to whole-class instruction. A major grant objective for the Site A project included extensive staff development to achieve organizational and curriculum changes. Along with increasing their repertoire of effective teaching and learning strategies for small-group instruction, teachers were faced with the challenge of developing new skills for successfully changing from a traditional one-classroom, one-teacher model to a cooperative team approach to education. This new role required the teachers to develop a common philosophy of education, knowledge of teamwork, and effective communication skills.

During the 1994-95 school year, the co-teacher teams received training in the integration and implementation of a thematic curriculum model designed to develop students' critical thinking skills and different ways of learning techniques for assessing, validating, and evaluating what students learned; team-building skills and applied communication techniques; and ongoing training opportunities in relevant areas.

The focus of staff development for the final grant year included increasing project teachers' understanding and use of thematic curriculum in all subject areas following Gardner's *Theory of Intelligences*. The project supported workshops, conferences, and contracts with specialists to work with the staff development component.

A sample of seminars and workshops held to support project goals at Site A include the following:

Workshops/Seminars

- Team Building
- Goal Setting
- Grant Documentation
- Communication Building
- Student-led Conferences
- Thematic Curriculum Development
- Life Styles Inventory
- Transformation of Elementary Schools into a "Community Environment"
- Multiple Intelligences
- Computing for Educators
- *Early Reading and Writing Strategies*
- Multi-age Instruction
- In-service on Gardner's *Theory of Intelligences*
- District In-service: teachers presented thematic assessment and instruction for beginning readers

National and State Conferences

National Conference for Teachers in Mathematics

- National Conference for Teachers in English
- National Association of Education for Young Children
- 1994 Alaska Staff Development Network Summer Academy
- Alaska State Reading Conference
- Alaska State Math and Science Conference
- District Inservice: teachers presented thematic curriculum and integrating assessment and instruction for beginning readers

Staff Meetings

Project team participants met one-half day per month to plan and write topical units based on the selected thematic goals. Additionally, all four teams met one full day per month to discuss and evaluate progress toward grant-related objectives and to revise plans for implementation as needed.

2. What instructional innovation in reading and mathematics is Site A using along with class size reduction?

All classes in the project used a variety of teaching strategies throughout the school week. Teaching strategies documented in weekly logs and observed by the evaluator included guided practice, computer-assisted instruction, cooperative learning, whole- and small-group instruction, peer tutoring, learning centers, independent work, and cross-age tutoring. The last strategy provided younger students the opportunity to work one-on-one with students from the upper-grades.

4. What roles do parents, volunteers, tutors, and technology play in instruction?

Parent/Volunteer Involvement

While parent volunteers were not given major emphasis at Site A, a significant number of parents did volunteer in the classroom. Depending on teacher preferences and student needs, volunteer activities ranged from clerical duties to working with individual and small groups of students in the classroom.

Data collected from the teachers' weekly records show an average of 3.4 parents spending approximately 70 minutes volunteering in the classroom. This does not take into account special events where large numbers of parents were available for assistance for longer periods—but it does include reading to students; listening to students read; working with individuals and small groups; helping with special projects and reading, writing, and mathematics enrichment activities; participating in an at-home reading program; and other academic and general classroom support. During the 1994-95 school year, there was an increase of 4 parents spending the same amount of time in classrooms per week.

During the 10-week data collection period, the majority of volunteers received a rating of good to excellent for the quality of their work in the classroom.

Tutors

No title programs are available at this school site. Special service personnel were available to assist select children with Individual Educational Plans (IEPs). In some classrooms, the special service personnel worked with the assigned child in small groups. During this time, they focused most of their attention on the special needs child and indirectly assisted the other students in the group. In other classes, special service personnel remained relatively isolated from the class and provided assistance to the special needs child on a one-on-one basis.

Technology

New hardware and software were added to the project for the 1994-95 and 1995-96 school years. Although not a primary component of the project, and one that did not have an effect on the pupil-teacher ratio, technology use increased in these classrooms. Computer centers were used as instructional learning centers and provided skill and drill work and enrichment activities. Teachers report some at-risk students as being very responsive to learning with computers, and the teachers appreciate technology as an additional instructional aid.

5. How did the class size reduction and the instructional innovations affect measured language arts and mathematics achievement?

Comparative Data on Student Achievement

One of the principal goals of the *Elementary School Class Size Reduction Pilot Project* was to improve student learning in math and language arts. Since students presumably learn in virtually any school program, the relevant question is whether the rate of student learning under each school's project was higher than it would have been had the project changes not been made.

