

State of Alaska  
OFFICE OF MANAGEMENT AND BUDGET

You are here: [Home](#) / [Performance](#) / Department Details

## Key Performance Indicators

### Department of Education and Early Development

- [Return to Departments](#)
- [Department of Education and Early Development website](#)

#### 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*

#### Key Performance Indicators

FY2026 Management Plan as of 01/28/2026 (in thousands)

Department of Education and Early Development	Funding					Positions		
	UGF Funds	DGF Funds	Other Funds	Federal Funds	Total Funds	Full Time	Part Time	Non Perm
	Totals	\$1,432,362.7	\$34,460.3	\$74,984.3	\$267,060.1	\$1,808,867.4	277	10

1: **Public School Funding**  
Ensure funding is appropriately distributed to recipients based on legislative appropriation and by statute and in accordance with the foundation formula,

1: <b>Public School Funding</b> Ensure funding is appropriately distributed to recipients based on legislative appropriation and by statute and in accordance with the foundation formula,	Funding					Positions		
	UGF Funds	DGF Funds	Other Funds	Federal Funds	Total Funds	Full Time	Part Time	Non Perm

<i>other formula programs, or legislative intent for funding outside the primary funding formulas</i>	\$1,347,859.8	\$0.0	\$35,531.0	\$20,791.0	\$1,404,181.8	0	0	0
---	---------------	-------	------------	------------	---------------	---	---	---

- Target: Calculate and distribute state entitlement funding based on the Base Student Allocation and formula calculations per AS 14.17.

**2: Fiscal Accountability, Compliance and Oversight**

*Ensure the department effectively and efficiently manages state, federal and other funding by providing comprehensive fiscal and administrative services*

	Funding					Positions		
	UGF Funds	DGF Funds	Other Funds	Federal Funds	Total Funds	Full Time	Part Time	Non Perm
	\$14,682.9	\$918.2	\$4,699.3	\$235,662.9	\$255,963.3	102	0	6

- Target: Provide efficient fiscal accountability, compliance and oversight for the Department of Education and Early Development's operating and capital budgets and programs.
- Target: Limit the number of state and federal audit findings.

**3: School Effectiveness Programs**

*Assist school districts by providing programs, technical on-site and distance-delivery support, and early intervention services in efforts to increase the statewide graduation rate.*

	Funding					Positions		
	UGF Funds	DGF Funds	Other Funds	Federal Funds	Total Funds	Full Time	Part Time	Non Perm
	\$46,463.7	\$26,302.4	\$1.0	\$6,393.1	\$79,160.2	27	0	3

- Target: Assist school districts to improve the statewide graduation rate.
- Target: Provide support to school districts for Early Learning programs to assist communities, parents and caregivers in preparing children for school.
- Target: Increase the numbers and percent of high school graduates qualifying for the Alaska Performance Scholarship (APS).

#### 4: Active Partnerships

Provide opportunities for, and collaborate with government entities, and other public and private organizations to engage in Active Partnerships in pursuit of state educational goals.

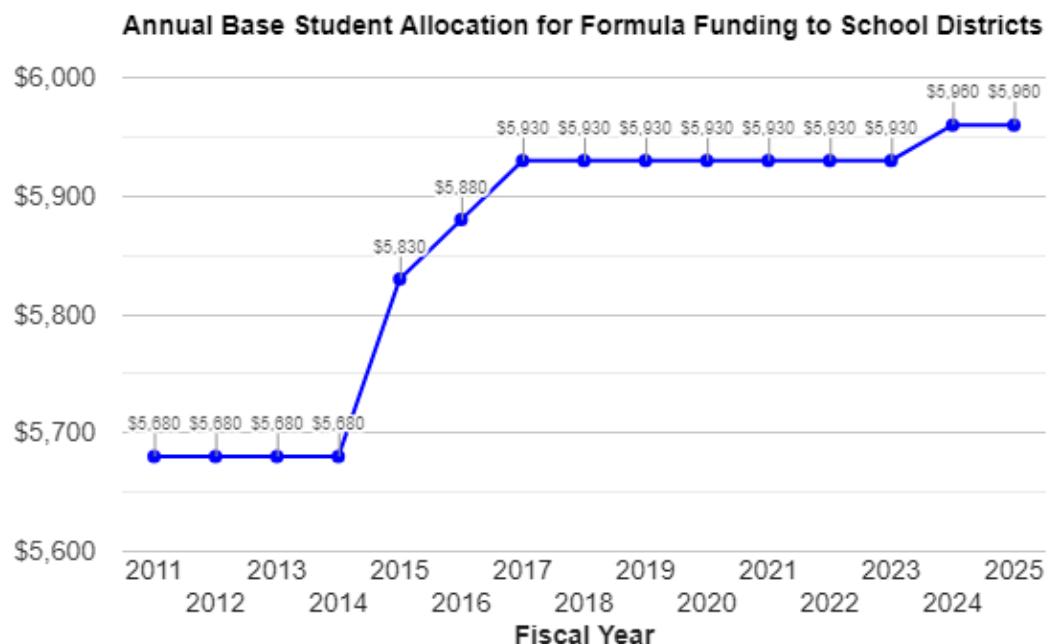
Funding					Positions		
UGF Funds	DGF Funds	Other Funds	Federal Funds	Total Funds	Full Time	Part Time	Non Perm
\$23,356.3	\$7,239.7	\$34,753.0	\$4,213.1	\$69,562.1	148	10	7

