

ALASKA STATE LEGISLATURE

Senate Education Committee

Senator Roger Holland, Chair

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Members:

Senator Roger Holland (chair)
Senator Gary Stevens (vice-chair)
Senator Peter Micciche
Senator Shelley Hughes
Senator Tom Begich

Senate Bill 111

Early Education, Reading Intervention, and Virtual Education

Sponsor Statement

SB 111 is a bipartisan effort to improve reading skills through increased accountability, well placed resources, and by leveraging the modernization efforts we have already begun during the pandemic. This bill affirms it is time to rise to this challenge and invest in the success of our children.

Unfortunately, Alaska currently ranks near the bottom of the country in student reading scores. This is not a new problem. The data shows Alaska has been well below the national average for decades. And, since at least 2014, the legislature has been debating how to close the achievement gap. It is time for action.

SB 111 seeks to improve our student outcomes through several avenues. First, the bill recognizes that students must be ready to learn when they enter kindergarten. In the most recent assessment of early education quality across the United States, Alaska scored just one out of ten. That is why the SB 111 establishes a financial incentive for districts to improve the quality of their early education programs by allowing districts to include students of high-quality early education programs in the foundation formula. The bill also creates a targeted grant program for low-performing districts that need to develop or improve their early education programs.

Next, the SB 111 calls on the Department of Education and Early Development (DEED) to establish reading screening tools to identify students that are falling behind. The bill then directs school districts to provide intervention services to those students that need it. This "testing with purpose" process, which is also known as the nationally acclaimed "Read by Nine Program," will provide real help to Alaskan students.

In addition to the assistance provided to students, this Act ensures that teachers are well prepared to meet the challenge. The bill adds reading specialist positions at DEED that will work directly with teachers across the state to improve the quality of reading instruction in Alaska. It also requires the Board of Education to establish training and testing requirements in evidence-based reading instruction.

Finally, SB 111 creates a virtual education consortium, managed by DEED. Such a consortium has been under consideration even before the 2020 pandemic, but this timely effort will leverage the recent investments in virtual learning. It will allow students that did well working remotely to continue to do so and will modernize the way Alaska's teachers access professional development courses across the state.

Thank you for your consideration and I hope you will join the Senate Education Committee in supporting this critical effort to improve outcomes for our students.

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Sectional Analysis for version R.A

- Sec. 1 Establishes this Act as the Alaska Reads Act.
- Sec. 2 AS 14.03.040, relating to day-in-session requirements, is amended to address a gap in the current law. The change makes clear that kindergarten and early education programs are not subject to the requirements. Section 20 clarifies that the state board of education should adopt regulations for those programs.
- Sec. 3 AS 14.03.060(e), relating to the definition of an elementary school, is amended by:
- Changing the term “pre-elementary” to “early education” (defined in sections 14 and 17).
 - Adding the term “approved by” to conform to the addition of AS 14.03.410(a)(2) (added by section 14).
 - Making clearer the relationship between Head Start agencies and DEED.
 - Removing the language regarding ADM count, as it is moved to AS 14.03.410(f) (within section 14) and AS 14.17.500 (section 25).
- Sec. 4 AS 14.03.060(e), relating to the definition of an elementary school, is amended in 2034 to reverse the addition of “approved by” in section 3. This change is required to conform with the repeal of AS 14.03.410 (related to early education funding).

- Sec. 5 Amends AS 14.03.072, related to providing information to K-3 parents, by changing the word “literacy” to “reading,” inserting a requirement that the intervention strategies be culturally responsive, incorporating the reading intervention services added by section 33, replacing “retention” with “progression,” and adding a requirement to provide a list of resources to improve adult literacy.
- Sec. 6 Removes the reference to reading intervention services after the repeal of AS 14.30.765 in 2034.
- Sec. 7 Amends AS 14.03.078(a), related to DEED reporting requirements, by:
- adding school districts as a recipient of the DEED’s annual report.
 - expanding the reporting requirement to incorporate all reports in AS 14.03.120, including those listed below.
 - adding ratios of administrative employees to students, administrative employees to teachers, and teacher to student ratios to the annual report.
 - adding a progress report of the reading intervention programs established by section 33.
 - Adding a report on the effectiveness and participation of the parents-as-teachers program established by section 14.
- Sec. 8 Repeals the reports on reading intervention and parents-as-teachers when the programs sunset in 2034.
- Sec. 9 Adds two subsections to AS 14.03.078, relating to department reporting requirements, which requires reports to be posted online and defines an administrative employee (as referenced in section 7).
- Sec. 10 Amends AS 14.03.080(c), related to under school age children entering public school, by limiting participation to four- and five-year-old children and clarifying that a child in an early education program does not need to move to kindergarten at age five.
- Sec. 11 Reverses the changes in section 10 in 2034.
- Sec. 12 Reinstates the language from the current AS 14.03.080(d), returning to the current language after the sunset of the early education program takes effect.
- Sec. 13 Adds two new subsection to AS 14.03.120, relating to district reporting requirements.
- (h) establishes an annual report regarding student performance metrics in kindergarten through third grade.
 - (i) improves public access to the data collected under AS 14.03.120.

- Sec. 14 Establishes early education programs and grants under AS 14.03, which includes the following subsections:
- AS 14.03.410(a) directs the DEED to provide training to help districts develop.
 - AS 14.03.410(b) authorizes DEED to award 3-year early education grants up to \$3M per year.
 - AS 14.03.410(c) requires DEED to rank the districts and prioritize lower ranked districts. This subsection also limits eligibility if there is insufficient need in the district due to Head Start or other programs.
 - AS 14.03.410(d) authorizes up to two additional years of grant funding if the program is not able to qualify for ADM inclusion at the end of the 3-year grant.
 - AS 14.03.410(e) requires DEED approval of a program meeting high-quality standards for ADM inclusion.
 - AS 14.03.410(f) makes clear that the grants are subject to appropriation.
 - AS 14.03.410(g) is a requirement that districts consult with Head Start programs before applying for a pre-k grant.
 - AS 14.03.410(h) provides definitions.
 - AS 14.03.420 codifies the Parents-as-Teachers program.
- Sec. 15 Amends AS 14.07.020(a), relating to duties of the Department of Education and Early Development, by:
- Adding supervision over, and approval of, early education programs.
 - Adding the support and intervention requirements relating to reading intervention programs (from section 33).
 - Requiring an annual convening of stakeholders to evaluate the effectiveness of the programs established by this bill and to review the regulations adopted by the Board to implement this bill.
- Sec. 16 Reverses the changes in section 15 in 2034.
- Sec. 17 Changes AS 14.07.020(c), relating to the duties of the department, to update the term “pre-elementary school” to “early education program.”
- Sec. 18 Alters AS 14.07.050, relating to the selection of textbooks, to incorporate the new sections AS 14.30.765 and 14.30.770, which are added under section 33 of this bill.
- Sec. 19 Reverses the changes in section 18 in 2034.
- Sec. 20 AS 14.07.165(a), relating to the regulations adopted by the State Board of Education, is amended to establish the standards for early education programs.
- Sec. 21 A new paragraph is added to AS 14.07.168, relating to the annual report by the state board of education to the legislature, which requires the inclusion of a review of the

effectiveness of the virtual consortium added by section 34 of this bill.

- Sec. 22 Reverses the changes in section 21 in 2034.
- Sec. 23 Amends AS 14.07.180(a), relating to school districts curricula, by requiring the board to utilize the components of evidence-based reading instruction (Phonemic awareness, phonics, vocabulary development, reading fluency, oral language skills, and reading comprehension).
- Sec. 24 AS 14.14.115(a), relating to cooperative arrangements, expands the ability of a school district to form agreements with private businesses, non-profits, and government agencies, but prohibits state funds from benefiting private educational institutions.
- Sec. 25 Add new subsections to AS 14.17.500, relating to student count estimates, which allows
- districts to count early education students from approved programs at one-half of a full-time equivalent student.
 - prohibits including early education students that participate in another state or federally funded program.
 - provides a process for limiting the budget increase related to including early education students in the ADM count to \$3M per year.
- Sec. 26 Sunsets the inclusion of early education students in a district's ADM in 2034.
- Sec. 27 AS 14.17.905, relating to defining a school for calculating school size factors, is amended to account for the inclusion of early education students when defining an elementary school in a district with between 101 and 425 students.
- Sec. 28 Reverses the change in section 27 to conform to the sunset in 2034.
- Sec. 29 Amends AS 14.20.015(c), related to preliminary teacher certificates, by adding a requirement that teachers with preliminary certificates complete board required coursework, training, and testing in evidence-based reading instruction.
- Sec. 30 Reverses the change in section 29 in 2034.
- Sec. 31 Amends AS 14.20.020(i), related to teacher certificates, to require the state board of education to periodically reevaluate the acceptable level of demonstrated competency required to issue a teacher certificate.
- Sec. 32 Adds a new subsection AS 14.20.020(l), related to teacher certificates, which requires teachers to complete board required coursework, training, and testing in evidence-based reading instruction.

Sec. 33

This section adds several new sections of law related to reading intervention:

- AS 14.30.760 directs DEED to establish a statewide screening tool to identify students with reading deficiencies and establishes a timeline in which screenings are conducted.
- AS 14.30.765(a) directs each school district to offer intensive reading intervention services to K-3 students exhibiting a reading deficiency and to communicate with parents and guardians.
- AS 14.30.765(b) directs school districts to provide individual reading improvement plans for K-3 students exhibiting a reading deficiency and defines the plan's components.
- AS 14.30.765(c) requires districts to notify a student's parents that their child has demonstrated a reading deficiency along with corresponding information about remedying the deficiency.
- AS 14.30.765(d) requires a parent-teacher conference for K-2 students with a reading deficiency to discuss delayed progression as a potential intervention strategy of last resort.
- AS 14.30.765(e) established a statewide policy to determine if a student is ready for promotion to the fourth grade.
- AS 14.30.765(f) requires a parent-teacher conference for third grade students with a reading deficiency to discuss delayed progression as an intervention and establishes a parental waiver to allow a student to advance to fourth grade without being prepared, which requires an additional 20 hours of summer intervention services.
- AS 14.30.765(g) establishes best interest considerations for superintendents required to decide if a student should progress to the next grade.
- AS 14.30.765(h) provides an opportunity for a parent that misses the required conference to discussion delaying progress to reschedule that conference.
- AS 14.30.765(i) directs the district to provide additional intervention for students that do not promote or promote with a waiver.
- AS 14.30.765(j) directs the district to provide a path for mid-year promotion (upon request) when a student does not promote with their peers.
- AS 14.30.765(k) establishes a policy for mid-year promotion of a K-3 student that

does not progress to the next grade.

- AS 14.30.765(l) requires that a student promoting mid-year continue the individual reading improvement plan.
- AS 14.30.765(m) limits retention by a superintendent to one year.
- AS 14.30.765(n) provide a definition for reading teacher.
- AS 14.30.770 directs the department to establish a statewide reading program, including department-funded reading specialists, to assist schools in setting up their intervention services and coaching teachers on how to conduct evidence-based reading instruction.
- AS 14.30.775 requires the department to adopt a definition of “dyslexia” in regulation.
- AS 14.30.780 provides definitions.

- Sec. 34 Adds a new section of law, AS 14.30.800, which establishes a virtual education consortium. This consortium allows districts to offer virtual access to student courses and professional development courses through a statewide system hosted by the department of education. This section also creates a reading specialist position to remotely assist districts to improve reading instruction.
- Sec. 35 Provides title-wide definitions for “culturally responsive” and “parent or guardian.”
- Sec. 36 Adds “early education program” to the definition of “organization” in AS 47.17.290, which pertains to mandatory reporters.
- Sec. 37 Repeals AS 14.03.080(d), related to five-year-old students starting kindergarten (to conform to the changes in section 10) and AS 14.03.290(4) (to conform to the definition of “parent or guardian” added in section 35).
- Sec. 38 Sunset provision which repeals the following:
- AS 14.03.120(h) (report of reading improvement statistics added in section 13)
 - AS 14.03.410 (early education funding added in section 14).
 - AS 14.03.420 (Parents-as-Teachers program added in section 14).
 - AS 14.17.500(e) and (f) (limiting funding of early education programs added in 25)

- AS 14.20.020(I) (increased requirements for teaching certificates added in section 33)
- AS 14.30.760 (K-3 reading screeners added in section 33)
- AS 14.30.765 (district reading intervention services added in section 33)
- AS 14.30.770 (department reading specialists added in section 33)
- AS 14.30.775 (definitions related to reading interventions added in section 33)
- AS 14.30.800 (virtual education consortium added in section 34)

- Sec. 39 Sets a deadline for the department of education to complete the set-up of the virtual education consortium by July 1, 2024.
- Sec. 40 Applicability language related to the reading instruction requirement added by section 32 of this bill, which allows teachers with preexisting teaching certificates until July 1, 2024, to meet the new requirements.
- Sec. 41 Requires a report from DEED to the legislature on the effectiveness of programs created by this bill to the thirty-eighth legislature, which allows the legislature to consider extending the programs before they sunset.
- Sec. 42 Transition language, which directs DEED on how the BSA inclusion of currently operating early education students should occur.
- Sec. 43 Transition language, which allows DEED to begin writing regulations before the bill takes effect.
- Sec. 44 Provides an immediate effective date for section 43, which gives the department authority to draft regulations.
- Sec. 45 Provides an effective date of June 30, 2034, for sections 4, 6, 8, 11, 12, 16, 19, 22, 26, 30, 32, and 40 (these are the sunset provisions).
- Sec. 46 Provides an effective date of July 1, 2023, for all other sections.

Please contact the Education Committee Aide, Ed King at 465-4843, with any questions or concerns.