We cannot know how much students in the *Elementary School Class Size Reduction Pilot Project* would have learned if they had not been in a project classroom. Our best sources of comparison are students in other classrooms or other schools. Yet these students may also have benefited from other, unmeasured instructional innovations. Other students might also differ from project students in ways that cause them to learn at different rates, or they might begin their formal schooling at different levels of knowledge. Whatever comparison groups we use, then, will be imperfect. We think the best

comparison group to use is other students in the United States. We wanted to see if students in the *Elementary School Class Size Reduction Pilot Project* improved their level of academic achievement over time, relative to other students in the United States.

To compare the academic achievement of project students with U.S. students, we used individually administered norm-referenced and diagnostic tests for students in kindergarten, first, and second grade. The two tests used to determine academic achievement are:

Peabody Picture Vocabulary Test (PPVT)	These individually administered norm-referenced tests are designed primarily to measure a subject's receptive (hearing) vocabulary for Standard American English. The test provides an estimate of a student's verbal ability, and in this sense it is an achievement test since it shows the extent of English vocabulary acquisition.
KeyMath	These are individually administered diagnostic inventories of essential mathematics designed to provide a comprehensive assessment of a student's understanding of basic concepts and application of mathematics. Basic concepts assesses the foundation of knowledge upon which all of elementary mathematics is based. Applications assesses the use of knowledge and computational skills.

The Peabody Picture Vocabulary Test (PPVT) and KeyMath assessments were selected by consensus of the project coordinators, the project evaluator, and the Department of Education. Both tests are regarded as appropriate for providing a general overview of primary students' academic achievement in language and mathematics. The Iowa Test of Basic Skills (ITBS) was considered inappropriate for Site A, since the project did not go beyond the second grade.

The State of Alaska reports statewide and district testing results in terms of national percentile ranks. We used national percentile ranks and grade equivalent to measure the KeyMath results of project students relative to all U.S. students. We used percentile rank as a measure of academic achievement for students taking the PPVT. We tracked the math and language arts achievement of individual students in each project school. An analysis of academic growth as measured by these tests for all students and for at-risk students, where numbers of students are sufficient, are analyzed separately. At-risk students are identified as having increased probability for school failure or learning problems by reason of socio-economic factors (qualify for free or reduced-price lunch), special education certification, Chapter One (remedial services in reading and mathematics), or English as a Second Language.
A description of these methods of reporting test results follows.

National Percentile Rank	Indicating the percentage of students taking the test nationally who scored lower on the test than the individual student.
Grade Equivalent	Indicating the year and month of schooling of students nationally that corresponds with the student's test performance. By comparing the student's actual grade level (e.g. 4.2 years) with the grade equivalent (e.g. 4.6 years) it is possible to tell if the student is learning at a faster, or slower, or similar rate as students in the U.S. as a whole.

Five classroom teachers and four part-time co-teachers with approximately 125 students participated in the project to reduce the pupil-teacher ratio and implement the instructional changes during the 1993-95 school years. Four classroom teachers and four co-teachers with approximately 100 students

participated in the project during the 1995-96 school year. Students in kindergarten, first, and second grades were given individually administered norm-referenced and diagnostic tests in the Fall of 1994 and Spring of 1995 and 1996. Classroom teachers administered and scored the tests and ISER performed the analysis of these test results. Grade cohort represents the year of school the student was in during the 1993-94 school year. Thus, in the 1995-96 school year, the kindergarten cohort students were in the second grade.

Test results should be interpreted with caution. The period of time between administration of pre- and post-tests for the KeyMath and PPVT is 18 months, a relatively short period to draw conclusions about the impact of the project.

National percentile rank, an average for students taking the test nationally, increased for kindergarten, first, and second graders at Site A in Spring 1995. The national percentile rank for the kindergarten cohort increased 31 percent for basic concepts and 34 percent for applications from Fall 1994 to Spring 1996. (See Table 6.)

Table 6. Site A KeyMath National Percentile All Students

Key Math			NATIONAL PERCENTILE					
			Basic Concepts			Applications		
School	Grade Cohort	No. Students Tested	Fall 94	Spring 95	Spring 96	Fall 94	Spring 95	Spring 96
Site A	K	46	56		87	58		92
	1	53	49	89		61	93	
	2	26	58	82		65	92	

Table 7 shows the National Percentile Rank for at-risk students in kindergarten, first, and second grade at Site A. Results show an increase in the percentile rank for all three grades from Fall 1994 to Spring 1995. The number of students remaining in the at-risk cohort for the 1995-96 school year was insufficient to include in the final analysis of academic achievement.