- Target: Increase to equal the national average of Alaska high school graduates continuing to postsecondary education, including skill-based training, within a year of graduation.
- Target: Collaborate and coordinate with public and private entities for educational purposes.

## Performance Detail

### Priority 1: Public School Funding

**Target #1:** Calculate and distribute state entitlement funding based on the Base Student Allocation and formula calculations per AS 14.17.



**Analysis of results and challenges:** The annual Base Student Allocation (BSA) amount can only be adjusted by an enacted statute change. In FY2025 the Department of Education and Early Development distributes Public School Funding to 52 school districts and Mt. Edgecumbe High School, the state boarding school.

**Related links:**

- [School Finance - Foundation Funding Formula](#)

## Priority 2: Fiscal Accountability, Compliance and Oversight

**Target #1:** Provide efficient fiscal accountability, compliance and oversight for the Department of Education and Early Development's operating and capital budgets and programs.



*Methodology: The total general funds (GF) is displayed in the thousands.*

*General funds are only included from the following components:*

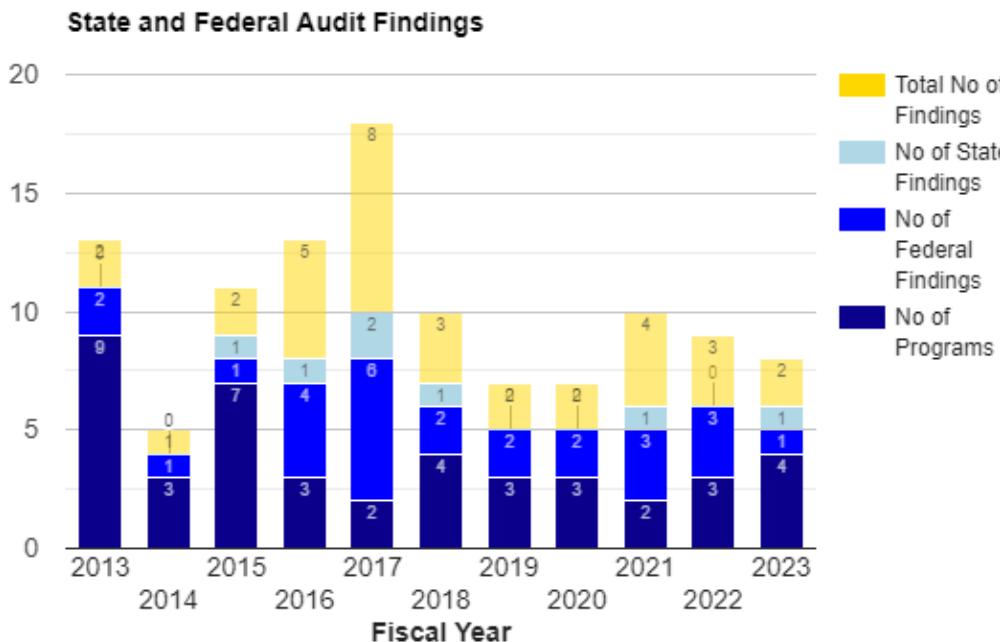
*Executive Administration (except FY2009 and FY2010 State System of Support funding), Administrative Services, Information Services, School Finance and Facilities, Student and School Achievement (except general funds that apply to other Core Services; AMEREF, ANSEP, GF/MH, Iditarod Theme-based Learning, curriculum mapping, K-3 & statewide literacy, WorkKeys, Tulum mapping, K-3 & statewide literacy, WorkKeys, TVEP, STEM Pilot Project, Charter School Grants), Teacher Certification, Child Nutrition, and State Facilities Rent/Maintenance.*