CS FOR SENATE BILL NO. 111(FIN) am

IN THE LEGISLATURE OF THE STATE OF ALASKA

THIRTY-SECOND LEGISLATURE - SECOND SESSION

BY THE SENATE FINANCE COMMITTEE

Amended: 4/12/22

Offered: 4/12/22

Sponsor(s): SENATE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

1 **"An Act relating to the duties of the Department of Education and Early Development;**
2 **relating to public schools and school districts; relating to early education programs;**
3 **relating to funding for early education programs; relating to school age eligibility;**
4 **relating to reports by the Department of Education and Early Development; relating to**
5 **reports by school districts; relating to certification and competency of teachers; relating**
6 **to screening reading deficiencies and providing reading intervention services to public**
7 **school students enrolled in grades kindergarten through three; relating to textbooks and**
8 **materials for reading intervention services; establishing a reading program in the**
9 **Department of Education and Early Development; relating to the definition of 'parent'**
10 **in education statutes; relating to a virtual education consortium; and providing for an**
11 **effective date."**

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

1 * **Section 1.** The uncoded law of the State of Alaska is amended by adding a new section
2 to read:

3 SHORT TITLE. This Act may be known as the Alaska Reads Act.

4 * **Sec. 2.** AS 14.03.040 is amended to read:

5 **Sec. 14.03.040. Day in session.** Each day within the school term is a day in
6 session except Saturdays, Sundays, and days designated as holidays by or according to
7 AS 14.03.050. A school board may approve Saturdays as a day in session. The day in
8 session in every school shall be at least four hours long, exclusive of intermissions, for
9 the first, second, and third grades and five hours, exclusive of intermissions, for [ALL
10 OTHER] grades **four through 12**. The commissioner may approve a shorter day in
11 session for any grade. The period of the day in session shall be devoted to the
12 instruction of pupils or to study periods for the pupils.

13 * **Sec. 3.** AS 14.03.060(e) is amended to read:

14 (e) In addition to the grades enumerated in (a) of this section, an elementary
15 school consists of **an early education** [A PRE-ELEMENTARY] program **approved**
16 **or** supervised by the department under AS 14.07.020(a)(8), **including a program**
17 **operated by a head start agency** [THE DEPARTMENT] as a head start program
18 under **42 U.S.C. 9831 - 9852c** [AS 14.38.010, OR LOCATED IN A PUBLIC
19 SCHOOL FOR FEDERAL FUNDING PURPOSES. EXCEPT FOR A CHILD WITH
20 A DISABILITY WHO IS RECEIVING SPECIAL EDUCATION OR RELATED
21 SERVICES UNDER AS 14.30.180 - 14.30.350, PRE-ELEMENTARY STUDENTS
22 MAY NOT BE COUNTED IN A SCHOOL'S AVERAGE DAILY MEMBERSHIP
23 UNDER AS 14.17].

24 * **Sec. 4.** AS 14.03.060(e), as amended by sec. 3 of this Act, is amended to read:

25 (e) In addition to the grades enumerated in (a) of this section, an elementary
26 school consists of an early education program [APPROVED OR] supervised by the
27 department under AS 14.07.020(a)(8), including a program operated by a head start
28 agency as a head start program under 42 U.S.C. 9831 - 9852c.

29 * **Sec. 5.** AS 14.03.072(a) is amended to read:

30 (a) Each school district shall annually provide to parents and guardians of
31 students enrolled in kindergarten through grade three in a public school in the state

current information on the importance of [EARLY] literacy **and early reading**, including

(1) **culturally responsive** intervention strategies **and reading intervention services provided under AS 14.30.765**;

(2) home **reading** [LITERACY] plans;

(3) grade **progression** [RETENTION] standards and policies for the elementary school attended;

(4) strategies and resources to help children learn to read;

(5) a list of resources and organizations that specialize in improving adult literacy.

* **Sec. 6.** AS 14.03.072(a), as amended by sec. 5 of this Act, is amended to read:

(a) Each school district shall annually provide to parents and guardians of students enrolled in kindergarten through grade three in a public school in the state current information on the importance of literacy and early reading, including

(1) culturally responsive intervention strategies [AND READING INTERVENTION SERVICES PROVIDED UNDER AS 14.30.765];

(2) home reading plans;

(3) grade progression standards and policies for the elementary school attended;

(4) strategies and resources to help children learn to read;

(5) a list of resources and organizations that specialize in improving adult literacy.

* **Sec. 7.** AS 14.03.078(a) is amended to read:

(a) The department shall provide to the legislature **and school districts** by February 15 of each year by electronic means an annual report regarding the progress of each school and school district toward high academic performance by all students. The report required under this section must include

(1) information described under **AS 14.03.120** [AS 14.03.120(d)];

(2) progress of the department

(A) toward implementing the school accountability provisions of AS 14.03.123; and

- 1 (B) in assisting high schools to become accredited;
- 2 (3) a description of the resources provided to each school and school
- 3 district for coordinated school improvement activities and staff training in each school
- 4 and school district;
- 5 (4) each school district's and each school's progress in aligning
- 6 curriculum with state education performance standards;
- 7 (5) a description of the efforts by the department to assist a public
- 8 school or district that receives a low performance designation under AS 14.03.123;
- 9 (6) a description of intervention efforts by each school district and
- 10 school for students who are not meeting state performance standards; [AND]
- 11 (7) the number and percentage of turnover in certificated personnel and
- 12 superintendents;
- 13 **(8) a summary of the categories of certificated administrative**
- 14 **employees employed by each school district that includes the ratio of**
- 15 **(A) the number of certificated administrative employees in**
- 16 **each category employed by each school district compared to the number**
- 17 **of students enrolled in the school district on October 1 of the previous**
- 18 **year;**
- 19 **(B) the total number of certificated administrative**
- 20 **employees employed by each school district compared to the total number**
- 21 **of teachers employed by the school district on October 1 of the previous**
- 22 **year; and**
- 23 **(C) the total number of teachers employed by each school**
- 24 **district compared to the total number of students enrolled in the school**
- 25 **district on October 1 of the previous year;**
- 26 **(9) the progress made to implement the reading intervention**
- 27 **programs established under AS 14.30.760 - 14.30.780, including data on how**
- 28 **school districts are using in-service days for culturally responsive professional**
- 29 **development in reading instruction; and**
- 30 **(10) the effectiveness and participation rates of the parents as**
- 31 **teachers program established under AS 14.03.420, including measures of**

efficiency and effectiveness that demonstrate the effects of the program on school readiness.

* **Sec. 8.** AS 14.03.078(a), as amended by sec. 7 of this Act, is amended to read:

(a) The department shall provide to the legislature and school districts by February 15 of each year by electronic means an annual report regarding the progress of each school and school district toward high academic performance by all students. The report required under this section must include

(1) information described under AS 14.03.120;

(2) progress of the department

(A) toward implementing the school accountability provisions of AS 14.03.123; and

(B) in assisting high schools to become accredited;

(3) a description of the resources provided to each school and school district for coordinated school improvement activities and staff training in each school and school district;

(4) each school district's and each school's progress in aligning curriculum with state education performance standards;

(5) a description of the efforts by the department to assist a public school or district that receives a low performance designation under AS 14.03.123;

(6) a description of intervention efforts by each school district and school for students who are not meeting state performance standards;

(7) the number and percentage of turnover in certificated personnel and superintendents; **and**

(8) a summary of the categories of certificated administrative employees employed by each school district that includes the ratio of

(A) the number of certificated administrative employees in each category employed by each school district compared to the number of students enrolled in the school district on October 1 of the previous year;

(B) the total number of certificated administrative employees employed by each school district compared to the total number of teachers employed by the school district on October 1 of the previous year; and

(C) the total number of teachers employed by each school district compared to the total number of students enrolled in the school district on October 1 of the previous year [;

(9) THE PROGRESS MADE TO IMPLEMENT THE READING INTERVENTION PROGRAMS ESTABLISHED UNDER AS 14.30.760 - 14.30.780, INCLUDING DATA ON HOW SCHOOL DISTRICTS ARE USING IN-SERVICE DAYS FOR CULTURALLY RESPONSIVE PROFESSIONAL DEVELOPMENT IN READING INSTRUCTION; AND

(10) THE EFFECTIVENESS AND PARTICIPATION RATES OF THE PARENTS AS TEACHERS PROGRAM ESTABLISHED UNDER AS 14.03.420, INCLUDING MEASURES OF EFFICIENCY AND EFFECTIVENESS THAT DEMONSTRATE THE EFFECTS OF THE PROGRAM ON SCHOOL READINESS].

* **Sec. 9.** AS 14.03.078 is amended by adding new subsections to read:

(c) Each school district shall make available to the public the portion of the report under (a)(8) of this section that pertains to the school district by posting the information in a prominent location on the school district's or local community's Internet website or by another easily accessible method.

(d) In this section, "administrative employee" means an employee who does not provide direct classroom instruction for students as a regular part of the employee's job.

* **Sec. 10.** AS 14.03.080(c) is amended to read:

(c) A child under school age who is at least four years of age at the beginning of the school year may be admitted to a public school in the school district of which the child is a resident at the discretion of the governing body of the school district if the child meets minimum standards prescribed by the board evidencing that the child has the mental, physical, and emotional capacity to perform satisfactorily for the educational program being offered. A district's educational program must prescribe that, except for students in an early education program, under school age students advance through the curriculum or grade level by the following school year. A governing body may delegate the authority granted under this subsection to the chief

1 school administrator of the school district.

2 * **Sec. 11.** AS 14.03.080(c), as amended by sec. 10 of this Act, is amended to read:

3 (c) A child under school age [WHO IS AT LEAST FOUR YEARS OF AGE
4 AT THE BEGINNING OF THE SCHOOL YEAR] may be admitted to a public
5 school in the school district of which the child is a resident at the discretion of the
6 governing body of the school district if the child meets minimum standards prescribed
7 by the board evidencing that the child has the mental, physical, and emotional capacity
8 to perform satisfactorily for the educational program being offered. A district's
9 educational program must prescribe that [, EXCEPT FOR STUDENTS IN AN
10 EARLY EDUCATION PROGRAM,] under school age students advance through the
11 curriculum or grade level by the following school year. A governing body may
12 delegate the authority granted under this subsection to the chief school administrator
13 of the school district.

14 * **Sec. 12.** AS 14.03.080 is amended by adding a new subsection to read:

15 (g) A child who is five years of age on or before September 1 following the
16 beginning of the school year, and who is under school age, may enter a public school
17 kindergarten.

18 * **Sec. 13.** AS 14.03.120 is amended by adding new subsections to read:

19 (h) To the extent allowable under state and federal privacy laws, each district
20 shall annually report to the department information from the previous school year
21 regarding

22 (1) the number of students and teaching staff assigned to each
23 classroom in grades kindergarten through three;

24 (2) the number and percentage of students

25 (A) in grades kindergarten through three who demonstrated
26 improvement on expected grade-level skills on the statewide screening tool;

27 (B) in grades kindergarten through three who performed below
28 expected grade-level skills on the statewide screening tool, by grade;

29 (C) in grades kindergarten through three who did not progress
30 to the next grade and the reasons the students did not progress;

31 (D) in grade three who demonstrated sufficient reading skills to

1 progress to grade four based on the statewide screening tool;

2 (E) in grade three who progressed to grade four based on a
3 waiver under AS 14.30.765(f);

4 (F) in grade three who demonstrated sufficient reading skills to
5 progress to grade four based on an alternative standardized reading screening;

6 (G) in grade three who demonstrated sufficient reading skills to
7 progress to grade four based on a student reading portfolio;

8 (3) the performance on the statewide screening tool of students in a
9 grade above grade three who did not progress to grade four or who progressed to grade
10 four based on a waiver under AS 14.30.765(f).

11 (i) To the extent allowable under state and federal privacy laws, the
12 department shall post on the department's Internet website and make available for
13 download the information reported under this section. The department shall post the
14 information in a single downloadable comma-separated values file or a similar single
15 downloadable file that allows data storage in tabular format. The file must include the
16 comprehensive information about each public school reported under (d) and (e) of this
17 section in a single list that may be sorted and compared.

18 * **Sec. 14.** AS 14.03 is amended by adding new sections to read:

19 **Article 4. Early Education.**

20 **Sec. 14.03.410. Early education programs; grants.** (a) The department shall
21 provide training and assistance to develop and improve district-wide early education
22 programs that comply with standards adopted by the board under AS 14.07.165(a)(5).

23 (b) The department may award a grant to provide funding for a three-year
24 period for the development or improvement of a district-wide early education program
25 to a district that has not received a grant under this section, applies in a format
26 prescribed by the department, provides the information required under (g) of this
27 section, and is eligible for a grant as specified under (c) of this section. Unless the
28 legislature appropriates another amount, total grant funding awarded to districts under
29 this subsection may not exceed \$3,000,000 in a fiscal year.

30 (c) The department shall rank the performance of each district in the state in
31 accordance with the accountability system and performance designations required

1 under AS 14.03.123. When approving grants under (b) of this section, the department
 2 shall prioritize eligible districts with lower performance, based on the department's
 3 ranking of districts under this subsection. A district is eligible for a grant if the
 4 department determines an insufficient number of children in the district attend high
 5 quality child care programs, including head start programs, early education programs
 6 provided by a local government, and early education programs provided by child
 7 development agencies, that

8 (1) meet or exceed the standards adopted by the board under
 9 AS 14.07.165(a)(5); and

10 (2) would continue operating after development of a district early
 11 education program.

12 (d) If the department does not approve the early education program of a
 13 district awarded a grant under (b) of this section by the end of the district's three-year
 14 grant period, the department may provide a one-year remediation grant to allow the
 15 district one additional fiscal year to meet the early education program standards
 16 adopted by the board under AS 14.07.165(a)(5). If the district is unable to meet the
 17 early education program standards at the end of that fiscal year, the department may,
 18 in the discretion of the commissioner, provide an additional remediation grant to allow
 19 the district not more than one additional fiscal year to meet the standards. Nothing in
 20 this section prohibits a district from using its own funds to continue the remediation
 21 process.