Table 7. Site A KeyMath National Percentile At-Risk Students

Key Math			NATIONAL PERCENTILE			
			Basic Concepts		Applications	
School	Grade Cohort	No. Students Tested	Fall 94	Spring 95	Fall 94	Spring 95
Site A	K	8	46	64	32	55
	1	12	13	63	27	80
	2	10	62	86	67	92

All students at Site A demonstrated an increase in grade equivalent. The mean change for the kindergarten cohort from Fall 1994 to Spring 1996 in basic concepts was two years, four months; the mean change from Fall 1994 to Spring 1995 for the first grade cohort, one year, seven months; and for the second grade cohort, one year, six months. In applications the mean change for the kindergarten cohort from Fall 1994 to Spring 1996 was two years; seven months. The mean change from Fall 1994 to Spring 1995 for the first grade cohort was, one year, seven months; and for the second grade cohort, two years, one month. (See Table 8.)

Table 8. Site A KeyMath Grade Equivalent All Students

Key Math			GRADE EQUIVALENT							
			Basic Concepts				Applications			
School	Grade Cohort	No. Students Tested	Fall 94	Spring 95	Spring 96	Mean Change	Fall 94	Spring 95	Spring 96	Mean Change
Site A	K	43	.3		2.8	2.4	.1		2.9	2.7
	1	45	1.2	2.9		1.7	1.3	3.0		1.7
	2	21	2.1	3.8		1.6	2.5	4.6		2.1

At-risk students in all participating grades at Site A increased an average of one year, one month in grade level on basic concepts and one year, four months on applications from Fall 1994 to Spring 1995. The number of students remaining in the at-risk cohort for the 1995-96 school year was insufficient to include in the final analysis of academic achievement. (See Table 9.)

Table 9. Change in Grade Equivalent, Site A KeyMath At-Risk Students, Fall 1994-Spring 1995

Key Math		GRADE EQUIVALENT	
		Basic Concepts	Applications
School	No. Students Tested	Mean Change	Mean Change
Site A	43	1.1	1.4

Table 10 shows the National Percentile Rank of KeyMath test results for kindergarten, first, and second grade cohorts. Results show the percentile rank has increased for all three grades. For the kindergarten cohort the percentile rank increased 32 points from Fall 1994 to Spring 1996.

Table 10. Site A PPVT Percentile Rank All Students

PPVT			PERCENTILE RANK		
School	Grade Cohort	No. Students Tested	Fall 94	Spring 95	Spring 96
Site A	K	46	45		77
	1	52	52	68	
	2	26	42	62	

All at-risk students at Site A demonstrated an increase in national percentile rank from Fall 1994 to Spring 1995. The number of students remaining in the at-risk cohort for the 1995-96 school year was insufficient to include in the final analysis of academic achievement. (See Table 11.)

Table 11. Site A PPVT Percentile Rank At- Risk Students

PPVT			PERCENTILE RANK	
School	Grade Cohort	No. Students Tested	Fall 94	Spring 95
Site A	K	9	16	34
	1	11	17	22
	2	10	34	62

We made the following assumptions in calculating the mean program cost per classroom for Site A:

- The cost of hiring a part-time grant administrator was considered a project and not a program cost.
- Once the program was established, staff development would occur only as new staff was hired. The project had a 40% turnover rate during its three years of operation. Therefore, those expenditures providing for staff development—substitutes/temporaries, professional/technical services, and travel—were calculated at a 40% rate.
- Capital equipment or computer purchases were assumed to have a use-life of eight years.

SUMMARY

Teachers' weekly records reporting on students' academic achievement and behavior, classroom climate, and teacher satisfaction with the project since the start of the 1993-94 school year describe the positive benefits of having an additional teacher in the classroom during core instruction time and the accompanying curriculum changes.

All participating teachers reported being very satisfied with the support provided by the grant and encouraged by the behavior and academic outcomes observed in the students. Class behavior during periods of instruction with one teacher and with two teachers was rated as good to excellent, and class climate was rated as excellent during periods of both one-teacher and two-teacher sessions. Academic achievement was reported as excellent during periods of reduced class size. Parents reported being pleased with the project, believing their children are receiving a quality education, and seeing the changes as benefiting their children's reading, language arts, and mathematics skills.