**Analysis of results and challenges:** Preliminary FY2025 Average Daily Membership (ADM) counts are not due to the Department until early November 2024, and will not be finalized until February 2025. The projected FY2024 ADM was used for the initial calculation.

Increases from FY2010 to FY2012 are results of salary and health insurance bargaining unit adjustments. FY2015 includes an increase in the School Finance and Facilities component from HB278 (\$620.1). FY2016 through FY2023 reflect multiple and continued Department efficiencies and staff reductions. In FY2024 the increase is due to funding for the Alaska Reads Act and the Student Information System and Predictive Data Dashboard.

Target Last Modified: 02/10/2025

**Target #2:** Limit the number of state and federal audit findings.



**Analysis of results and challenges:** For each fiscal year, the Division of Legislative Audit conducts an audit of the State of Alaska's basic financial statements and the States compliance with federal laws and regulations in the administration of federal financial assistance programs. The audit is conducted in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States and complies with the federal Single Audit Act Amendments of 1996 and the related OMB Circular A-133 issued by the U.S. Office of Management and Budget.

Findings occur when non-compliance has been discovered during the audit process. An audit finding can be related to an individual program or multiple programs and are categorized by the degree of deficiency in the internal controls of an organization. A material weakness is a deficiency or combination of deficiencies in internal controls, such that there is a reasonable possibility that a material misstatement of an entity's financial statements will not be prevented or detected and corrected in a timely basis. A significant deficiency, or a combination of deficiencies, in internal controls is less severe than a material weakness yet important enough to merit attention by those charged with governance.

During the FY2023 Statewide Single Audit, the Division of Legislative Audit selected four federal programs/program clusters that the Department of Education and Early Development (DEED) administers to audit for compliance with accounting standards and applicable federal compliance standards as outlined in Uniform Guidance (2 CFR 200). As a result of the audit, DEED was issued one federal finding that affected three of the four federal programs audited. The federal finding was a significant deficiency. DEED has developed and implemented a corrective action plan to work on resolving the finding.

The following federal programs were audited as part of the FY2023 Statewide Single Audit:  
 CFDA / Program Name / Program Affected by Finding

84.010 / Title I Grants to Local Education Agencies (Title I-A) / Yes  
 84.011 / Migrant Education State Grant Programs (Title I-C) / Yes  
 84.425 / Education Stabilization Fund (ESF) / Yes