22 (e) A student in an early education program may not be counted in a district's
 23 ADM under AS 14.17.500 unless the department has approved the program.

24 (f) A grant under this section is subject to appropriation, but may not supplant
 25 other early education funding available to districts.

26 (g) Before applying for a grant under (b) of this section, a district shall, to
 27 avoid duplicate programs and facilitate resource sharing to improve early education
 28 within the district, consult with each local and tribal head start program within the
 29 district's boundaries. An application submitted under (b) of this section must include
 30 documentation establishing that the district consulted with each local and tribal head
 31 start program within the district and a statement signed by each head start program

1 indicating that the head start program agrees that approval of the district-wide program
2 will not jeopardize federal funding or programming.

3 (h) In this section,

4 (1) "ADM" has the meaning given in AS 14.17.990;

5 (2) "district" has the meaning given in AS 14.17.990;

6 (3) "early education program" means a program, the primary function
7 of which is educational, for children who are four and five years of age and who have
8 not attended a public school kindergarten.

9 **Sec. 14.03.420. Parents as teachers program.** (a) The department shall
10 design and implement a statewide parents as teachers program for the benefit of
11 children who are under five years of age. The program must provide a system of early
12 childhood education that

13 (1) is evidence-based;

14 (2) involves parents;

15 (3) is consistent with available research and best practices for high
16 quality early childhood education;

17 (4) incorporates guidelines adopted by the department for early
18 learning that

19 (A) enhance school readiness;

20 (B) increase parent understanding of child development and
21 developmental milestones;

22 (C) reduce the incidence of child abuse and neglect;

23 (D) increase identification of health problems and
24 developmental delays through regular screenings;

25 (E) improve child health indicators, including immunization
26 rates; and

27 (F) increase parental involvement; and

28 (5) provides for effective and efficient coordination with or expansion
29 of early education programs operating in the state, to the extent permitted by law.

30 (b) A school district shall, to the extent space is needed and available, provide
31 for the use of a room in a school at no charge to support the program established under

1 this section.

2 (c) The department shall develop and enter into local partnerships to
3 implement the program established under this section.

4 * **Sec. 15.** AS 14.07.020(a) is amended to read:

5 (a) The department shall

6 (1) exercise general supervision over the public schools of the state
7 except the University of Alaska;

8 (2) study the conditions and needs of the public schools of the state,
9 adopt or recommend plans, administer and evaluate grants to improve school
10 performance awarded under AS 14.03.125, and adopt regulations for the improvement
11 of the public schools; the department may consult with the University of Alaska to
12 develop secondary education requirements to improve student achievement in college
13 preparatory courses;

14 (3) provide advisory and consultative services to all public school
15 governing bodies and personnel;

16 (4) prescribe by regulation a minimum course of study for the public
17 schools; the regulations must provide that, if a course in American Sign Language is
18 given, the course shall be given credit as a course in a foreign language;

19 (5) establish, in coordination with the Department of Health and Social
20 Services, a program for the continuing education of children who are held in juvenile
21 detention facilities or juvenile treatment facilities, as those terms are defined in
22 AS 47.12.990, in the state during the period of detention or treatment;

23 (6) accredit those public schools that meet accreditation standards
24 prescribed by regulation by the department; these regulations shall be adopted by the
25 department and presented to the legislature during the first 10 days of any regular
26 session, and become effective 45 days after presentation or at the end of the session,
27 whichever is earlier, unless disapproved by a resolution concurred in by a majority of
28 the members of each house;

29 (7) prescribe by regulation, after consultation with the state fire
30 marshal and the state sanitarian, standards that will ensure healthful and safe
31 conditions in the public and private schools of the state, including a requirement of

1 physical examinations and immunizations in pre-elementary schools; the standards for
 2 private schools may not be more stringent than those for public schools;

3 (8) exercise general supervision over early education programs
 4 [PRE-ELEMENTARY SCHOOLS] that receive direct state or federal funding,
 5 including early education programs provided by a school district for students
 6 four and five years of age, approve an early education program provided by a
 7 school district that complies with the standards adopted by the board under
 8 AS 14.07.165(a)(5), and revoke approval of an early education program if the
 9 program does not comply with the standards adopted by the board under
 10 AS 14.07.165(a)(5);

11 (9) exercise general supervision over elementary and secondary
 12 correspondence study programs offered by municipal school districts or regional
 13 educational attendance areas; the department may also offer and make available to any
 14 Alaskan through a centralized office a correspondence study program;

15 (10) accredit private schools that request accreditation and that meet
 16 accreditation standards prescribed by regulation by the department; nothing in this
 17 paragraph authorizes the department to require religious or other private schools to be
 18 licensed;

19 (11) review plans for construction of new public elementary and
 20 secondary schools and for additions to and major rehabilitation of existing public
 21 elementary and secondary schools and, in accordance with regulations adopted by the
 22 department, determine and approve the extent of eligibility for state aid of a school
 23 construction or major maintenance project; for the purposes of this paragraph, "plans"
 24 include educational specifications, schematic designs, projected energy consumption
 25 and costs, and final contract documents;

26 (12) provide educational opportunities in the areas of vocational
 27 education and training, and basic education to individuals over 16 years of age who
 28 are no longer attending school; the department may consult with businesses and labor
 29 unions to develop a program to prepare students for apprenticeships or internships that
 30 will lead to employment opportunities;

31 (13) administer the grants awarded under AS 14.11;

1 (14) establish, in coordination with the Department of Public Safety, a
2 school bus driver training course;

3 (15) require the reporting of information relating to school disciplinary
4 and safety programs under AS 14.33.120 and of incidents of disruptive or violent
5 behavior;

6 (16) establish by regulation criteria, based on low student performance,
7 under which the department may intervene in a school district to improve instructional
8 practices, as described in AS 14.07.030(a)(14) or (15); the regulations must include

9 (A) a notice provision that alerts the district to the deficiencies
10 and the instructional practice changes proposed by the department;

11 (B) an end date for departmental intervention, as described in
12 AS 14.07.030(a)(14)(A) and (B) and (15), after the district demonstrates three
13 consecutive years of improvement consisting of not less than two percent
14 increases in student proficiency on standards-based assessments in language
15 arts and mathematics, as provided in AS 14.03.123(f)(1)(A); and

16 (C) a process for districts to petition the department for
17 continuing or discontinuing the department's intervention;

18 (17) notify the legislative committees having jurisdiction over
19 education before intervening in a school district under AS 14.07.030(a)(14) or
20 redirecting public school funding under AS 14.07.030(a)(15);

21 **(18) establish a reading program to provide direct support for and**
22 **intervention in the reading intervention programs of participating schools as**
23 **described in AS 14.30.765 and 14.30.770;**

24 **(19) annually convene, either in person or electronically, a panel to**
25 **review and comment on the effectiveness of the programs created by the**
26 **department and the regulations adopted by the board to implement AS 14.03.410,**
27 **14.03.420, AS 14.30.760 - 14.30.770, and 14.30.800; the panel must collectively**
28 **represent the regions of the state and include teachers of grades kindergarten**
29 **through three, school administrators, parents of students in grades kindergarten**
30 **through three, stakeholders from indigenous language immersion programs,**
31 **representatives from early education stakeholder groups, and researchers of best**

practices for improving literacy performance, including best practices for instruction of indigenous students and students whose first language is not English.

* **Sec. 16.** AS 14.07.020(a), as amended by sec. 15 of this Act, is amended to read:

(a) The department shall

(1) exercise general supervision over the public schools of the state except the University of Alaska;

(2) study the conditions and needs of the public schools of the state, adopt or recommend plans, administer and evaluate grants to improve school performance awarded under AS 14.03.125, and adopt regulations for the improvement of the public schools; the department may consult with the University of Alaska to develop secondary education requirements to improve student achievement in college preparatory courses;

(3) provide advisory and consultative services to all public school governing bodies and personnel;

(4) prescribe by regulation a minimum course of study for the public schools; the regulations must provide that, if a course in American Sign Language is given, the course shall be given credit as a course in a foreign language;

(5) establish, in coordination with the Department of Health and Social Services, a program for the continuing education of children who are held in juvenile detention facilities or juvenile treatment facilities, as those terms are defined in AS 47.12.990, in the state during the period of detention or treatment;

(6) accredit those public schools that meet accreditation standards prescribed by regulation by the department; these regulations shall be adopted by the department and presented to the legislature during the first 10 days of any regular session, and become effective 45 days after presentation or at the end of the session, whichever is earlier, unless disapproved by a resolution concurred in by a majority of the members of each house;

(7) prescribe by regulation, after consultation with the state fire marshal and the state sanitarian, standards that will ensure healthful and safe conditions in the public and private schools of the state, including a requirement of

1 physical examinations and immunizations in pre-elementary schools; the standards for
 2 private schools may not be more stringent than those for public schools;

3 (8) exercise general supervision over early education programs that
 4 receive direct state or federal funding, including early education programs provided by
 5 a school district for students four and five years of age [, APPROVE AN EARLY
 6 EDUCATION PROGRAM PROVIDED BY A SCHOOL DISTRICT THAT
 7 COMPLIES WITH THE STANDARDS ADOPTED BY THE BOARD UNDER
 8 AS 14.07.165(a)(5), AND REVOKE APPROVAL OF AN EARLY EDUCATION
 9 PROGRAM IF THE PROGRAM DOES NOT COMPLY WITH THE STANDARDS
 10 ADOPTED BY THE BOARD UNDER AS 14.07.165(a)(5)];

11 (9) exercise general supervision over elementary and secondary
 12 correspondence study programs offered by municipal school districts or regional
 13 educational attendance areas; the department may also offer and make available to any
 14 Alaskan through a centralized office a correspondence study program;

15 (10) accredit private schools that request accreditation and that meet
 16 accreditation standards prescribed by regulation by the department; nothing in this
 17 paragraph authorizes the department to require religious or other private schools to be
 18 licensed;

19 (11) review plans for construction of new public elementary and
 20 secondary schools and for additions to and major rehabilitation of existing public
 21 elementary and secondary schools and, in accordance with regulations adopted by the
 22 department, determine and approve the extent of eligibility for state aid of a school
 23 construction or major maintenance project; for the purposes of this paragraph, "plans"
 24 include educational specifications, schematic designs, projected energy consumption
 25 and costs, and final contract documents;

26 (12) provide educational opportunities in the areas of vocational
 27 education and training, and basic education to individuals over 16 years of age who
 28 are no longer attending school; the department may consult with businesses and labor
 29 unions to develop a program to prepare students for apprenticeships or internships that
 30 will lead to employment opportunities;

31 (13) administer the grants awarded under AS 14.11;

1 (14) establish, in coordination with the Department of Public Safety, a
2 school bus driver training course;

3 (15) require the reporting of information relating to school disciplinary
4 and safety programs under AS 14.33.120 and of incidents of disruptive or violent
5 behavior;

6 (16) establish by regulation criteria, based on low student performance,
7 under which the department may intervene in a school district to improve instructional
8 practices, as described in AS 14.07.030(a)(14) or (15); the regulations must include

9 (A) a notice provision that alerts the district to the deficiencies
10 and the instructional practice changes proposed by the department;

11 (B) an end date for departmental intervention, as described in
12 AS 14.07.030(a)(14)(A) and (B) and (15), after the district demonstrates three
13 consecutive years of improvement consisting of not less than two percent
14 increases in student proficiency on standards-based assessments in language
15 arts and mathematics, as provided in AS 14.03.123(f)(1)(A); and

16 (C) a process for districts to petition the department for
17 continuing or discontinuing the department's intervention;

18 (17) notify the legislative committees having jurisdiction over
19 education before intervening in a school district under AS 14.07.030(a)(14) or
20 redirecting public school funding under AS 14.07.030(a)(15) [;

21 (18) ESTABLISH A READING PROGRAM TO PROVIDE DIRECT
22 SUPPORT FOR AND INTERVENTION IN THE READING INTERVENTION
23 PROGRAMS OF PARTICIPATING SCHOOLS AS DESCRIBED IN AS 14.30.765
24 AND 14.30.770;

25 (19) ANNUALLY CONVENE, EITHER IN PERSON OR
26 ELECTRONICALLY, A PANEL TO REVIEW AND COMMENT ON THE
27 EFFECTIVENESS OF THE PROGRAMS CREATED BY THE DEPARTMENT
28 AND THE REGULATIONS ADOPTED BY THE BOARD TO IMPLEMENT
29 AS 14.03.410, 14.03.420, AS 14.30.760 - 14.30.770, AND 14.30.800; THE PANEL
30 MUST COLLECTIVELY REPRESENT THE REGIONS OF THE STATE AND
31 INCLUDE TEACHERS OF GRADES KINDERGARTEN THROUGH THREE,

SCHOOL ADMINISTRATORS, PARENTS OF STUDENTS IN GRADES KINDERGARTEN THROUGH THREE, STAKEHOLDERS FROM INDIGENOUS LANGUAGE IMMERSION PROGRAMS, REPRESENTATIVES FROM EARLY EDUCATION STAKEHOLDER GROUPS, AND RESEARCHERS OF BEST PRACTICES FOR IMPROVING LITERACY PERFORMANCE, INCLUDING BEST PRACTICES FOR INSTRUCTION OF INDIGENOUS STUDENTS AND STUDENTS WHOSE FIRST LANGUAGE IS NOT ENGLISH].

* **Sec. 17.** AS 14.07.020(c) is amended to read:

(c) In this section, **"early education program"** ["PRE-ELEMENTARY SCHOOL"] means a **program** [SCHOOL] for children ages three through five years if the **program's** [SCHOOL'S] primary function is educational.