Two of the strategies used to achieve the *Elementary School Class Size Reduction Pilot Project*—lowering the pupil teacher ratio and changing the organization and delivery of instruction—were successful at this site. The third strategy—creating highly trained co-teacher teams with broadened expertise and perspective—proved to be problematic due to frequent staffing changes.

Teachers feel that teaming partners cannot be appointed but instead must be teachers interested in making a commitment to changing their approach to teaching. Teachers assigned to a teaming partner without subsequent consideration could be problematic, and contract requirements, personnel issues, and personal issues need to be considered in designing a formal selection process.

Major benefits of the project over the past three years were opportunities for professional development; increased parent support and involvement in their children's education; accelerated attention to potentially disruptive behaviors; increased student-teacher contact time and time on task; and more in-depth instruction, assessment, and evaluation for education practices and student needs. Negative consequences of the project included the amount of teacher time away from the class for professional development, extra planning time associated with the change, the potential for mismatch of teaming partners, and internal personnel problems associated with unequal distribution of resources.

The original goal of the project—to change the one-class, one-room, one-teacher model into a collaborative teaching arrangement with two professionals sharing the responsibilities of the classroom—proved to be an effective and rewarding approach to educational innovation.

Additional responsibilities of the volunteer coordinator included:

- Working with the community, assisting with short-term family needs
- Establishing a child-care sharing network among parents
- Setting up a *Parent Room* so parents, not working in the classroom, could take younger siblings to the school
- Providing weekly reports of school news to the local newspaper

PROJECT OUTCOMES

This segment of the report answers seven research questions proposed by the Alaska Department of Education at the start of the *Elementary School Class Size Reduction Pilot Project.* In preparing this section we used project documentation and evaluation activities completed between Fall 1993 and Spring 1996; they show outcomes of the project on student academic achievement and attitude, school climate and discipline, teacher innovation, and parent involvement.

1. Did the program at Site B meet its class size goals?

Goal 1: Increase the use of teachers working in teams to facilitate classroom grouping and facility sharing

For sure, this has worked at this school. Teachers work together with class grouping, sharing material, lessons, and much professional expertise. This has been a positive aspect of the grant for this school. While this has been present before, the grant has encouraged a lot more of it. **(Second-grade teacher)**

It has been invaluable for me as a teacher to watch someone teach and have someone watch me teach and give me feedback. **(Second-grade teacher)**

The team approach to education was evident in sharing of facilities and instructional resources and in meetings at grade levels to plan and coordinate school and district curriculum criteria and effectively use available materials to support the classroom activities. Classroom teachers had the option of team teaching or using parallel block scheduling (split specials) to provide for periods of reduced PTR during reading, mathematics, and language arts instruction. The teachers electing the teaming approach sent their whole class to the specials (gym, library, and music) while they went to another classroom to reduce PTR during core instruction time.

At the kindergarten level, the classes were either self-contained, using a team-teaching approach to reduced PTR, or split, using the block scheduling model. Both teaching situations also used call-back time (where each student remains more than one hour per week after regular dismissal time for additional assistance and enrichment on reading and math), special service personnel, and volunteers to support conditions for small-group instruction. The team approach to education carried over in the relationship classroom teachers developed with the special service and support personnel. The attention to planning and sharing resources so that the special needs students received services in the classroom helped to avoid labeling and enabled the teacher to have another professional in the class during core instruction time. However, in some cases the pull-out approach to special needs students was applied, especially if the child required a more restricted learning environment.

The collaborators and special service personnel worked well together but were often overwhelmed with the additional planning time necessary to coordinate lessons with the classroom teacher. To maintain this highly effective use of staff expertise after the grant and to reduce the planning time, a cluster of

special needs students will be placed in a few rooms, thereby enabling the teachers to coordinate lessons more effectively.