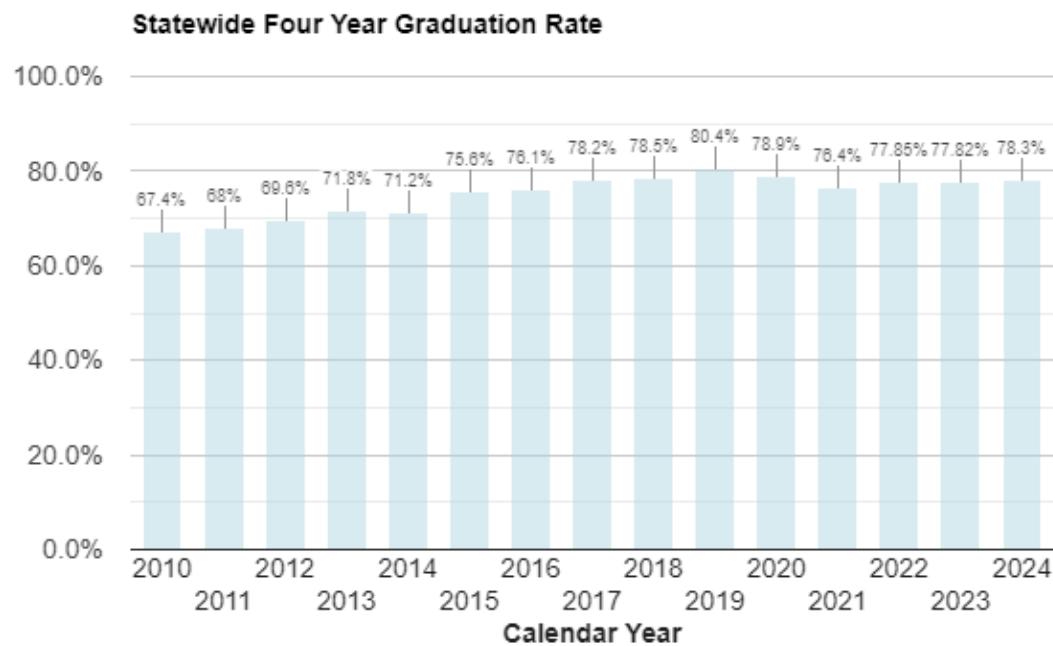
The Pandemic EBT Food Benefits grant was awarded to Department of Health (DOH). To assist DOH, DEED was tasked with calculating the benefits, and as a result DEED was audited based on the grant being a major program for DOH.

FY2024 data will be available when the audit is complete. The final audit report is due to the Legislative Budget and Audit Committee before March 31, 2025.

Target Last Modified: 02/10/2025

## Priority 3: School Effectiveness Programs

**Target #1:** Assist school districts to improve the statewide graduation rate.



*Methodology: All 50 states must report a graduation rate using the Four-Year Adjusted Cohort Graduation Rate Method. This calculation has been in place in Alaska since the 2010-2011 school year. Graduation rates since the 2010-2011 school year cannot be compared to rates prior to the 2010-2011 school year.*

**Analysis of results and challenges:** The preliminary 2023-2024 rate is 78.3 percent, or 7,618 graduates out of 9,728 cohort members. This count of graduates does not represent all students graduating from a public high school during the 2023-2024 school year, just the graduates in the 2023-2024 four-year cohort.

The High School Graduation Qualifying Exam requirement was repealed effective July 1, 2014. The College/Career-Ready Assessment requirement, adopted in its place, was repealed effective June 30, 2016.

Under the Four-Year Adjusted Cohort Graduation Rate Method, a cohort year is assigned to each first-time 9th grade student with the expectation that the student will graduate within four years. For example, a student who entered 9th grade in the 2023-2024 school year is considered part of the 2026-2027 cohort. A

student may be added to the cohort via a transfer into the public-school system or removed from the cohort upon death or upon transfer to an education program with a secondary school diploma track.

A graduate is defined as a student who received a diploma from a state- or district-approved education program as evidenced by receipt of a secondary school diploma from school authorities. Former students who eventually receive a General Educational Development certificate are not considered graduates.

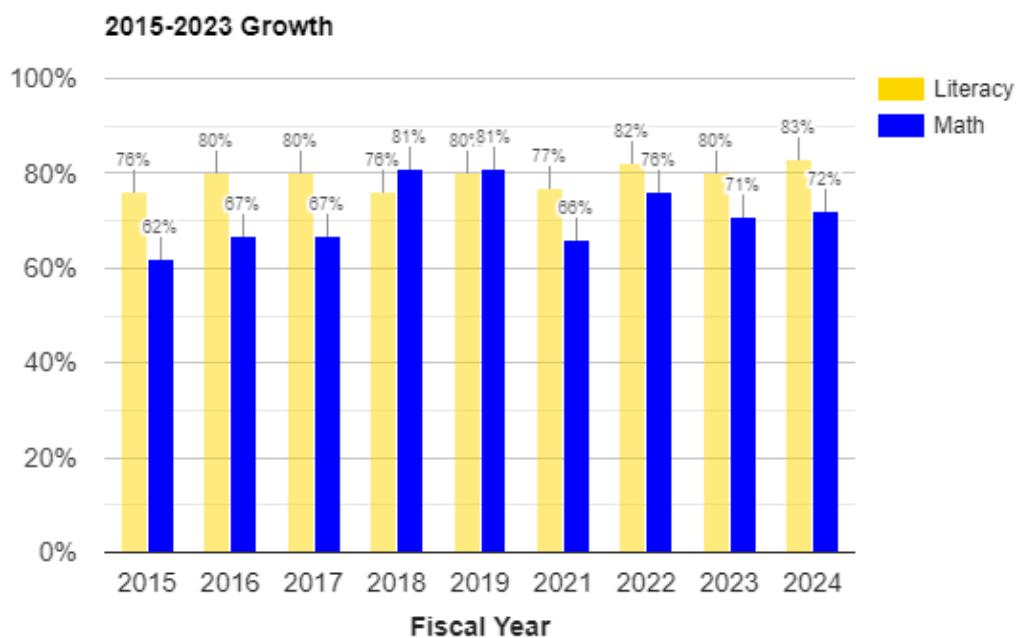
The calculation of the statewide four-year graduation rate complies with current federal regulations.