* **Sec. 18.** AS 14.07.050 is amended to read:

Sec. 14.07.050. Selection of textbooks. Textbooks for use in the public schools of the state, including a district offered statewide correspondence study program, shall be selected by district boards for district schools. Nothing in this section precludes

(1) a correspondence study student, or the parent or guardian of a correspondence study student, from privately obtaining or using textbooks or curriculum material not provided by the school district;

(2) the department from selecting and purchasing supplementary reading textbooks and materials for school districts to support reading intervention services provided under AS 14.30.765 and 14.30.770.

* **Sec. 19.** AS 14.07.050, as amended by sec. 18 of this Act, is amended to read:

Sec. 14.07.050. Selection of textbooks. Textbooks for use in the public schools of the state, including a district offered statewide correspondence study program, shall be selected by district boards for district schools. Nothing in this section precludes

[(1)] a correspondence study student, or the parent or guardian of a correspondence study student, from privately obtaining or using textbooks or curriculum material not provided by the school district [;

(2) THE DEPARTMENT FROM SELECTING AND PURCHASING

1 SUPPLEMENTARY READING TEXTBOOKS AND MATERIALS FOR SCHOOL
 2 DISTRICTS TO SUPPORT READING INTERVENTION SERVICES PROVIDED
 3 UNDER AS 14.30.765 AND 14.30.770].

4 * **Sec. 20.** AS 14.07.165(a) is amended to read:

5 (a) The board shall adopt

6 (1) statewide goals and require each governing body to adopt written
 7 goals that are consistent with local needs;

8 (2) regulations regarding the application for and award of grants under
 9 AS 14.03.125;

10 (3) regulations implementing provisions of AS 14.11.014(b);

11 (4) regulations requiring approval by the board before a charter school,
 12 state boarding school, or a public school may provide domiciliary services;

13 (5) regulations establishing standards for an early education
 14 program provided by a school district for children who are four and five years of
 15 age; the regulations must include

16 (A) standards for a locally designed, evidence-based
 17 program that meets Head Start Program Performance Standards and
 18 other federal standards required for early education programs to receive
 19 federal funding;

20 (B) a requirement that a teacher in charge of a program
 21 hold a valid teacher certificate issued under AS 14.20 and

22 (i) have satisfactorily completed a minimum of six
 23 credit hours in early childhood education or completes the
 24 minimum credit hours within two years of the date the teacher's
 25 employment with the early education program begins; or

26 (ii) have two or more years of experience teaching
 27 kindergarten or another early education program and have
 28 completed additional coursework related to reading instruction, as
 29 required by the department;

30 (C) developmentally appropriate objectives for children
 31 four and five years of age rather than academic standards appropriate for

older children; the objectives must allow school districts to adapt the content of an early education program to be culturally responsive to local communities;

(D) accommodations for the needs of all early education children and their families regardless of socioeconomic circumstances; and

(E) standards for day in session requirements appropriate for children four and five years of age;

(6) regulations establishing standards for day in session requirements appropriate for kindergarten students [REPEALED].

* **Sec. 21.** AS 14.07.168 is amended to read:

Sec. 14.07.168. Report to the legislature. Not later than the 30th legislative day of each regular session of the legislature, the board shall prepare and present in person to the legislative committees having jurisdiction over education an annual report that describes the efforts of the board to develop, maintain, and continuously improve a comprehensive quality public education system, as provided for under the bylaws of the board. The report must include

(1) a summary of the resolves and rationales provided in support of policy decisions made under AS 14.03.015;

(2) program and curriculum changes made, discussed, or recommended in meetings held under AS 14.07.125;

(3) additional information relevant to efforts made to improve and maintain the public education system;

(4) a summary of implementation and utilization of the consortium established under AS 14.30.800, including a review of consortium effectiveness and the participation rates of districts, teachers, and students.

* **Sec. 22.** AS 14.07.168, as amended by sec. 21 of this Act, is amended to read:

Sec. 14.07.168. Report to the legislature. Not later than the 30th legislative day of each regular session of the legislature, the board shall prepare and present in person to the legislative committees having jurisdiction over education an annual report that describes the efforts of the board to develop, maintain, and continuously

1 improve a comprehensive quality public education system, as provided for under the
2 bylaws of the board. The report must include

3 (1) a summary of the resolves and rationales provided in support of
4 policy decisions made under AS 14.03.015;

5 (2) program and curriculum changes made, discussed, or
6 recommended in meetings held under AS 14.07.125;

7 (3) additional information relevant to efforts made to improve and
8 maintain the public education system [;

9 (4) A SUMMARY OF IMPLEMENTATION AND UTILIZATION
10 OF THE CONSORTIUM ESTABLISHED UNDER AS 14.30.800, INCLUDING A
11 REVIEW OF CONSORTIUM EFFECTIVENESS AND THE PARTICIPATION
12 RATES OF DISTRICTS, TEACHERS, AND STUDENTS].

13 * Sec. 23. AS 14.07.180(a) is amended to read:

14 (a) Notwithstanding any other provision of law, the board shall establish
15 standards and a procedure for the review, ranking, and approval of mathematics and
16 English and language arts curricula for school districts to use in each grade level as
17 provided in this section. The board may include curricula delivered through virtual
18 education in the standards and procedure established under this subsection. **Standards**
19 **established for the review, ranking, and approval of language arts curricula for**
20 **early education programs and grades kindergarten through three must be based**
21 **on phonemic awareness, phonics, vocabulary development, reading fluency, oral**
22 **language skills, and reading comprehension.**

23 * Sec. 24. AS 14.14.115(a) is amended to read:

24 (a) To encourage cooperative arrangements between school districts **and**
25 **between school districts and private businesses, nonprofit organizations, or**
26 **government agencies** to provide more efficient or economical administrative or
27 educational services, a school district may receive a one-time cooperative arrangement
28 grant from the department of up to \$100,000. **The department shall ensure that**
29 **grant funds provided to districts under this section do not provide direct benefit**
30 **to private educational institutions.**

31 * Sec. 25. AS 14.17.500 is amended by adding new subsections to read:

(d) Except as provided in (e) and (f) of this section, a student in a district-wide early education program provided by a school district and approved by the department under AS 14.07.020(a)(8) is counted as one-half of a full-time equivalent student.

(e) A school district may not include in a school's ADM students who are four and five years of age if the students are enrolled in an early education program that receives state or federal funding other than funding under this chapter.

(f) A school district may not include in a school's ADM students who are four and five years of age if inclusion of the students would result in an increase of total state aid attributable to district-wide early education programs approved under AS 14.03.410 of more than \$3,000,000 from the previous fiscal year. The department shall prioritize the funding of district-wide early education programs, giving priority to school districts with lower performance, based on the department's ranking of districts under AS 14.03.410(c). When the number of students in a district-wide early education program will result in an increase of total state aid attributable to district-wide early education programs approved under AS 14.03.410 of more than \$3,000,000 from the previous fiscal year, the department may identify the amount, up to \$3,000,000, available for the district's district-wide early education program.

* **Sec. 26.** AS 14.17.500(d), enacted by sec. 25 of this Act, is amended to read:

(d) **A school district may not include in the school's ADM** [EXCEPT AS PROVIDED IN (e) AND (f) OF THIS SECTION,] a student in a district-wide early education program provided by **the** [A SCHOOL] district [AND APPROVED BY THE DEPARTMENT UNDER AS 14.07.020(a)(8) IS COUNTED AS ONE-HALF OF A FULL-TIME EQUIVALENT STUDENT].

* **Sec. 27.** AS 14.17.905(a) is amended to read:

(a) For purposes of this chapter, the determination of the number of schools in a district is subject to the following:

(1) a community with an ADM of at least 10, but not more than 100, shall be counted as one school;

(2) a community with an ADM of at least 101, but not more than 425, shall be counted as

(A) one elementary school, which includes those students in

grades kindergarten through six **and, except as provided in AS 14.17.500, in an early education program provided by a school district and approved by the department under AS 14.07.020(a)(8);** and

(B) one secondary school, which includes students in grades seven through 12;

(3) in a community with an ADM of greater than 425, each facility that is administered as a separate school shall be counted as one school, except that each alternative school with an ADM of less than 175 shall be counted as a part of the school in the district with the highest ADM.

* **Sec. 28.** AS 14.17.905(a), as amended by sec. 27 of this Act, is amended to read:

(a) For purposes of this chapter, the determination of the number of schools in a district is subject to the following:

(1) a community with an ADM of at least 10, but not more than 100, shall be counted as one school;

(2) a community with an ADM of at least 101, but not more than 425, shall be counted as

(A) one elementary school, which includes those students in grades kindergarten through six [AND, EXCEPT AS PROVIDED IN AS 14.17.500, IN AN EARLY EDUCATION PROGRAM PROVIDED BY A SCHOOL DISTRICT AND APPROVED BY THE DEPARTMENT UNDER AS 14.07.020(a)(8)]; and

(B) one secondary school, which includes students in grades seven through 12;

(3) in a community with an ADM of greater than 425, each facility that is administered as a separate school shall be counted as one school, except that each alternative school with an ADM of less than 175 shall be counted as a part of the school in the district with the highest ADM.

* **Sec. 29.** AS 14.20.015(c) is amended to read:

(c) The preliminary teacher certificate issued under this section must contain the same endorsements as those on the current valid teacher certificate issued by the other state. **However, before teaching students in grades kindergarten through**

three, a teacher certificated under this section must complete coursework, training, or testing requirements, and demonstrate proficiency as determined by the department, in phonemic awareness, phonics, vocabulary development, reading fluency, oral language skills, and reading comprehension approved by the board in regulation. A teacher may apply coursework, training, or testing requirements completed under this subsection toward continuing education requirements established by the board in regulation.

* **Sec. 30.** AS 14.20.015(c), as amended by sec. 29 of this Act, is amended to read:

(c) The preliminary teacher certificate issued under this section must contain the same endorsements as those on the current valid teacher certificate issued by the other state. [HOWEVER, BEFORE TEACHING STUDENTS IN GRADES KINDERGARTEN THROUGH THREE, A TEACHER CERTIFICATED UNDER THIS SECTION MUST COMPLETE COURSEWORK, TRAINING, OR TESTING REQUIREMENTS IN PHONEMIC AWARENESS, PHONICS, VOCABULARY DEVELOPMENT, READING FLUENCY, ORAL LANGUAGE SKILLS, AND READING COMPREHENSION APPROVED BY THE BOARD IN REGULATION. A TEACHER MAY APPLY COURSEWORK, TRAINING, OR TESTING REQUIREMENTS COMPLETED UNDER THIS SUBSECTION TOWARD CONTINUING EDUCATION REQUIREMENTS ESTABLISHED BY THE BOARD IN REGULATION.]

* **Sec. 31.** AS 14.20.020(i) is amended to read:

(i) A [BEGINNING ON JULY 1, 1998, A] person is not eligible for an initial regular teacher certificate unless the person has taken and successfully completed a competency examination or examinations designated, at the time the person took the test, by the board. The board shall review nationally recognized examinations that are designed to test the competency of new teachers and shall designate those examinations that it finds adequately test the skills and abilities of new teachers. For each examination designated under this subsection, the board shall establish the minimum acceptable level of performance, including a passing score. The board shall reevaluate the passing score for a competency examination at least once every five years and shall review each examination designated by the board at

least once every three years. The board shall prioritize the review of those examinations for which the minimum passing score deviates the most from the mean passing score adopted by other jurisdictions. When reevaluating a passing score for a competency examination, the board shall consider the historical effect of the established passing score, the potential effect of changing the passing score, and the passing score currently used for the examination by other jurisdictions. The board may allow a teacher who passed a comparable competency examination required by another jurisdiction to use a score from the other jurisdiction to satisfy the competency examination requirements under this subsection. The board shall adopt regulations to implement this subsection. A regulation that changes the passing score on a competency examination takes effect on the date that is one year after the date the board adopts the regulation, or a later date prescribed by the board. In this subsection, "competency examination" includes a basic competency examination with components in reading, writing, and mathematics and a subject area examination that is specific to the subject area in which the teacher will be teaching.

* **Sec. 32.** AS 14.20.020 is amended by adding a new subsection to read:

(l) Before teaching students in grades kindergarten through three, a teacher certificated under this section must complete coursework, training, or testing requirements in phonemic awareness, phonics, vocabulary development, reading fluency, oral language skills, and reading comprehension approved by the board in regulation. A teacher may apply coursework, training, or testing requirements completed under this subsection toward continuing education requirements established by the board in regulation.

* **Sec. 33.** AS 14.30 is amended by adding new sections to read:

Article 15. Reading Intervention.

Sec. 14.30.760. Statewide screening and support. (a) To implement the district reading intervention services established under AS 14.30.765, the department shall

(1) adopt a statewide screening tool to administer to students in grades kindergarten through three to identify students with reading deficiencies, including

1 students with characteristics of dyslexia; the screening tool must evaluate

2 (A) phonemic awareness, letter naming fluency, letter sound
3 fluency, and letter word sound fluency of students in kindergarten;

4 (B) letter word sound fluency and oral reading fluency of
5 students in grade one;

6 (C) vocabulary and oral reading fluency of students in grades
7 two and three;

8 (2) support teachers of grades kindergarten through three by

9 (A) administering the statewide screening tool three times each
10 school year, once in the fall, once in the winter, and once in the spring, to all
11 students in grades kindergarten through three, with the exception of students
12 who demonstrate sufficient reading skills on the first screening of the school
13 year;

14 (B) providing methods to monitor student progress;

15 (C) providing targeted instruction based on student needs as
16 determined by the results of the screening tool; and

17 (D) providing additional assistance as determined by the
18 department;

19 (3) provide training to school district staff related to using the results
20 of the statewide screening tool and understanding evidence-based reading
21 interventions, including explicit and systematic instruction in phonemic awareness,
22 phonics, vocabulary development, reading fluency, oral language skills, and reading
23 comprehension;

24 (4) require that districts identify the early education programs attended
25 by students and report to the department the average score on each performance
26 screening tool by students in grades kindergarten through three who

27 (A) attended a state-approved early education program;

28 (B) attended a Head Start program;

29 (C) attended a private early education program;

30 (D) did not attend an early education program;

31 (5) establish a process that allows the commissioner to waive, upon

request, use of the statewide screening tool required under this subsection by a school district if the school district has adopted an evidence-based reading screening tool and the screening tool is approved by the department;

(6) review, approve, and assist districts developing alternative standardized reading screening tools in any language for use by school districts.

