

State of Alaska FY2026 Governor's Operating Budget

Department of Education and Early Development

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Mission

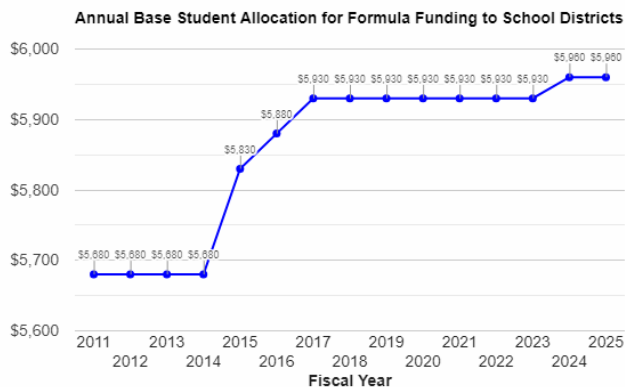
It is the policy of this state that the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them. Alaska Statute 14.03.015

	Core Services (in priority order)	UGF	DGF	Other	Fed	Total	PFT	PPT	NP	% GF
1	Public School Funding	1,378,853.3	0.0	35,366.4	20,791.0	1,435,010.7	0.0	0.0	0.0	92.2%
2	Fiscal Accountability, Compliance and Oversight	14,156.9	882.7	4,587.1	260,192.3	279,819.0	101.9	0.0	6.0	1.0%
3	School Effectiveness Programs	48,957.0	21,640.8	1.0	6,365.2	76,964.0	25.9	0.0	1.0	4.7%
4	Active Partnerships	23,414.7	7,227.3	32,831.9	4,292.1	67,766.0	153.2	13.0	5.0	2.0%
	FY2025 Management Plan	1,465,381.9	29,750.8	72,786.4	291,640.6	1,859,559.7	281.0	13.0	12.0	

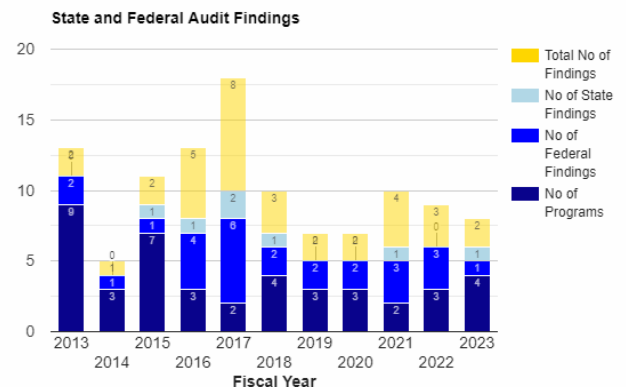
Measures by Core Service

(Additional performance information is available on the web at <https://omb.alaska.gov/results>.)

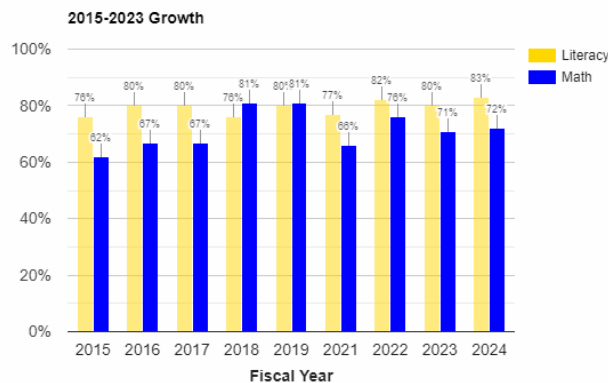
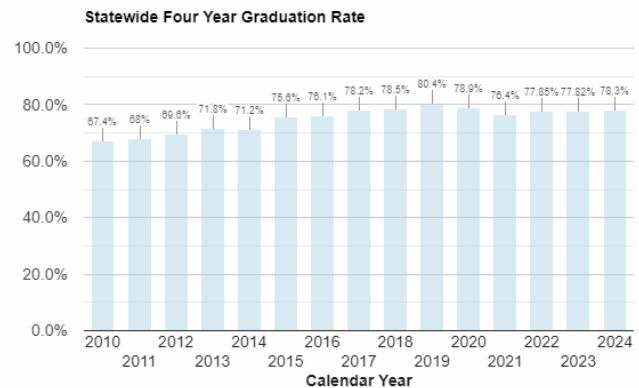
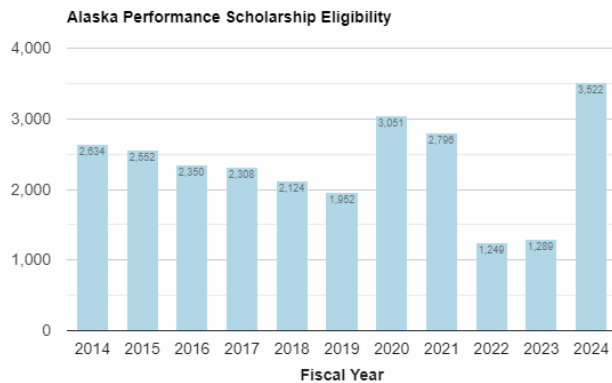
1. Public School Funding