Note: The inverse of the graduation rate is not the dropout rate.

**Related links:**

- [DEED Data Center - Report Card to the Public](#)

**Target #2:** Provide support to school districts for Early Learning programs to assist communities, parents and caregivers in preparing children for school.



*Methodology: Teachers record data during three checkpoints: Fall, Winter, and Spring. Children were reported as Below, Meeting, or Exceeding Widely Held Expectations. This graph represents the percentage of children who were meeting or exceeding widely held expectations by the end of the spring checkpoint for that year.*

**Analysis of results and challenges:** In 2024 student scores on Literacy as measured by Teaching Strategies Gold, the Department of Education and Early Development's pre-kindergarten screener, increased from previous years. The focus of the early learning team, early education partners, and staff supporting the Alaska Reads Act have a strong focus on literacy. These scores are promising as the efforts to improve literacy in all grades increases with current initiatives.

Department staff emphasize skills outlined in the Early Learning Guidelines and The Early Education Program Standards which includes Preschool Science of Reading supplements that feature daily activities

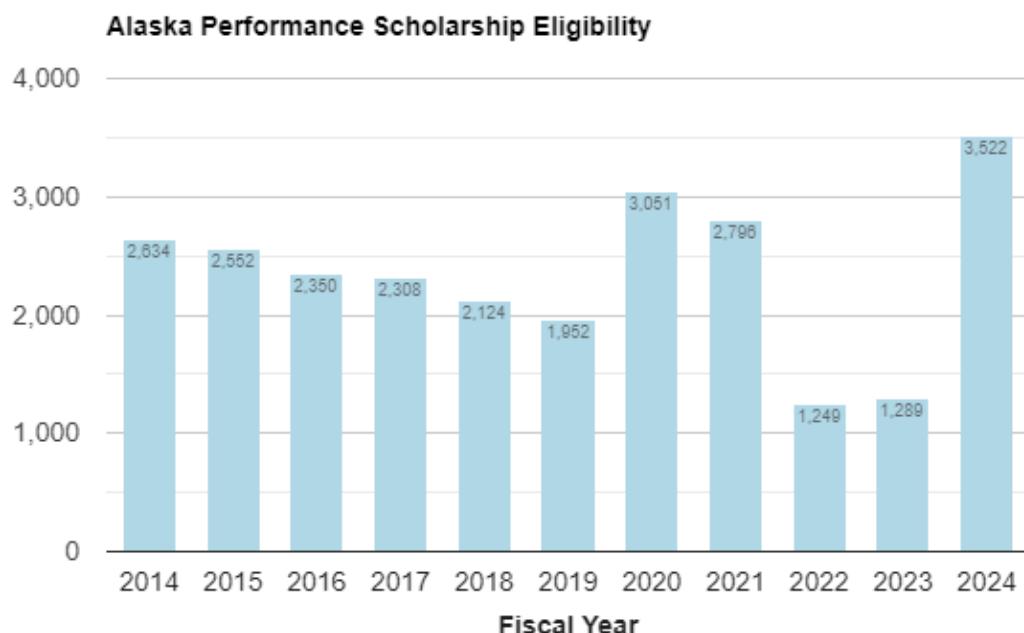
around oral language, phonological awareness, and print knowledge. These components may have an influence on the improvement seen in literacy.