(b) In adopting a statewide screening tool under (a)(1) of this section, the department shall consider the following factors:

(1) the amount of time needed to administer the screening with the intention of minimizing effects on instructional time;

(2) the time frame for reporting screening results to teachers, administrators, and parents or guardians;

(3) the integration of the screening with student instruction and department support;

(4) recommendations from a task force, working group, or committee created by law and charged with studying issues related to reading proficiency and reading deficiencies; and

(5) whether the screening tool is culturally responsive.

Sec. 14.30.765. Reading intervention services and strategies; progression.

(a) Each school district shall offer intensive reading intervention services to students in grades kindergarten through three who exhibit a reading deficiency to assist students in achieving reading proficiency at or above grade level by the end of grade three. The district shall provide the intensive reading intervention services in addition to the core reading instruction that is provided to all students in the general education classroom. The intensive reading intervention services must, to the extent practicable,

(1) be provided by a district reading teacher, or paraprofessional under the supervision of a reading teacher, to all students in grades kindergarten through three who are determined to have a reading deficiency based on the statewide screening tool adopted under AS 14.30.760(a)(1);

(2) provide explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, oral language skills, and reading comprehension, as necessary;

(3) use evidence-based reading intervention methods that have shown proven results in accelerating student reading achievement within a single school year;

(4) include instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error correction and feedback;

(5) incorporate daily targeted small group reading instruction based on student needs, either in person or online;

(6) monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs;

(7) be implemented during regular school hours through any available method, including in person or through online delivery by teachers or specialty reading coaches;

(8) be implemented outside of regular school hours, as directed in the student's individual reading improvement plan under (b) of this section, for a student who scores at the lowest achievement level on the statewide screening tool;

(9) be reviewed based on a department-approved response to intervention or multi-tiered system support models, addressing additional support and services needed to remedy identified needs; and

(10) support reading intervention at home by parents or guardians by offering a list of adult literacy resources and organizations, providing opportunities for parent or guardian participation in training workshops, and encouraging regular parent or guardian-guided home reading activities.

(b) In addition to the reading intervention services provided under (a) of this section, a school district shall provide an individual reading improvement plan for each student in grades kindergarten through three who is determined to have a reading deficiency based on the statewide screening tool. An individual reading improvement plan developed under this section must

(1) be implemented not later than 30 days after identification of the reading deficiency;

(2) be created by the student's reading teacher in consultation with the school principal, the student's parent or guardian, and other pertinent district staff;

(3) describe the evidence-based reading intervention services the

1 student will receive to achieve and demonstrate sufficient reading skills;

2 (4) provide reading intervention services outside of regular school
3 hours for a student who scores at the lowest achievement level on the statewide
4 screening tool consistent with (a)(8) of this section;

5 (5) include a process for monitoring progress and adjusting the plan
6 based on student needs;

7 (6) provide to the student's parent or guardian at least 10 reading
8 progress updates each school year;

9 (7) be culturally responsive; and

10 (8) support the student reading at home with a parent or guardian by
11 offering a list of adult literacy resources and organizations, providing opportunities for
12 parent or guardian participation in training workshops, and encouraging regular parent
13 or guardian-guided home reading activities.

14 (c) If at any time during the school year a student in grades kindergarten
15 through three demonstrates a reading deficiency, the district or school shall notify the
16 student's parent or guardian. The initial notification must

17 (1) be provided to the student's parent or guardian not later than 15
18 days after identification of the reading deficiency;

19 (2) state that the district identified the student as having a reading
20 deficiency and that a reading improvement plan will be developed under (b) of this
21 section;

22 (3) describe current services that the district is providing to the student;

23 (4) describe the proposed evidence-based reading intervention and
24 supplemental instructional services and supports that the district will provide to the
25 student to improve the identified area of reading deficiency;

26 (5) explain that the district or school will inform the parent or guardian
27 orally or in writing, as selected by the parent or guardian, of the student's progress
28 toward grade level reading as outlined in the student's individual reading improvement
29 plan;

30 (6) identify strategies for the parent or guardian to use at home to help
31 the student succeed in reading;

(7) explain that if the student has a reading deficiency at the end of the school year and is in grades kindergarten through two, the student's progression may be delayed unless the student has previously not progressed to the next grade;

(8) explain that a student in grade three should demonstrate sufficient reading skills to progress to grade four under (e) of this section, unless the student receives a waiver under (f) of this section or has previously not progressed to the next grade;

(9) explain the process and deadline to request a waiver under (f) of this section; and

(10) identify mid-year progression as an option for students who do not progress to the next grade.

(d) If it is determined, based on a statewide screening administered in the spring, that a student in grades kindergarten through two has a reading deficiency, the student's teacher and other pertinent district staff shall notify and attempt to meet with the student's parent or guardian to explain that the student will not be able to maintain adequate academic progress at the next grade level. School staff shall work with the parent or guardian to schedule a date, time, and place for the meeting, to be held not later than 45 days before the end of the school year. Following that meeting, the parent or guardian shall determine whether the student will progress to the next grade. If no parent or guardian attends the meeting or if the parent or guardian does not determine whether the student will progress to the next grade, the superintendent or the superintendent's designee shall, after considering the student's best interest and whether the student has previously not progressed to the next grade, determine whether the student will progress to the next grade.

(e) A student in grade three should demonstrate sufficient reading skills to progress to grade four. A student demonstrates sufficient reading skills to progress to grade four by

(1) scoring at grade level or higher on the statewide screening tool or on the statewide summative assessment;

(2) achieving an acceptable score on an alternative standardized reading screening as determined and approved by the department; or

1 (3) demonstrating mastery of reading standards through a student
2 reading portfolio based on criteria established by the department.

3 (f) If it is determined, based on a statewide screening administered in the
4 spring, that a student in grade three has a reading deficiency, and the student does not
5 demonstrate sufficient reading skills to progress to grade four under (e) of this section,
6 the student's teacher and other pertinent district staff shall notify and attempt to meet
7 with the student's parent or guardian to explain that the student is not prepared to
8 progress to grade four. School staff shall work with the parent or guardian to schedule
9 a date, time, and place for the meeting, to be held not later than 45 days before the end
10 of the school year. Following that meeting, the parent or guardian may decide that the
11 student will not progress to grade four or decide to progress the student to grade four
12 by signing a waiver developed by the department acknowledging that the student is
13 not prepared and agreeing that the student will participate in an additional 20 hours of
14 individual reading improvement plan intervention services during the summer before
15 the student enters grade four. If no parent or guardian attends the meeting or if the
16 parent or guardian does not determine whether the student will progress to the next
17 grade, the superintendent or the superintendent's designee shall, after considering the
18 student's best interests and whether the student has previously not progressed to the
19 next grade, determine whether the student will progress to grade four.

20 (g) A superintendent or superintendent's designee may exempt a student from
21 delayed progression when progression is in the student's best interests. When
22 determining if progression is in a student's best interests, the superintendent or
23 superintendent's designee shall consider whether

24 (1) the student has received intensive reading intervention services for
25 two or more years and still demonstrates a reading deficiency;

26 (2) the student's primary language is a language other than English;
27 and

28 (3) the student has a disability and has an individualized education
29 plan under AS 14.30.278 or a plan under 29 U.S.C. 794.

30 (h) If no parent or guardian attends the meeting, and a superintendent or
31 superintendent's designee decides that a student in grades kindergarten through three

1 will not progress to the next grade under (d) or (f) of this section, the district or school
 2 in which the student is enrolled shall provide immediate oral and written notification
 3 to the student's parent or guardian. The written notification must explain that the
 4 parent or guardian may reschedule the meeting provided under (d) or (f) of this section
 5 and that during a meeting

6 (1) for a student in grades kindergarten through two, the parent or
 7 guardian may decide to progress the student; and

8 (2) for a student in grade three, the parent or guardian may decide to
 9 progress the student to grade four by signing a waiver under (f) of this section.

10 (i) For a student who does not progress to the next
 11 grade under (d) or (f) of this section, or who progresses to the next
 12 grade with a waiver under (f) of this section, the district in which the
 13 student is enrolled shall

14 (1) review the student's individual reading improvement plan;
 15 (2) provide intensive reading intervention services to improve the area
 16 of reading deficiency using effective instructional strategies to accelerate student
 17 progress;

18 (3) provide additional services and support to improve the student's
 19 identified area of reading deficiency, including

20 (A) a transitional instructional setting that is designed to
 21 produce learning gains;

22 (B) supplemental tutoring offered by a person with specialized
 23 reading training;

24 (C) an increase in time dedicated to the reading instruction
 25 methods described in (a)(3) - (5) of this section, including more extensive
 26 opportunities for guided practice and error correction and feedback;

27 (4) develop a plan for reading at home outlined in an agreement with
 28 the student's parent or guardian, including parent or guardian participation in training
 29 workshops and regular parent or guardian-guided home reading activities.

30 (j) For a student who does not progress to grade one, grade two, or grade three
 31 under (d) of this section, the district in which the student is enrolled shall, upon

request by the student's parent or guardian, develop a plan for the student's mid-year progression.

(k) A school district shall adopt a policy providing for mid-year progression of a student who does not progress to grade four under (f) of this section if the student

(1) demonstrates sufficient reading skills to progress to grade four on the fall or winter statewide screening; and

(2) meets additional requirements determined by the district, including satisfactory achievement in other subject areas.

(l) A district shall, for the remainder of the academic year, and, if necessary, for additional school years, continue to implement an individual reading improvement plan for a student promoted mid-year under (j) or (k) of this section.

(m) Unless a parent or guardian decides that a student will not progress to the next grade under (d) or (f) of this section, a district or school may not delay the student's progression under this section if the student previously did not progress to the next grade.

(n) In this section, "reading teacher" means a teacher who

(1) holds a valid teacher certificate under AS 14.20;

(2) has demonstrated effectiveness in instructing students to read at or above grade level as measured by student reading performance data and in teacher performance evaluations; and

(3) meets the requirements established by the state Board of Education and Early Development in regulation.

Sec. 14.30.770. Department reading program. (a) The department shall establish a reading program to provide direct support for and intervention in intensive reading intervention services annually in the lowest-performing 25 percent of schools serving students in grades kindergarten through three as determined under AS 14.03.123. The department shall determine how many schools may be adequately served by the department's reading specialists and select schools from the lowest-performing 25 percent of schools to participate in the reading program. A school participating in the reading program that remains in the lowest-performing 25 percent of schools as determined under AS 14.03.123 may apply to participate in the reading

1 program again in the following school year. State funding provided to participating
 2 schools for implementation of the reading program is in addition to the amount of
 3 funding provided under AS 14.17. In conducting the program, the department shall

4 (1) use the accountability system established in AS 14.03.123 to
 5 identify low performing schools;

6 (2) establish an application process for school districts to apply to
 7 participate in the program;

8 (3) select low performing schools from the schools that apply to
 9 participate in the program;

10 (4) employ and assign reading specialists to direct the implementation
 11 of the intensive reading intervention services established under AS 14.30.765 by

12 (A) modeling effective instructional strategies for teachers by
 13 working regularly with students as a class, in small groups, or individually;

14 (B) coaching and mentoring teachers and staff in reading
 15 instruction with an emphasis on prioritizing time in a manner that has the
 16 greatest positive effects on student achievement;

17 (C) training teachers in data analysis and using data to
 18 differentiate instruction;

19 (D) leading and supporting reading leadership teams; and

20 (E) reporting on school and student performance to the
 21 department;

22 (5) establish a reporting process for each reading specialist to submit
 23 updates to the department on implementation of the program;

24 (6) work with reading specialists to create specific improvement goals
 25 for each school selected, including measures of interim progress;

26 (7) select and purchase additional reading material for each school
 27 selected to supplement the intensive reading intervention services;

28 (8) pay travel and associated costs for a reading specialist to attend
 29 relevant training sessions identified by or hosted by the department;

30 (9) periodically review staff development programs for their
 31 effectiveness in developing reading skills and, after consultation with school districts

1 and experts, recommend to the board for approval staff development programs that

2 (A) have been proven to assess and accelerate student progress
3 toward reaching reading competency;

4 (B) provide explicit and systematic skill development in the
5 areas of phonemic awareness, phonics, vocabulary development, reading
6 fluency, oral language skills, and reading comprehension;

7 (C) are evidence-based and reliable;

8 (D) provide initial and ongoing analysis of student progress
9 toward reaching reading competency; and

10 (E) include texts on core academic content to assist students in
11 maintaining or meeting grade-appropriate proficiency in academic subjects in
12 addition to reading.