Goal 2: Using collaborators to work with teachers or teams of teachers to directly reduce the pupil-teacher ratio (PTR) during critical instruction periods

I taught kindergarten two of the three years of the grant, so I had only one year of collaborators. It was a dynamic time. While the collaborator was in the room we also had parents helping with the centers. During this time we did small reading groups 4 days per week for 1 hour per day. It was a highly effective use of class time. **(Kindergarten teacher)**

The collaborator model, floating teachers, is great. They are there every day, they develop that important relationship with the children, and they are able to assess the students' progress and make necessary changes as needed. **(Second-grade teacher)**

Classroom teachers in the first and second grades unanimously agreed that the collaborator/teacher model was an effective way to reduce the pupil-teacher ratio. The benefit of having the same teacher in the room on a regularly scheduled basis, with coordinated lesson plans, was invaluable for the regular classroom teacher, who was able to share instruction strategies and assessments of children's progress. The teachers appreciated the second perspective, especially coming from experienced, familiar, and highly respected colleagues.

Planning time was the most significant disadvantage of the strategy. To be truly effective, the collaborator felt she had to cooperatively plan with the classroom teacher on a weekly basis. For the collaborator, this was a scheduling nightmare, and more often than not planning took place long after the normal school day and on weekends. If the planning time did not happen and the collaborator used pre-planned lessons from the teacher, the opportunity for collegial interaction was missing and the integrity of the strategy was compromised.

Some benefits reported by the classroom teachers of having collaborators in the classroom include:

- Mixing the groups (ability, random, mixed) throughout the year allowed students to help and learn from each other
- Using more developmentally appropriate, hands-on activities with students
- Increasing student integration of arts in the curriculum by having a collaborator, the music teacher, work with students on literature, drama, writing, and reading in small groups to develop language and writing skills
- Increasing the interaction of teachers in and across-grade levels

Goal 3: Implementing parallel block scheduling to reduce pupil-teacher ratio during reading, writing, and mathematics

PBS has been a lifesaver. It will be the one thing I will miss most after the grant. I have six children with ADHD in this class and there is no way I can handle difficult situations unless I separate these students. I do not know if this is a unique class but the number of children with high needs seem to be increasing. Out of 25 students in the class, 17 are on free or reduced-price lunch. **(Second-grade teacher)**

The most effective thing we did in the whole grant. This was a tried and true strategy; day in and day out it gave us a consistent period of small group time. This has been particularly important this year because so many of the kindergarten students have special needs and are very low in language skills. **(Kindergarten teacher)**

Parallel Block Scheduling (PBS) allowed teachers to work with half of their students while the other half received instruction from specialists in music, physical education, library, or computers. The ratio of students to instructors (12:1) was further reduced (6:1) by using collaborators, volunteers, and special service personnel, who were available on a regular basis to assist teachers during this instruction time. The music, physical education, and library teachers did not directly benefit from the project. However, while they were essential in creating opportunities to schedule the split sessions, they expressed concerns over teaching the combined classes—including adjusting to different groups of children, classes not arriving at the same time, and difficulty in maintaining continuity in more structured lessons. Those who teach special subjects agreed that split classes were very helpful to the classroom teachers and to the overall academic achievement of the students. They said they planned to continue with such classes and to explore alternate schedules.

The teachers felt the time with one-half the class or teaming with a second teacher was invaluable for the academic and social needs of these primary students. While they considered PBS the best strategy of the project, they saw the remaining problem as the extra time commitment and accompanying scheduling problems necessary to make it work effectively.

PBS is the one strategy teachers felt could be implemented at any school—but it would require staff commitment and a coordinated class schedule. At this site, extra lunch-duty aides allowed teachers the planning time required under contract. While this time was not sufficient, it did alleviate major scheduling problems.

Goal 4: Increasing the use of parents volunteers in the classroom

They are very important. To have gotten the kids in my class to where they are now academically could not have happened without the parents. The students' self-esteem is great when they see their parents working in the classroom. I see the volunteer component benefiting both parents and children. (Kindergarten teacher)

The volunteer program will be successful as long as someone is around to coordinate it, someone with the personality to get people involved. (First-grade teacher)

The major focus of the volunteer program was developing a training program for parents and community members and making connections to assist with recruiting individuals from the education and business community. Some early, unanticipated successes were connections made with the local college and high school. Tapping these two community resources benefited the school and students alike. Their attendance was more consistent since they were required to attend the volunteer session, and the classroom experience broadened their understanding of careers in education.

The volunteer program at Site B demonstrated what a well-coordinated program can accomplish. Their results showed that if a school wants to increase parent participation, it must be willing to welcome parents and community members and prepare them for their new role in education. Also, the school must be cognizant of the fact that parent-teacher conflicts will surface from time to time.