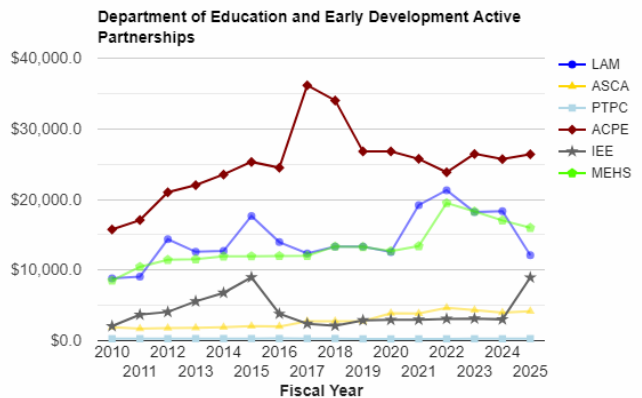
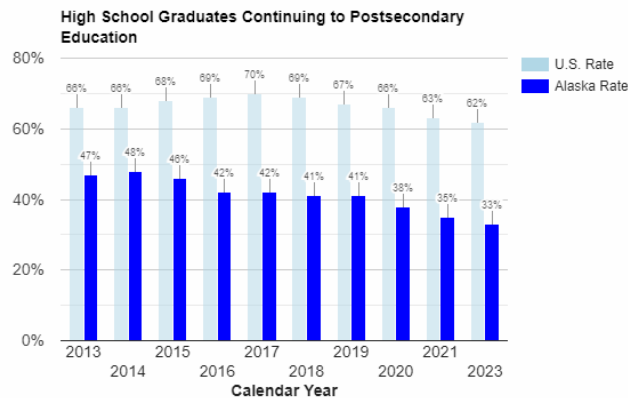
2. Fiscal Accountability, Compliance and Oversight



3. School Effectiveness Programs



4. Active Partnerships



Major Department Accomplishments in 2024

The Department of Education and Early Development (DEED) continued to implement the Alaska's Education Challenge strategic plan by focusing efforts on the identified five priorities:

1. Support all students to read at grade level by the end of third grade
 2. Increase career, technical, and culturally relevant education to meet student and workforce needs
 3. Close the achievement gap by ensuring equitable educational rigor and resources
 4. Prepare, attract, and retain effective education professionals
 5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.
- Specifically:

- Priority #1: Supported the collaborative work for implementing the Alaska Reads Act (House Bill 114, Chapter 40, SLA 2022).

During the first half of FY2024, the Alyeska Reading Academy and Institute (ARAI) provided professional development, summer grants, direct tutoring, and modeled instructional practices to 49 districts encompassing 279 schools. The program helped transform teacher practices through literacy programs such as the University of Florida Literacy Institute (UFLI), Heggerty, and interventions through the Literacy Screener vendor (Reading Boost licenses and intervention kits) through synchronous and asynchronous training as well as grants and materials to support their efforts. Due to no program funding in FY2025, the ARAI was wound down during the second half of FY2024.

All districts have a Multi-Tiered System of Support (MTSS) plan required by the Alaska Reads Act.

First year implementation of statewide mCLASS DIBELS 8 by Amplify K-3 Literacy Screening.

Significant student growth noted in kindergarten and 1st grade for the Science of Reading (SOR) initiative as seen in Literacy Screener results.

The first district awarded 0.5 average daily membership (ADM) formula funding for their pre-kindergarten program. Seven districts received Early Education Grants to help create or build programs that will be eligible for formula funding in the future.