One challenge is shown in the decline in math skills with department support efforts continuing to focus on whole child development. Although math and numeracy skills are addressed in the Early Learning Guidelines, finding the balance between all components of the Guidelines will be an ongoing focus of the Early Learning Team.

**Related links:**

- [Early Learning](#)

**Target #3:** Increase the numbers and percent of high school graduates qualifying for the Alaska Performance Scholarship (APS).



*Methodology: Table represents APS eligibility, receipts during first year, and since graduation, by graduation year.*

**Alaska Performance Scholarship Eligibility**

Fiscal Year	Graduates	APS Eligible	Received 1st Year	Ever Received
FY 2024	8,310 +2.73%	3,522 +173.24%	858 +96.34%	858 +96.34%
FY 2023	8,089 +8.42%	1,289 +3.20%	437 +48.64%	437 +48.64%
FY 2022	7,461 -0.84%	1,249 -55.33%	294 -56.18%	294 -56.18%

FY 2021	7,524 -10.59%	2,796 -8.36%	671 -5.76%	671 -5.76%
FY 2020	8,415 -0.04%	3,051 +56.30%	712 -41.64%	712 -41.64%
FY 2019	8,418 -0.41%	1,952 -8.10%	1,220 +29.51%	1,220 +23.73%
FY 2018	8,453 +0.45%	2,124 -7.97%	942 +13.49%	986 -11.41%
FY 2017	8,415 +3.49%	2,308 -1.79%	830 -7.88%	1,113 -5.52%
FY 2016	8,131 -1.56%	2,350 -7.92%	901 +8.95%	1,178 -2.48%
FY 2015	8,260 +7.75%	2,552 -3.11%	827 -6.45%	1,208 -2.27%
FY 2014	7,666 -2.42%	2,634 +6.25%	884 -0.90%	1,236 +7.95%

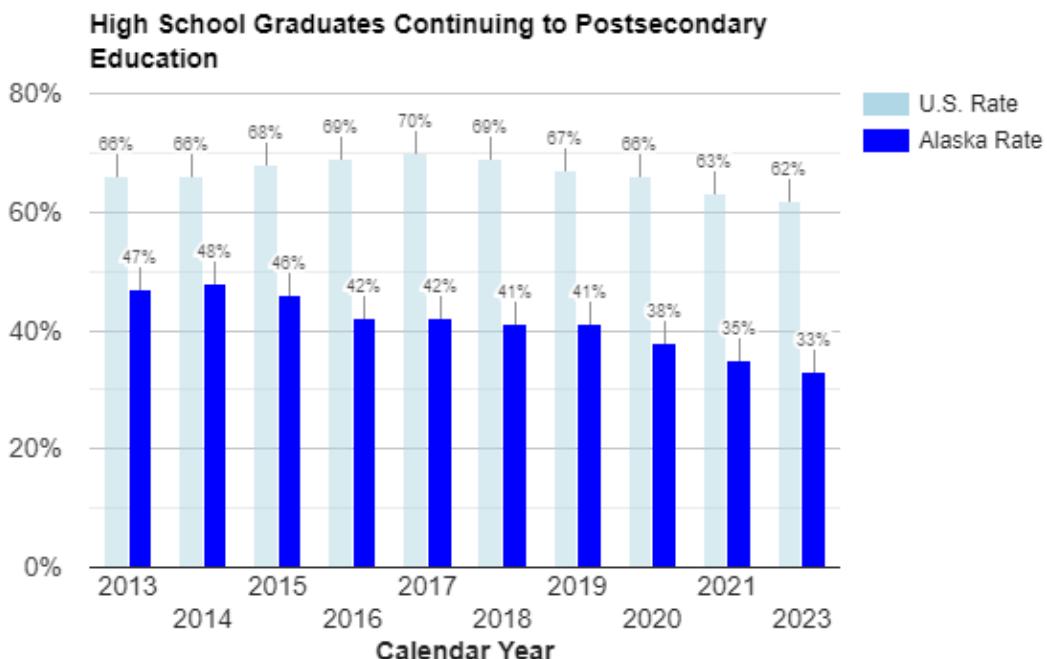
**Analysis of results and challenges:** 2024 saw landmark updates made to the Alaska Performance Scholarship (APS) with the passage of HB 148. Amongst other changes made, the new law removed testing requirements for APS resulting in a significant increase in APS eligibility. Analyses to date reflect that APS students do well in postsecondary education, as those who earn the APS take more credit hours and require fewer developmental or remedial classes than their peers. They are also more likely to continue in postsecondary education and to persist in their studies than their ineligible peers. The 2024 Alaska Performance Scholarship Outcomes report includes information on past recipients' college graduation and participation in the Alaska workforce. Detailed information about program outcomes is available in ACPE's annual report, which is available online at <https://acpe.alaska.gov/reports>.