13 (b) A school selected to participate in the reading program established under
14 this section shall

15 (1) ensure that a reading specialist assigned to the school is not
16 required to perform functions that divert from the duties the department has assigned
17 to the reading specialist;

18 (2) coordinate with the reading specialist or specialists to redesign the
19 school's daily schedule to dedicate time to reading program activities, including
20 intensive reading intervention services identified in a written agreement between the
21 school and the department;

22 (3) present on the reading program established under this section and
23 the intensive reading intervention services established under AS 14.30.765 at a public
24 meeting; the presentation must include

25 (A) the data the department used to identify the school as
26 eligible for the reading program;

27 (B) a detailed overview of the reading program and intensive
28 reading intervention services;

29 (C) a timeline for implementing the intensive reading
30 intervention services and meeting reading improvement goals; and

31 (D) the implications of the program for students, families, and

educators;

(4) provide notice of the public meeting required under (3) of this subsection to the parent or guardian of each student at least seven days before the date of the meeting;

(5) present an annual update on the school's implementation of the reading program and intensive reading intervention services at a public meeting with notice provided to the parent or guardian of each student at least seven days before the date of the meeting;

(6) create partnerships between the school, the families of students, and the community that focus on promoting reading and increasing the amount of time that students spend reading.

(c) The department shall publish on the department's Internet website and make available to the public

(1) a completed application from each school selected to participate in the reading program; and

(2) the reading program and intensive reading intervention services implemented by each school selected to participate.

(d) The department may employ a person as a reading specialist under this section if the person

(1) holds a valid teacher certificate issued under AS 14.20;

(2) has completed an approved graduate program for the preparation of reading specialists at an approved institution of higher education and

(A) has completed a supervised practicum or internship as a reading specialist; or

(B) has at least three years of full-time, demonstrated classroom teaching experience where reading instruction was a primary responsibility;

(3) is knowledgeable about and demonstrates competency in reading instruction, including

(A) an understanding of phonemic awareness, phonics, vocabulary development, reading fluency, oral language skills, and reading

1 comprehension;

2 (B) knowledge of and experience in implementing effective
3 reading instruction strategies and intervention methods;

4 (C) experience in designing and implementing a school-wide
5 response to intervention program or multi-tiered system support model;

6 (D) an understanding of and experience in reading screenings
7 and data analyses that inform instruction;

8 (E) knowledge of dyslexia and other learning disorders that
9 affect reading achievement;

10 (F) knowledge of and an ability to effectively articulate the
11 methods, issues, and resources involved in support of student instruction to a
12 wide variety of audiences, including staff, parents, and students whose primary
13 language is other than English; and

14 (4) meets other reading instruction coursework requirements
15 established by the department in regulation, including coursework in indigenous
16 language learning and culturally responsive education established in regulation by the
17 department in collaboration with indigenous language stakeholders.

18 **Sec. 14.30.775. Regulation.** The department shall, by regulation, define
19 "dyslexia" for the purposes of AS 14.30.760 - 14.30.780. The department shall
20 consider the meaning of "dyslexia" given by the International Dyslexia Association
21 when adopting the definition by regulation.

22 **Sec. 14.30.780. Definitions.** In AS 14.30.760 - 14.30.780,

23 (1) "district" has the meaning given in AS 14.17.990;

24 (2) "evidence-based reading intervention" means an intervention based
25 on reliable, trustworthy, and valid evidence that has a demonstrated record of success
26 in adequately increasing a student's reading competency in the areas of phonemic
27 awareness, phonics, vocabulary development, reading fluency, oral language skills,
28 and reading comprehension.

29 * **Sec. 34.** AS 14.30 is amended by adding a new section to read:

30 **Article 16. Virtual Education.**

31 **Sec. 14.30.800. Virtual education consortium.** (a) The department shall, in

1 cooperation with school districts, establish a virtual education consortium for the
 2 purpose of making virtual education and professional development resources available
 3 to students and teachers in the state. The department shall establish standards for
 4 consortium resources. The consortium shall create and maintain a database of virtual
 5 education courses for students, training in virtual instruction for teachers, and
 6 professional development courses for teachers of students throughout the state if the
 7 coursework curriculum meets the state standards established by the department. The
 8 database must be accessible to all school districts that participate in the consortium.

9 (b) For teachers delivering or facilitating virtual coursework to students
 10 through the consortium database, the consortium shall provide training and
 11 professional development on virtual instruction methods and the differences between
 12 virtual instruction and instruction offered in a classroom. A teacher may not provide
 13 instruction through a course for students that is in the database unless

14 (1) the teacher has completed the training or professional development
 15 provided by the consortium; or

16 (2) the consortium determines that the teacher's previous experience
 17 has prepared the teacher to provide virtual instruction and the teacher demonstrates the
 18 skills necessary to provide virtual instruction.

19 (c) The consortium shall employ a reading specialist available to school
 20 districts to provide virtual intensive reading intervention services. The duties of the
 21 reading specialist include

22 (1) modeling effective instructional strategies for teachers by working
 23 regularly with students as a class, in small groups, or individually;

24 (2) coaching and mentoring teachers and staff in reading instruction
 25 with an emphasis on prioritizing time in a manner that has the greatest positive effects
 26 on student achievement;

27 (3) training teachers in data analysis and using data to differentiate
 28 instruction;

29 (4) leading and supporting reading leadership teams; and

30 (5) reporting on school and student performance to the department.

31 (d) The department may require a school district that participates in the

consortium to pay a fee to the consortium. If the department requires a fee, the department shall establish the fee in regulations, based on a recommendation made by the consortium, and may adjust the fee annually as necessary. The fees must approximately equal the consortium's prorated administrative costs related to reviewing and approving courses and maintaining the database.

(e) A school district that provides a course included in the database may charge a fee to the school district in which a student who takes the course is enrolled. The department shall establish the fee in regulations.

(f) The consortium may require, as a condition of participation, that school districts that provide courses or have students participating in courses included in the database under (a) of this section adopt the same school term and class schedule for all or part of a school day. The school term must meet the requirements of AS 14.03.030.

(g) In this section, "virtual education" or "virtual instruction" means instruction delivered through telecommunications or another digital or electronic method.

* **Sec. 35.** AS 14.60.010 is amended by adding new paragraphs to read:

(9) "culturally responsive" means showing respect for and recognition of the traditions, beliefs, languages, values, and practices of the local culture that has historically been present in the geographic area being served;

(10) "parent" or "guardian" includes a natural, adoptive, and foster parent, stepparent, legal guardian, relative, and other adult person with whom a student has resided and who has acted as a parent in providing for the student or has been responsible for the student's welfare for a continuous period.

* **Sec. 36.** AS 47.17.290(12) is amended to read:

(12) "organization" means a group or entity that provides care and supervision for compensation to a child not related to the caregiver, and includes a child care facility, pre-elementary school, early education program, head start center, child foster home, residential child care facility, recreation program, children's camp, and children's club;

* **Sec. 37.** AS 14.03.080(d) and 14.03.290(4) are repealed.

* **Sec. 38.** AS 14.03.120(h), 14.03.410, 14.03.420; AS 14.17.500(e), 14.17.500(f);

AS 14.20.020(l); AS 14.30.760, 14.30.765, 14.30.770, 14.30.775, 14.30.780, and 14.30.800 are repealed.

* **Sec. 39.** The uncodified law of the State of Alaska is amended by adding a new section to read:

VIRTUAL EDUCATION AVAILABILITY DEADLINE. The Department of Education and Early Development shall make available virtual education courses and professional development resources under sec. 34 of this Act on or before July 1, 2024.

* **Sec. 40.** The uncodified law of the State of Alaska is amended by adding a new section to read:

APPLICABILITY. Section 32 of this Act applies,

(1) on the effective date of sec. 32 of this Act, to teachers who begin teaching students in grades kindergarten through three on and after the effective date of sec. 32 of this Act;

(2) on July 1, 2024, to teachers who began teaching students in grades kindergarten through three before the effective date of sec. 32 of this Act.

* **Sec. 41.** The uncodified law of the State of Alaska is amended by adding a new section to read:

REPORT TO THE LEGISLATURE. Not later than the thirtieth day of the First Regular Session of the Thirty-Eighth Alaska State Legislature, the Department of Education and Early Development shall prepare and present to the legislative committees having jurisdiction over education a report evaluating the virtual education consortium established under AS 14.30.800 and the following programs established under this Act: the early education program, the parents as teachers program, the reading intervention program, and the department reading program. The report must include

(1) data analysis conducted by an independent contractor evaluating the success of each program, including

(A) statistics measuring the effectiveness of each program in accomplishing the program mission;

(B) the cost-effectiveness of each program;

(C) trends in reading screening scores by each group of students listed in AS 14.30.760(a)(4) as the students progress through grade eight;

1 (2) recommendations from the panels convened under AS 14.07.020(a)(19);
 2 and

3 (3) recommendations from the Department of Education and Early
 4 Development addressing whether to extend, expand, contract, or repeal each program.

5 * **Sec. 42.** The uncodified law of the State of Alaska is amended by adding a new section to
 6 read:

7 TRANSITION. The number of district-wide early education programs that the
 8 department approves under AS 14.03.410 in the fiscal year beginning July 1, 2022, may not
 9 result in more than \$3,000,000 of total state aid attributable to early education programs. In
 10 the fiscal year beginning July 1, 2023, the number of district-wide early education programs
 11 that the department approves may not result in an increase from the prior fiscal year of more
 12 than \$3,000,000 of total state aid attributable to early education programs.

13 * **Sec. 43.** The uncodified law of the State of Alaska is amended by adding a new section to
 14 read:

15 TRANSITION: REGULATIONS. The Department of Education and Early
 16 Development and the state Board of Education and Early Development may adopt regulations
 17 necessary to implement the changes made by this Act. The regulations take effect under
 18 AS 44.62 (Administrative Procedure Act), but a regulation may not take effect before the
 19 effective date of the relevant provision of this Act implemented by the regulation.

20 * **Sec. 44.** Section 43 of this Act takes effect immediately under AS 01.10.070(c).

21 * **Sec. 45.** Sections 4, 6, 8, 11, 12, 16, 19, 22, 26, 28, 30, and 38 of this Act take effect
 22 June 30, 2034.

23 * **Sec. 46.** Except as provided in secs. 44 and 45 of this Act, this Act takes effect July 1,
 24 2023.

Fiscal Note

State of Alaska
2022 Legislative Session

Bill Version:	CSSB 111(FIN)
Fiscal Note Number:	7
(S) Publish Date:	4/12/2022

Identifier: SB111CS(FIN)-EED-ELC-3-16-22
Title: EARLY EDUCATION; READING INTERVENTION
Sponsor: EDUCATION
Requester: Senate Finance

Department: Department of Education and Early Development
Appropriation: Education Support and Admin Services
Allocation: Early Learning Coordination
OMB Component Number: 2912

Expenditures/Revenues

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

(Thousands of Dollars)

	FY2023 Appropriation Requested	Included in Governor's FY2023 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	FY 2023	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Personal Services	326.8		326.8	326.8	326.8	326.8	326.8
Travel							
Services	43.8		31.8	31.8	31.8	31.8	31.8
Commodities	15.0						
Capital Outlay							
Grants & Benefits		474.7	474.7	474.7	474.7	474.7	474.7
Miscellaneous							
Total Operating	385.6	474.7	833.3	833.3	833.3	833.3	833.3

Fund Source (Operating Only)

1004 Gen Fund (UGF)	385.6	474.7	833.3	833.3	833.3	833.3	833.3
Total	385.6	474.7	833.3	833.3	833.3	833.3	833.3

Positions

Full-time	3.0		3.0	3.0	3.0	3.0	3.0
Part-time							
Temporary							

Change in Revenues

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2022) cost: 0.0 (separate supplemental appropriation required)

Estimated CAPITAL (FY2023) cost: 0.0 (separate capital appropriation required)

Does the bill create or modify a new fund or account? No
(Supplemental/Capital/New Fund - discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
If yes, by what date are the regulations to be adopted, amended or repealed? 06/30/23

Why this fiscal note differs from previous version/comments:

Updated to accurately reflect correct statutory citation for the early education program; and updated the effective date from July 1, 2022 to July 1, 2023.

Prepared By: Heidi Teshner, Acting Deputy Commissioner
Division: Finance and Support Services
Approved By: Lacey Sanders, Administrative Services Director
Agency: Department of Education & Early Development

Phone: (907)465-2875
Date: 03/16/2022 12:15 PM
Date: 03/16/22

REPORTED OUT OF
SFC 04/11/2022

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2022 LEGISLATIVE SESSION

Analysis

This bill creates four new programs: an early education program, a comprehensive reading intervention program, a school improvement reading program, and a virtual education consortium. **This fiscal note addresses the early education program.**

The early education program, created under AS 14.03.410, is approved by the Department of Education and Early Development (DEED) and funded by the state through a three-year grant process. Once those districts have completed the three-year grant cycle and DEED has determined the early education program complies with the adopted standards as created by the State Board of Education and Early Development, then those programs may be eligible for 1/2 the full-time equivalent for average daily membership (ADM) funding under AS 14.17.410. Foundation funding would only be provided to those districts that are not already receiving early education funding by another state or federal program. The early education program is repealed on June 30, 2034 (FY2034).

To operate the early education grant program starting in FY2023 through FY2034, it would require 2 Education Specialist II, Range 21, Step B/C, at \$115.6 each (\$231.2 total); and 1 Education Associate II, Range 15, Step B/C, at \$95.6. In addition, department chargebacks of \$10.6 per position would be needed (\$31.8 total), plus a one-time increment of \$5.0 per position for supplies and equipment (\$15.0 total).

These three positions would be needed in FY2023 in order to develop the early education grant program, including creating the standards for high-quality pre-K programs and seeking the State Board of Education and Early Development's approval of those standards, and providing on-going professional development, training, and support to grantees throughout the life of the early education grant program.

In addition, with the requirement for the State Board of Education and Early Development to adopt regulations establishing standards for an early education program, including teacher certification requirements, developmentally appropriate objectives, and accommodations, included in this fiscal note is a one-time increment of \$12.0 for legal services costs associated with these new regulations.

Total cost to DEED in salary and benefits is \$326.8 with department chargebacks of \$31.8, plus one-time increments for supplies and equipment of \$15.0 and regulations of \$12.0, for a total cost of \$385.6 in FY2023 and \$358.6 per year starting in FY2024.