Virtual Consortium was designed and launched to support teaching and learning in Alaska, meeting the deadline for the start of fiscal year (FY) 2025 with work completed in FY2024.

Hosted the third annual Science of Reading Symposium that offered professional development to over 1,000 educators in Alaska.

- Priority #1: Continued implementation of the \$20 million, five-year Comprehensive Literacy State Development (CLSD) Grant to advance literacy skills, pre-literacy skills, reading, and writing for children from birth through grade 12. Received \$11.2 million of supplemental funds for the final year of the grant to fund 19 additional projects and support the expansion of 15 original projects.
- Priority #2: Continued collaboration with the Alaska Department of Labor and Workforce Development (DOLWD), the University of Alaska System, and DEED's Career and Technical Education (CTE) team dual credit and work-based learning initiatives. Distributed \$900,000 to 14 school districts to strengthen or build CTE Programs of Study in high demand work sectors.

Funded programs that build student leadership through Career and Technical Student Organizations (CTSO), giving students across Alaska more opportunities to get involved.

Partnered with the DOLWD to provide transition services supporting secondary school graduates with careers and training in their region. Additionally, received a federal grant to support transition services for students with disabilities. Partners include the Governor's Council on Disabilities, the University of Alaska, Statewide Independent Living Council (SILC), and Southeast Independent Living (SAIL).

Offered computer science and coding courses for students that lead to badging and certification opportunities in all Alaska schools.

- Priority #1 and #3: Continued administration of the Alaska System of Academic Readiness (AK STAR) for English language arts and Mathematics in grades 3-9, which are essential for assessing student progress.

Two interim assessments are utilized to provide data to adjust instruction throughout the year (fall and winter) and a summative assessment in the spring, with the spring summative providing alignment to the two interim assessments.

Interim assessments provide growth and learning targets as well as projected proficiency for the spring summative assessment.

Summative assessment administration was provided in the spring of 2024 and reflected the integrated design (summative component and growth component).

This alignment eliminated a testing window for students, providing more time for teaching and learning.

- **Priority #3:** With the passage of Senate Bill 34 (Chapter 43, SLA 2022), the State Board of Education (SBOE) transmitted the State Tribal Education Compact Schools Demonstration Report to the Legislature on January 29, 2024. Through the authority granted by the SBOE to the DEED, DEED collaborated with five tribes: Central Council Tlingit and Haida Indian Tribes of Alaska, Inupiat Community of the Arctic Slope, Ketchikan Indian Community, King Island Native Community and the Village of Solomon, and Knik Tribe to produce this report. This legislative report aimed to provide a practical plan that positions the Tribally Compacted Public Schools (TCPS) for success.
- **Priority #4:** In August 2023, the DEED published the Teacher Retention and Recruitment (TRR) Playbook. The Playbook is the result of research, survey results, and an action plan created by the Governor's Teacher Retention and Recruitment Working Group and input from hundreds of stakeholders. The purpose is to identify practical, professional, and policy recommendations to address Alaska's persistent issues with retention and recruitment. The TRR Playbook provides implementation strategies and recommendations for all stakeholder groups.

Partnered with the National Center for Grow Your Own to develop a United States Department of Labor approved apprenticeship framework for Teachers.

Modernized the Certification process providing full access and view rights for educators and district personnel to streamline certification procedures.

- **Priority #5:** DEED partnered with the Regional Education Laboratory Northwest (REL NW), to conduct a survey of the implementation of the *Transforming Schools: A Framework for Trauma-Engaged Practice in Schools*. The survey data is being reviewed in partnership with REL NW, the Alaska Department of Health (DOH), and the Alaska Association of School Boards (AASB). The findings will inform projects for DEED and REL NW to conduct to enhance implementation of the framework as a tool for enhancing trauma engaged practice in schools. This report will be complete in January 2025.

COVID-19 health pandemic response efforts:

- Oversight and distribution of over \$505 million in federal COVID-19 relief funds to school districts appropriated through the Coronavirus Response and Relief Supplemental Appropriations (CRSSA), and American Rescue Plan (ARP) Acts.
- Created grant opportunities for summer learning programs for districts and non-profit community organizations to help address learning loss using federal COVID funding and continued to support districts and non-profit community organizations in the implementation of afterschool programs previously awarded with COVID-19 funding.