**Related links:**

- [Alaska Performance Scholarship](#)
- [APS Outcomes Report](#)

## Priority 4: Active Partnerships

**Target #1:** Increase to equal the national average of Alaska high school graduates continuing to postsecondary education, including skill-based training, within a year of graduation.



*Methodology: Alaska's students' enrollment in college the fall following graduation is reported by the National Student Clearinghouse (NSC) Student Tracker reports, and national statistics for comparison are published in the National Center for Education Statistics-2024 Digest of Education Statistics from the US Census Bureau's Current Population Survey (CPS). National rates are of individuals ages 16-24 who had completed high school earlier in the calendar year. Alaska rates include Alaska high school graduates completing high school in the previous entire academic year attending postsecondary education in the following fall term at an institution reporting to NSC.*

**Analysis of results and challenges:** Alaska ranks last in the nation in low-income college participation rates, highlighting the importance of supporting access to postsecondary education in the state and increasing the overall proportion of students enrolling after high school.

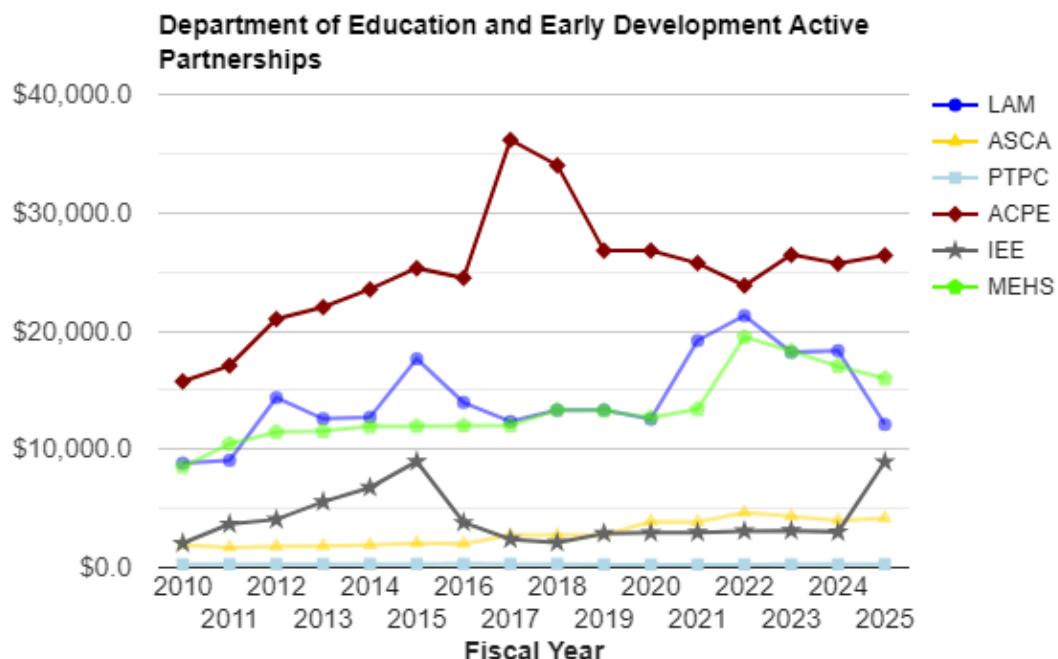
The Alaska Commission on Postsecondary Education's (ACPE) mission is to provide Alaska's students, parents, and teachers/mentors with the information and financial aid resources necessary to access and successfully complete higher education. ACPE mission-related services include 1) outreach to increase public awareness of the importance of postsecondary education and training and the critical steps leading to success; 2) statewide programs that incentivize students to aspire to education beyond high school that leads to an economically successful career in the Alaska workforce; 3) financial aid programs for Alaska students pursuing higher education; and 4) building Alaska's capacity to report on the state's return on investment of public funding for education/workforce training programs and services.