Data collected from the teachers' weekly logs showed an average of 4 parent or community volunteers spending 70 minutes per week working in the classroom. This does not take into account special events or general and clerical classroom support but includes small group instruction in language arts, mathematics, reading and writing; supervising whole-class and small-group work; tutoring; assisting in the computer centers; publishing student work and assisting with weekly newsletters; cooking; and supervising learning centers. During the 1994-95 school year, an average of 6 parent and community volunteers per week spent an average of 60 minutes volunteering in the classroom.

During the data collection period, volunteers overwhelmingly received a rating of excellent for the quality of their work in the classroom.

Goal 5: Using computers to individualize learning and reduce the pupil-teacher ratio

The first year was not effective. We are just now getting started. I do not know enough about computers myself and initially questioned whether we should be using them in the primary grades, but the kids love them and the technology specialist has done a magnificent job. (Kindergarten teacher)

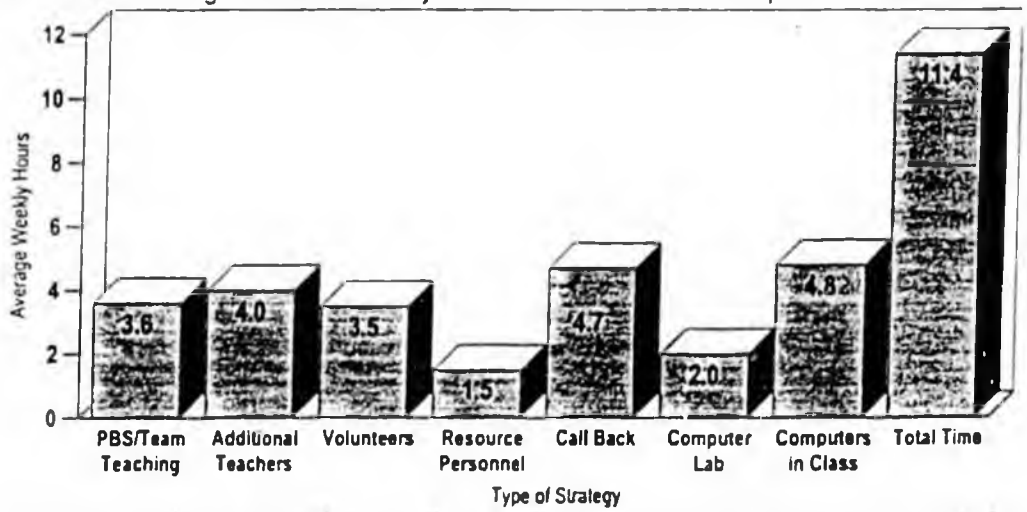
Technology was a secondary component of the project at Site B during the 1993-94 school year. Seven new computers were available for classroom use on a rotating basis. Due to the limited numbers, scheduling concerns, and many teachers' unfamiliarity with computer use, success was constrained. At the start of the 1994-95 school year each teacher received one new computer for his or her classroom, additional age-appropriate software was available for use, and a computer lab aide was hired. Still, this component of the grant was not a preference among the majority of teachers. Progress was slow and many teachers did not hold increased use of technology as a high priority for the primary grades.

In the final grant year, the staff decided to attend to this component of the grant. A classroom teacher took on the role of technology specialist, set up a new computer lab, and provided additional parallel block time for the classroom teachers. Once a month the technology specialist required the classroom teachers to accompany their classes to the lab so they would have the opportunity to see what the students were learning and to observe first hand how to use technology with young students. The component was very successful in the 1995-96 year. The technology specialist designed a curriculum for the school and provided many formal and informal in-service training sessions for teachers on the use of technology. While still in the early stages of increasing technology across the curriculum, the staff at Site B made tremendous progress with technology in the final grant year.

Reducing the Pupil-Teacher Ratio

Data collected from the teachers' daily records show an average of 11.4 hours of available instruction time with a pupil-teacher ratio of 15:1 or less during the 1995-96 school year. This represents an increase of 2.3 hours from the 1994-95 school year. Besides the extra teachers in the classroom (collaborators and special service personnel), teachers at Site B used call-back time (kindergarten only), computers in the classroom, computer lab, and volunteers to support and enhance the learning environment for the students (see Figure 4).

Figure 4. Site B Average Teacher Weekly Instruction Time with a Pupil-Teacher Ratio of 15:1 or Less



Note: There are times when multiple strategies are taking place. As a result, the sum of the strategies is greater than the total time shown with reduced PTR.