Key Department Challenges

Ongoing Focus on Alaska's Education Challenge

DEED has continued working with partner organizations to implement the Alaska's Education Challenge strategic plan by focusing efforts on the identified five priorities:

- 1) Support all students to read at grade level by the end of third grade.
- 2) Increase career, technical, and culturally relevant education to meet student and workforce needs.
- 3) Close the achievement gap by ensuring equitable educational rigor and resources

- 4) Prepare, attract, and retain effective education professionals.
- 5) Improve the safety and well-being of students through school partnerships with families, communities, and tribes.

K-12 Support

Continuing to provide cost-effective educational services, including room and board, to secondary-age children students in the boarding homes and residential schools programs.

Education Support and Administrative Services

- Implementing recommendations and strategies outlined in the Teacher Retention and Recruitment (TRR) Playbook.
- Expanding participation in the federal child nutrition and food commodity programs throughout Alaska while adhering to increased federal regulatory requirements.
- Meeting stringent program monitoring requirements in virtual reviews.
- Addressing significant supply chain issues impacting program operations across the state.
- Supporting districts as they navigate the additional challenges of learning loss and academic setbacks caused by the COVID-19 health pandemic.
- Continuing efforts to delineate responsibilities, processes, and accountability measures within statewide consolidation initiatives.
- Continuing to support school districts navigating through changing instruction dynamics and financial impacts.

Mt. Edgecumbe High School

- Providing capacity (time, training, and personnel) to implement standards, assessments, teacher evaluation processes, new curriculum, current best practices, and timely completion of school improvement plans.
- Addressing ongoing preventative and general maintenance and capital improvements for an aging campus.
- Addressing Mt. Edgecumbe High School teacher housing, as the City and Borough of Sitka faces a broader housing shortage.

Professional Teaching Practices Commission

- Managing internal capacity constraints within the Professional Teaching Practices Commission (PTPC) to provide the ability for the PTPC to:
 1. Investigate all complaints in a timely manner;
 2. Pursue investigation or hearings as needed given the vast diversity of the state; and,
 3. Produce timely reports for communication and transparency.

Alaska Commission on Postsecondary Education

- Addressing the lack of low-cost and timely methods of direct communication and marketing to Alaska high school students and families to ensure receipt of the Alaska Performance Scholarship and the Alaska Education Grant information.
- Addressing a longstanding pattern of Alaska's students' low engagement levels in postsecondary education programs, resulting in high attrition and low educational attainment.
- Addressing the growing misperception that student loans are inherently negative.

Significant Changes in Results to be Delivered in FY2026

- Implement the Department Reading Program as outlined in House Bill 114 (Chapter 40 SLA 2022) focusing on literacy

in grades K-3 to ensure continued progress in reading. Resources and strategies will be developed to address attendance with state and district partners.

- Work on collaborative structures that will improve current processes:

Implementation, monitoring, and adjusting the statewide assessment system and continued professional development regarding assessment and data literacy; and,

Implementation of the Trauma Recovery Demonstration and Comprehensive Literacy State Development grants.

- Support all students in reading at grade level by the end of third grade through the implementation of multiple resources and programs, including *Alaska's Reading Playbook: A Practical Guide for Teaching Reading*.
- Support to increase career, technical, and culturally relevant education to meet student and workforce needs by creating a clearinghouse for programs of study that can be used by all districts, providing grants to support CTE summer camps for students, as well as grants to support smaller districts to form collaboratives to increase programs offered by their districts.

Begin work on developing pathways to build a pipeline for electricians and plumbers starting with CTE programs of study that will spring-board students to internships, pre-apprenticeships, and eventually full apprenticeships.

- Implementation of recommendations and strategies outlined in the Teacher Retention and Recruitment (TRR) Playbook:

Develop and expand alternative pathways to certification including Teacher Registered Apprenticeship to Principal Apprenticeship and Green To Teach – a transition pathway for military personnel transitioning into the education field.

Partnered with the Alaska Council of School Administrators to establish the Alaska Educator Retention and Recruitment Center as a backbone organization supporting the recommendations in the TRR Playbook and providing direct retention and recruitment services to districts including national and international hiring, onboarding, and leadership development.

Partnered with the University of Alaska Institute of Social and Economic Research to develop, administer, and analyze a Teacher Exit and Stay Survey.

- Support for tribal compacting through strategic partnerships with tribal entities authorized to operate and oversee K-12 school.

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