A total of \$474.7 for the Parents as Teachers program is reflected in the FY2023 Governor's Request. This funding is necessary to continue the program. For purposes of estimating fiscal impact, the current appropriation of \$474.7 has been reflected each year. This estimate will be updated in out years as the program is implemented. The Parents as Teachers program is repealed on June 30, 2034 (FY2034).

Costs associated with the early education program grants are reflected in the Pre-Kindergarten Grants fiscal note.

The effective date of this bill is July 1, 2023 (FY2024).

Fiscal Note

State of Alaska
2022 Legislative Session

Bill Version:	CSSB 111(FIN)
Fiscal Note Number:	6
(S) Publish Date:	4/12/2022

Identifier: SB111CS(FIN)-EED-FP-3-16-22
Title: EARLY EDUCATION; READING INTERVENTION
Sponsor: EDUCATION
Requester: Senate Finance

Department: Department of Education and Early Development
Appropriation: K-12 Aid to School Districts
Allocation: Foundation Program
OMB Component Number: 141

Expenditures/Revenues

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

(Thousands of Dollars)

	FY2023 Appropriation Requested	Included in Governor's FY2023 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	FY 2023	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
Total Operating	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Fund Source (Operating Only)

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2022) cost: 0.0 (separate supplemental appropriation required)

Estimated CAPITAL (FY2023) cost: 0.0 (separate capital appropriation required)

Does the bill create or modify a new fund or account? No
(Supplemental/Capital/New Fund - discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? No
If yes, by what date are the regulations to be adopted, amended or repealed?

Why this fiscal note differs from previous version/comments:

Updated to accurately reflect correct statutory citation for the early education program; updated the effective date from July 1, 2022 to July 1, 2023; and updated out year costs in the analysis based on revised effective date.

Prepared By: Heidi Teshner, Acting Deputy Commissioner
Division: Finance and Support Services
Approved By: Lacey Sanders, Administrative Services Director
Agency: Department of Education & Early Development

Phone: (907)465-2875
Date: 03/16/2022 12:15 PM
Date: 03/16/22

REPORTED OUT OF
SFC 04/11/2022

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2022 LEGISLATIVE SESSION

Analysis

This bill creates four new programs: an early education program, a comprehensive reading intervention program, a school improvement reading program, and a virtual education consortium. **This fiscal note addresses the early education program.**

The early education program, created under AS 14.03.410, is approved by the Department of Education and Early Development (DEED) and funded by the state through a three-year grant process. Once those districts have completed the three-year grant cycle and DEED has determined the early education program complies with the adopted standards as created by the State Board of Education and Early Development, then those programs may be eligible for 1/2 the full-time equivalent for average daily membership (ADM) funding under AS 14.17.410. Foundation funding would only be provided to those districts that are not already receiving early education funding by another state or federal program. The early education program is repealed on June 30, 2034 (FY2034).

The current pre-kindergarten grant counts, as provided by the Division of Innovation and Education Excellence, were used in calculating anticipated foundation funding. Half of the average cost per student was used as a multiplier for purposes of this fiscal note. This number was derived by using the FY2022 State Aid Entitlement as of 12/21/2021 of \$1,199,876,241 and dividing it by the total ADM projected at 127,588.38 to arrive at \$9,404. The average per student cost was then divided in half to arrive at \$4,702, so as to be in alignment with the language added in AS 14.17.500(d).

The district's pre-kindergarten students can transition to the foundation formula after completing the three year grant process. Therefore, the first approved pre-kindergarten program to receive state aid through the ADM would be on the fourth year or FY2027. Since those pre-kindergarten student counts cannot be determined, the following calculation of students are based on the cohort used for projecting the grant. Total grant funding awarded to districts may not exceed \$3 million in a fiscal year, unless the legislature appropriates another amount.

FY2027 =	638 students x \$4,702 = \$2,999,876
FY2028 =	638 students x \$4,702 = \$2,999,876
FY2029 =	638 students x \$4,702 = \$2,999,876
FY2030 =	638 students x \$4,702 = \$2,999,876
FY2031 =	638 students x \$4,702 = \$2,999,876
FY2032 =	638 students x \$4,702 = \$2,999,876
FY2033 =	638 students x \$4,702 = \$2,999,876
FY2034 =	638 students x \$4,702 = \$2,999,876

This bill also includes transition language for districts with existing early education programs that get approved by the State Board of Education and Early Development, but limits the amount available under the foundation formula for distribution in FY2023 to \$3 million, and in subsequent years not more than a \$3 million increase over the prior year.

The effective date of this bill is July 1, 2023 (FY2024).

The funding mechanism is a general fund transfer to the Public Education Fund (PEF). The fiscal note effect for FY2023 through FY2028 is reported in the fiscal note for the PEF, as the funding is deposited to the PEF, not into the Foundation Program funding component. The above analysis is presented here for explanation purposes only.

Fiscal Note

State of Alaska
2022 Legislative Session

Bill Version:	CSSB 111(FIN)
Fiscal Note Number:	10
(S) Publish Date:	4/12/2022

Identifier: SB111CS(FIN)-EED-PEF-3-16-22
Title: EARLY EDUCATION; READING INTERVENTION
Sponsor: EDUCATION
Requester: Senate Finance

Department: Fund Capitalization
Appropriation: No Further Appropriation Required
Allocation: Public Education Fund
OMB Component Number: 2804

Expenditures/Revenues

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

(Thousands of Dollars)

	FY2023 Appropriation Requested	Included in Governor's FY2023 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	FY 2023	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants & Benefits	3,000.0		6,000.0	9,000.0	12,000.0	14,999.9	17,999.8
Miscellaneous							
Total Operating	3,000.0	0.0	6,000.0	9,000.0	12,000.0	14,999.9	17,999.8

Fund Source (Operating Only)

1004 Gen Fund (UGF)	3,000.0		6,000.0	9,000.0	12,000.0	14,999.9	17,999.8
Total	3,000.0	0.0	6,000.0	9,000.0	12,000.0	14,999.9	17,999.8

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2022) cost: 0.0 (separate supplemental appropriation required)

Estimated CAPITAL (FY2023) cost: 0.0 (separate capital appropriation required)

Does the bill create or modify a new fund or account? No
(Supplemental/Capital/New Fund - discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? No
If yes, by what date are the regulations to be adopted, amended or repealed?

Why this fiscal note differs from previous version/comments:

Updated to accurately reflect correct statutory citation for the early education program; updated the effective date from July 1, 2022 to July 1, 2023; and updated out year costs based on revised effective date.

Prepared By: Heidi Teshner, Acting Deputy Commissioner
Division: Finance and Support Services
Approved By: Lacey Sanders, Administrative Services Director
Agency: Department of Education & Early Development

Phone: (907)465-2875
Date: 03/16/2022 12:15 PM
Date: 03/16/22

REPORTED OUT OF
SFC 04/11/2022

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2022 LEGISLATIVE SESSION

Analysis

This bill creates four new programs: an early education program, a comprehensive reading intervention program, a school improvement reading program, and a virtual education consortium. **This fiscal note addresses the early education program.**

The early education program, created under AS 14.03.410, is approved by the Department of Education and Early Development (DEED) and funded by the state through a three-year grant process. Once those districts have completed the three-year grant cycle and DEED has determined the early education program complies with the adopted standards as created by the State Board of Education and Early Development, then those programs may be eligible for 1/2 the full-time equivalent for average daily membership (ADM) funding under AS 14.17.410. Foundation funding would only be provided to those districts that are not already receiving early education funding by another state or federal program. The grant program and ADM funding are repealed on June 30, 2034 (FY2034).

The current pre-kindergarten grant counts, as provided by the Division of Innovation and Education Excellence, were used in calculating anticipated foundation funding. Half of the average cost per student was used as a multiplier for purposes of this fiscal note. This number was derived by using the FY2022 State Aid Entitlement as of 12/21/2021 of \$1,199,876,241 and dividing it by the total ADM projected at 127,588.38 to arrive at \$9,404. The average per student cost was then divided in half to arrive at \$4,702, so as to be in alignment with the language added in AS 14.17.500(d).

The district's pre-kindergarten students can transition to the foundation formula after completing the three year grant process. Therefore, the first approved pre-kindergarten program to receive state aid through the ADM would be on the fourth year or FY2027. Since those pre-kindergarten student counts cannot be determined, the following calculation of students are based on the cohort used for projecting the grant. Total grant funding awarded to districts may not exceed \$3 million in a fiscal year, unless the legislature appropriates another amount.

FY2027 =	638 students x \$4,702 = \$2,999,876
FY2028 =	638 students x \$4,702 = \$2,999,876
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FY2031 =	638 students x \$4,702 = \$2,999,876
FY2032 =	638 students x \$4,702 = \$2,999,876
FY2033 =	638 students x \$4,702 = \$2,999,876
FY2034 =	638 students x \$4,702 = \$2,999,876

This bill also includes transition language for districts with existing early education programs that get approved by the State Board of Education and Early Development, but limits the amount available under the foundation formula for distribution in FY2023 to \$3 million, and in subsequent years not more than a \$3 million increase over the prior year.

The effective date of this bill is July 1, 2023 (FY2024).

Fiscal Note

State of Alaska
2022 Legislative Session

Bill Version:	CSSB 111(FIN)
Fiscal Note Number:	8
(S) Publish Date:	4/12/2022

Identifier: SB111CS(FIN)-EED-PK-3-16-22
Title: EARLY EDUCATION; READING INTERVENTION
Sponsor: EDUCATION
Requester: Senate Finance

Department: Department of Education and Early Development
Appropriation: Education Support and Admin Services
Allocation: Pre-Kindergarten Grants
OMB Component Number: 3028

Expenditures/Revenues

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

(Thousands of Dollars)

	FY2023 Appropriation Requested	Included in Governor's FY2023 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	FY 2023	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants & Benefits			2,999.9	2,999.9	2,999.9	2,999.9	2,999.9
Miscellaneous							
Total Operating	0.0	0.0	2,999.9	2,999.9	2,999.9	2,999.9	2,999.9

Fund Source (Operating Only)

1004 Gen Fund (UGF)			2,999.9	2,999.9	2,999.9	2,999.9	2,999.9
Total	0.0	0.0	2,999.9	2,999.9	2,999.9	2,999.9	2,999.9

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2022) cost: 0.0 (separate supplemental appropriation required)

Estimated CAPITAL (FY2023) cost: 0.0 (separate capital appropriation required)

Does the bill create or modify a new fund or account? No
(Supplemental/Capital/New Fund - discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
If yes, by what date are the regulations to be adopted, amended or repealed? 06/30/23

Why this fiscal note differs from previous version/comments:

Updated to accurately reflect correct statutory citation for the early education program; updated the effective date from July 1, 2022 to July 1, 2023; removed the fiscal impact in FY2023 due to the revised effective date; and updated chart of page 3 due to the revised effective date.

Prepared By: Heidi Teshner, Acting Deputy Commissioner
Division: Finance and Support Services
Approved By: Lacey Sanders, Administrative Services Director
Agency: Department of Education & Early Development

Phone: (907)465-2875
Date: 03/16/2022 12:15 PM
Date: 03/16/22

REPORTED OUT OF
SFC 04/11/2022

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2022 LEGISLATIVE SESSION

Analysis

This bill creates four new programs: an early education program, a comprehensive reading intervention program, a school improvement reading program, and a virtual education consortium. **This fiscal note addresses the early education program.**

The early education program, created under AS 14.03.410, is approved by the Department of Education and Early Development (DEED) and funded by the state through a three-year grant process. Once those districts have completed the three-year grant cycle and DEED has determined the early education program complies with the adopted standards as created by the State Board of Education and Early Development, then those programs may be eligible for 1/2 the full-time equivalent for average daily membership (ADM) funding under AS 14.17.410. Foundation funding would only be provided to those districts that are not already receiving early education funding by another state or federal program. The early education program is repealed on June 30, 2034 (FY2034).

Page 3 of this fiscal note provides the funding breakdown by fiscal year for the three-year grant program.

Costs associated with the operation of the early education program grants are reflected in the Early Learning Coordination fiscal note.

The effective date of this bill is July 1, 2023 (FY2024).

Department of Education & Early Development
Prepared 3/16/2022

Table 1

Current Number of Districts operating a Pre-Kindergarten program	17
(17 districts registered in 2020-21)	
4 year old cohort*	10,000
Current District reported Pre-K Served* Head Start*	1,494
Number students served by this legislation	988
	5,742
	8,224
Percent of 4 year old students served* * estimated	82.24%
Foundation Component / Public Education Fund	
1/2 the average per student cost =	\$ 4,702.00

Table 2

3-Year Early Education Grant cycle - district eligibility		
District Cohort	Fiscal Year	Number of Students *
1	2024	638
2	2025	638
3	2026	638
4	2027	638
5	2028	638
6	2029	638
7	2030	638
8	2031	638
9	2032	638
Total		5,742

* 638 is the maximum number of students eligible based on 1/2 the average per student cost and the \$3 million annual cap.