The desired end results from these strategies are more than an increase in the numbers; they are development of a trained, competitive Alaska citizenry who are well prepared to meet the state's workforce demands of the future and leverage a strong economy through attracting business and industry investment in the state.

**Related links:**

- [NCHEMS Information Center for High Education Policymaking and Analysis](#)

Target #2: Collaborate and coordinate with public and private entities for educational purposes.



*Methodology: Amounts are reported in the thousands and are from Management Plan.*

*Total department Active Partnerships includes:*

*LAM - Libraries, Archives, and Museums;*

*ASCA - Alaska State Council on the Arts;*

*PTPC - Professional Teaching Practices Commission;*

*ACPE - Alaska Commission on Postsecondary Education (includes WWAMI and Loan Servicing);*

*IEE - Partnerships within the Innovation and Education Excellence division (AMEREF, TVEP, GF/MH, MHTAAR,*

*SDPR, I/A, ANSEP, STEM Pilot PEREF, TVEP, GF/MH, MHTAAR, SDPR, I/A, ANSEP, STEM Pilot Project, Best*

*Beginnings, Parents as Teachers, Online with Libraries, Live Homework Help, Alaska Learning Network); MEHS*

*- Mt. Edgecumbe High School (includes MEHS Facilities Maintenance and MEHS Aquatic Facilities).*

#### **Analysis of results and challenges:**

FY2025: Alaska Native Science and Engineering appropriation, Alaska Resource Education Grant

FY2021-2022: LAM, MEHS, ASCA had an increase in federal authority due to COVID-19 relief funds

FY2021: SB74 (Internet for Schools) - Library Operations received additional School Broadband Assistance Grant funding for school districts.

FY2020: The increase in the Alaska State Council on the Arts (ASCA) is additional statutory designated program receipt authority.

FY2019: Continued reorganizational efforts have merged the Division of Student Learning and Division of Educator and School Excellence to the newly created Division of Innovation and Education Excellence (IEE). This division is comprised of the State System of Support, Student and School Achievement (S&SA), Early Learning Coordination, Pre-Kindergarten Grants, and Teacher Certification components. Alaska Commission on Postsecondary Education's (ACPE) FY2019 amount does not include the Alaska Education Grant.

FY2018: Reorganizational efforts converted the previous Division of Teaching and Learning Support (TLS) into two new divisions: Division of Student Learning and Division of Educator and School Excellence. Totals included here are all within the new Division of Student Learning.

FY2017: The increase in ACPE reflects a technical adjustment that reports a previously unbudgeted reimbursable services agreement from Loan Servicing.

FY2016: Online with Libraries and Live Homework Help transferred to the Division of Libraries, Archives, and Museums (LAM). Statewide unallocated reduction in LAM, Alaska State Council on the Arts (ASCA), TLS - S&SA.

FY2015: HB278 (Education Bill) initiatives - TLS received STEM Pilot Project funding and Library Operations received School Broadband Assistance Grant funding for school districts. Additional increases include funding for the Alaska Performance Scholarship and Alaska Education Grant, and ASCA received additional authorization for Rasmuson Foundation grants.

FY2014: Three new components were created under TLS: Online with Libraries, Live Homework Help, and Alaska Learning Network; ASCA received additional authorization for Rasmuson Foundation grants; Mt. Edgecumbe High School received an increase to support Dormitory Management Services; and ACPE received an increase in interagency receipt authorization for the Longitudinal Data System project.

FY2013: The S&SA component received general funds for Best Beginnings, Parents as Teachers, year three of three of the Iditarod theme-based learning project, and one-time funds for a grant to the North Slope Borough School District for curriculum alignment, integration, and mapping.

FY2012: The Library Operations component received federal and statutory designated program receipt authorization for the ARRA Broadband Technologies Opportunities Program. ACPE received general fund base funding for the Alaska Education Grant program and federal receipt authorization for the College Access Challenge Grant program.

FY2011: S&SA received general fund base funding for the partnership with the University of Alaska for the Alaska Native Science and Engineering Program (ANSEP).

**Related links:**

- [Department of Education and Early Development](#)