Table 3

Pre-Kindergarten Grant Component	(Table 2)
3-year Early Education Grant cycle	Number of Students
Year 1 - FY2024 (District Cohort 1)	638
Year 2 - FY2025 (District Cohorts 1, 2)	638
Year 3 - FY2026 (District Cohorts 1, 2, 3)	638
Year 4 - FY2027 (District Cohorts 2, 3, 4)	638
Year 5 - FY2028 (District Cohorts 3, 4, 5)	638
Year 6 - FY2029 (District Cohorts 4, 5, 6)	638
Year 7 - FY2030 (District Cohorts 5, 6, 7)	638
Year 8 - FY2031 (District Cohorts 6, 7, 8)	638
Year 9 - FY2032 (District Cohorts 7, 8, 9)	638
Year 10 - FY2033 (District Cohort 8, 9)	638
Year 11 - FY2034 (District Cohort 9)	638

Table 4

Foundation Component / Public Education Fund		
1/2 the average per student cost = \$4,803		
Moved to ADM	Fiscal Year	Number of Students
Year 1 FY2024 grant program- students served	FY2027	638
Year 2 FY2025 grant program- students served	FY2028	638
Year 3 FY2026 grant program- students served	FY2029	638
Year 4 FY2027 grant program- students served	FY2030	638
Year 5 FY2028 grant program- students served	FY2031	638
Year 6 FY2029 grant program- students served	FY2032	638
Year 7 FY2030 grant program- students served	FY2033	638
Year 8 FY2031 grant program- students served	FY2034	638
Year 9 FY2032 grant program- students served	FY2035	0
Total		5,104

3-year Early Education Grant cycle (Table 3)

FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY2030	FY2031	FY 2032	FY 2033	FY 2034	FY2035
\$2,999,876	\$2,999,876	\$2,999,876	\$2,999,876	\$2,999,876	\$2,999,876	\$2,999,876	\$2,999,876	\$2,999,876	\$2,999,876	\$2,999,876	\$ -
		Moved to ADM/State Aid	\$2,999,876	\$2,999,876	\$2,999,876	\$2,999,876	\$2,999,876	\$2,999,876	\$2,999,876	\$2,999,876	\$ -
										Total ADM/State Aid	\$23,999,008
										Total Grant	\$32,998,636

Fiscal Note

State of Alaska
2022 Legislative Session

Bill Version:	CSSB 111(FIN)
Fiscal Note Number:	9
(S) Publish Date:	4/12/2022

Identifier: SB111CS(FIN)-EED-SSA-3-16-22
Title: EARLY EDUCATION; READING INTERVENTION
Sponsor: EDUCATION
Requester: Senate Finance

Department: Department of Education and Early Development
Appropriation: Education Support and Admin Services
Allocation: Student and School Achievement
OMB Component Number: 2796

Expenditures/Revenues

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

(Thousands of Dollars)

	FY2023 Appropriation Requested	Included in Governor's FY2023 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	FY 2023	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Personal Services	594.0	372.8	1,316.8	1,316.8	1,316.8	1,316.8	1,316.8
Travel	6.0		31.0	31.0	31.0	31.0	31.0
Services	176.8	1,660.6	2,402.2	2,402.2	2,402.2	2,402.2	2,402.2
Commodities	25.0		142.5	142.5	142.5	142.5	142.5
Capital Outlay							
Grants & Benefits							
Miscellaneous							
Total Operating	801.8	2,033.4	3,892.5	3,892.5	3,892.5	3,892.5	3,892.5

Fund Source (Operating Only)

1002 Fed Rcpts (Fed)		600.0					
1004 Gen Fund (UGF)	801.8		3,892.5	3,892.5	3,892.5	3,892.5	3,892.5
1265 COVID Fed (Fed)		1,433.4					
Total	801.8	2,033.4	3,892.5	3,892.5	3,892.5	3,892.5	3,892.5

Positions

Full-time	8.0		11.0	11.0	11.0	11.0	11.0
Part-time							
Temporary		3.0					

Change in Revenues

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2022) cost: 0.0 (separate supplemental appropriation required)

Estimated CAPITAL (FY2023) cost: 0.0 (separate capital appropriation required)

Does the bill create or modify a new fund or account? No
(Supplemental/Capital/New Fund - discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
If yes, by what date are the regulations to be adopted, amended or repealed? 06/30/23

Why this fiscal note differs from previous version/comments:

Updated to remove reference to an "assessment" tool, as it is now a "screening" tool; updated cost associated with a literacy screener and added the cost to develop a screening instrument to use for immersion and bilingual programs; an annual convening to review and comment on the effectiveness of the four new programs and Parents as Teachers was also added; as well as updated the effective date from July 1, 2022 to July 1, 2023.

Prepared By: Heidi Teshner, Acting Deputy Commissioner
Division: Finance and Support Services
Approved By: Lacey Sanders, Administrative Services Director
Agency: Department of Education and Early Development

Phone: (907)465-2875
Date: 03/16/2022 12:15 PM
Date: 03/16/22

REPORTED OUT OF
SFC 04/11/2022

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2022 LEGISLATIVE SESSION

Analysis

This bill creates four new programs: an early education program, a comprehensive reading intervention program, a school improvement reading program, and a virtual education consortium. **This fiscal note addresses the comprehensive reading intervention program, the school improvement reading program, and the virtual education consortium.**

Comprehensive Reading Intervention Program

The comprehensive reading intervention program is created under AS 14.30.765. To manage and operate this program, provide coursework, training, and testing opportunities related to evidence-based reading instruction, annually solicit and convene stakeholders to receive feedback on program implementation, establish a recognition program, and provide direct support and training for all K-3 teachers on the use of the statewide screening tool results and on evidence-based reading, the Department of Education and Early Development (DEED) would need 1 Education Administrator II Range 22, Step C/D at \$135.2, and 2 Education Specialist II positions at a Range 21, Step C/D, at \$118.8 each (\$372.8 total). In addition, department chargebacks of \$10.6 per position would be needed (\$31.8 total). The program is repealed on June 30, 2034 (FY2034).

DEED has established three temporary reading support positions to start the work associated with this program. These positions are funded with federal COVID-19 relief funds in FY2022 and FY2023 and will convert to full-time positions starting in FY2024 and will need to be funded with state funds.

The Education Administrator II will be required to participate and present at statewide professional development conferences. DEED expects virtual participation at conferences and has therefore budgeted for in-person travel to only one conference per year. At \$1.0 per trip X 1 trips X 1 position, total travel each year is \$1.0.

In addition, the comprehensive reading intervention program requires the adoption and administration of a statewide screening tool to identify students in K-3 with reading deficiencies, and establishment of a waiver process for districts. DEED expects virtual participation by districts to attend the statewide screening tool training. DEED is currently in the process of procuring a literacy screener, which is estimated to result in an annual cost of \$600.0. This amount is based on there being approximately 40,000 students in K-3 in Alaska schools and a statewide screener costing approximately fifteen dollars per student. DEED will use federal receipts to fund the literacy screener in FY2023. Starting in FY2024, state funds are needed to support this screener. In addition, \$500.0 would be needed in order to develop a screening instrument to use for immersion and bilingual programs as an alternate to meet culturally relevant needs starting in FY2024. In FY2023, a one-time increment of \$18.0 is included for legal services costs associated with producing new regulations to implement this program.

School Improvement Reading Program

The school improvement reading program, created under AS 14.30.770, is established in DEED to provide direct support and intervention in district and school reading programs serving students in grades K-3 and to provide reading support to districts throughout Alaska. The program is repealed on June 30, 2034 (FY2034).

Each year, DEED shall determine how many schools may be adequately served by the Reading Specialists and select the schools from the lowest performing 25 percent of schools to participate in the reading program. One Reading Specialist would be assigned to each school. DEED anticipates employing from 1 to 5 Reading Specialists in year one and 5 Reading Specialists in the subsequent years. For purposes of estimating fiscal impact, the maximum number of positions has been reflected in the first year. These estimates will be updated in out years as the program is implemented.

Reading Specialists are budgeted as Education Specialist II positions at a Range 21, Step C/D, \$118.8 each (\$594.0 total). In addition, department chargebacks of \$10.6 per position would be needed annually (\$53.0 total).

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2022 LEGISLATIVE SESSION

BILL NO. CSSB 111

Analysis

A one-time increment of \$5.0 per position for supplies and equipment would be needed in the first year the position is budgeted. Reading Specialists would be located in communities across the state and would need to be provided a geographic cost differential, which is not included in this estimate. Each Reading Specialist would be required to participate and present at statewide professional development conferences. DEED expects virtual participation at conferences and has therefore budgeted for in-person travel to only one conference per year. At \$1.0 per trip X 1 trips X 5 positions, total travel for year one is \$5.0.

Under the school improvement reading program, DEED would purchase supplemental reading textbooks and materials for school districts in connection with reading intervention services. The cost per student when adopting a new reading curriculum is two hundred and fifty dollars (\$.25). With approximately 10,000 students per grade level in Alaska schools, there are a total of 40,000 student in kindergarten to third grade (K-3). During the 2019-2020 school year, 391 schools served K-3 students. $40,000 \text{ students} / 391 \text{ schools} = 102 \text{ K-3 students per school on average}$. Beginning in FY2024, for each year of the reading program, $5 \text{ schools} \times 102 \text{ K-3 students/school} \times \$.25/\text{student} = \127.5 .

An annual contract fee of \$50.0 is included beginning in FY2023 for an independent contractor to establish and collect the baseline data needed in order to conduct the data analysis of the program's effectiveness for the final report due by the 30th day of the First Regular Session of the 38th Legislature to the legislative committees having jurisdiction over education.

In FY2023, a one-time increment of \$12.0 is included for legal services costs associated with producing new regulations.

Virtual Education Consortium

The virtual education consortium, created under AS 14.30.800, is established in DEED in cooperation with school districts, for the purpose of making virtual education and professional development resources available to students and teachers in the state. To manage and operate this statewide virtual education learning management system (LMS), review all courses and professional development, and provide virtual instruction training, DEED would need 2 Education Specialist II positions at a Range 21, Step B/C, at \$115.6 each (\$231.2 total). In addition, department chargebacks of \$10.6 per position would be needed (\$21.2 total). The program is repealed on June 30, 2034 (FY2034).

A Reading Specialist position is established to provide intensive reading intervention services to districts participating in the virtual education consortium. This position is budgeted as an Education Specialist II position at a Range 21, Step C/D, \$118.8. In addition, department chargebacks of \$10.6 for the position would be needed.

DEED established a statewide virtual education LMS license for districts, teachers, and students in FY2021 in response to the COVID-19 pandemic and plans to continue the license through FY2023 using federal COVID-19 relief funds at a cost of \$1,060.6 annually. The 2 PFT positions needed to manage the LMS, review coursework and professional development, and provide virtual instruction training as outlined in this bill, and the 1 FTE Reading Specialist position, could also be funded through FY2023 with federal COVID-19 relief funding. Starting in FY2024, state funds are needed to support the LMS license (\$1,060.6) and associated positions (\$350.0).

In FY2023, a one-time increment of \$12.0 is included for legal services costs associated with producing new regulations.

An additional \$200.0 would be needed in FY2032 for an independent contractor to assist DEED program staff in compiling and evaluating the required multi-year data analysis, including assessment, survey, and interview data, of the effectiveness of the early education program, Parents as Teachers program, comprehensive reading intervention program, and virtual education consortium.

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2022 LEGISLATIVE SESSION

BILL NO. CSSB 111

Analysis

The multi-year analysis will be used by DEED to complete the final program recommendations report due not later than the thirtieth day of the First Regular Session of the 38th Legislature (February 2033).

In addition, DEED will need to annually convene a panel to review and comment on the effectiveness of the four new programs: an early education program, a comprehensive reading intervention program, a school improvement reading program, and a virtual education consortium, as well as on the Parents as Teachers program. To ensure effective dialog, an in-person convening of up to 25 panelists is preferred. This fiscal note contains an estimate of \$25.0 for panelists to travel to the convening, \$75.0 for an external evaluator to help guide the convening and compile the panel's comments, as well as \$15.0 for supplies and materials related to the convening. Total annual estimate for the convening is \$115.0.

The effective date of this bill is July 1, 2023 (FY2024). As an additional note, neither the FY2023 Governor's Budget or this fiscal note contain any funding related to the one-time cooperative arrangement grants under AS 14.14.115.

	FY2023	FY2024	FY2025	FY2026	FY2027	FY2028
Comprehensive Reading Intervention Program						
Personal Services	-	372.8	372.8	372.8	372.8	372.8
Travel	1.0	1.0	1.0	1.0	1.0	1.0
Services	49.8	1,131.8	1,131.8	1,131.8	1,131.8	1,131.8
Commodities	-	-	-	-	-	-
Subtotal	50.8	1,505.6	1,505.6	1,505.6	1,505.6	1,505.6
School Improvement Reading Program						
Personal Services	594.0	594.0	594.0	594.0	594.0	594.0
Travel	5.0	5.0	5.0	5.0	5.0	5.0
Services	115.0	103.0	103.0	103.0	103.0	103.0
Commodities	25.0	127.5	127.5	127.5	127.5	127.5
Subtotal	739.0	829.5	829.5	829.5	829.5	829.5
Virtual Education Consortium						
Personal Services	-	350.0	350.0	350.0	350.0	350.0
Services	12.0	1,092.4	1,092.4	1,092.4	1,092.4	1,092.4
Commodities	-	-	-	-	-	-
Subtotal	12.0	1,442.4	1,442.4	1,442.4	1,442.4	1,442.4
Additional Costs						
Travel	-	25.0	25.0	25.0	25.0	25.0
Services	-	75.0	75.0	75.0	75.0	75.0
Commodities	-	15.0	15.0	15.0	15.0	15.0
Subtotal	-	115.0	115.0	115.0	115.0	115.0
Combined						
Personal Services	594.0	1,316.8	1,316.8	1,316.8	1,316.8	1,316.8
Travel	6.0	31.0	31.0	31.0	31.0	31.0
Services	176.8	2,402.2	2,402.2	2,402.2	2,402.2	2,402.2
Commodities	25.0	142.5	142.5	142.5	142.5	142.5
Total Operating	801.8	3,892.5	3,892.5	3,892.5	3,892.5	3,892.5
Comprehensive Reading Intervention Program						
Full-Time Positions	0	3	3	3	3	3
School Improvement Reading Program						
Full-Time Positions	5	5	5	5	5	5
Virtual Education Consortium						
Full-Time Positions	3	3	3	3	3	3
Combined Total FT	8	11	11	11	11	11