

Department of Education and Early Development

Mission

To ensure quality standards-based instruction to improve academic achievement for all students. Alaska Constitution Article 7, Sec. 1; AS 14.17

Core Services

- Distribute Public School Funding to school districts and other educational institutions
- Provide Fiscal Accountability, Compliance and Oversight
- Develop, implement and maintain School Effectiveness Programs
- Maintain Active Partnerships for Pre-K through 20 and lifelong learning

Results	Core Services
A: Department Result	<p>A1: Distribute Public School Funding to school districts and other educational institutions</p> <p><u>Target #1:</u> Calculate and distribute state entitlement funding based on the Base Student Allocation and formula calculations per AS 14.17.</p> <p><u>Target #2:</u> Distribute Public School Funding according to legislative appropriations based on formula calculations</p> <p>A2: Provide Fiscal Accountability, Compliance and Oversight</p> <p><u>Target #1:</u> Provide efficient fiscal accountability, compliance and oversight for the Department of Education and Early Development's operating and capital budgets and programs</p> <p><u>Target #2:</u> Limit the number of state and federal audit findings</p> <p>A3: Develop, implement and maintain School Effectiveness Programs</p> <p><u>Target #1:</u> Increase the numbers and percent of high school graduates qualifying for the Alaska Performance Scholarship (APS).</p> <p><u>Target #2:</u> Assist school districts to improve the statewide graduation rate</p> <p><u>Target #3:</u> Increase the teacher retention rate through the Alaska Statewide Mentoring Program</p> <p><u>Target #4:</u> Provide a Statewide System of Support to facilitate school effectiveness measures</p>

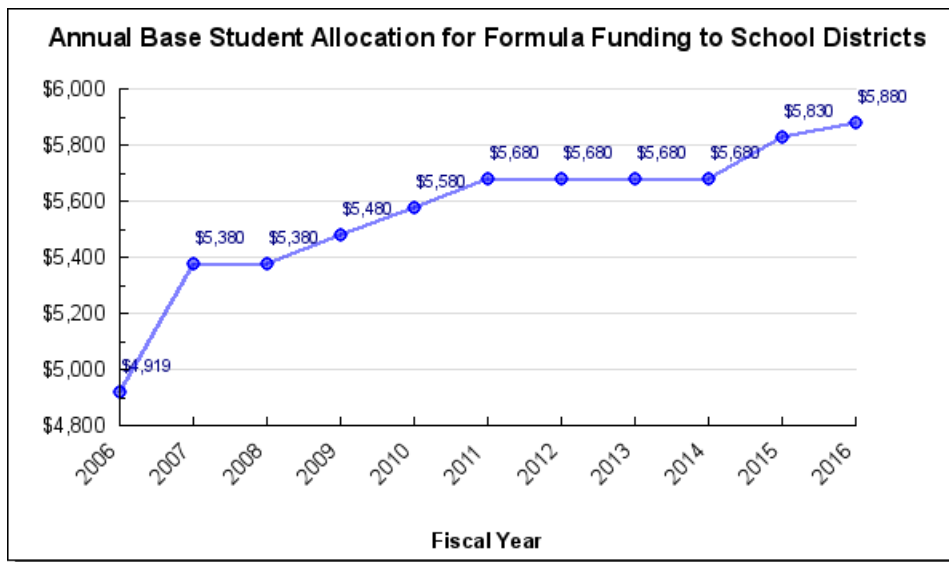
	<p>Target #5: Provide support to school districts for Early Learning programs to assist communities, parents and caregivers in preparing children for school</p> <p>Target #6: Facilitate the College and Career Ready curriculum and assessment program</p> <p>A4: Maintain Active Partnerships for Pre-K through 20 and lifelong learning</p> <p>Target #1: By 2020, growth to equal the national average of Alaska high school graduates continuing on to postsecondary education within a year of graduation.</p> <p>Target #2: Continue to support the Alaska Native Science and Engineering Program with the University of Alaska</p> <p>Target #3: Collaborate and coordinate with public and private entities for educational purposes</p>
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Performance Detail

A: Result - Department Result

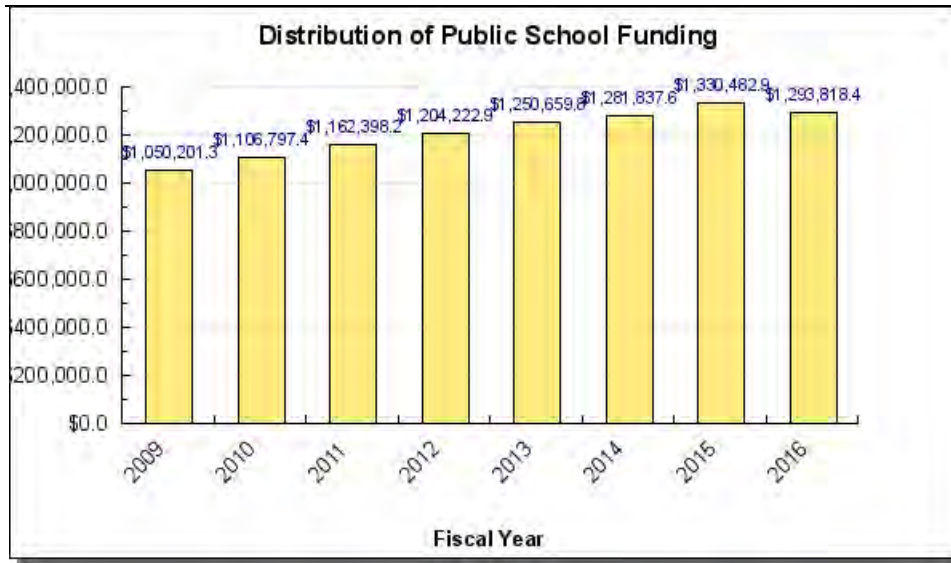
A1: Core Service - Distribute Public School Funding to school districts and other educational institutions

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. The Department of Education and Early Development distributes Public School Funding to 53 school districts and Mt. Edgecumbe High School, the state boarding school.

The FY2016 BSA reflects a \$50 increase from FY2015 and is part of a multi-year Education Bill (Ch15, SLA2014, HB278).

Target #2: Distribute Public School Funding according to legislative appropriations based on formula calculations

Methodology: Foundation and Pupil T includes the Foundation Program and Pupil Transportation

ACYA = Alaska Challenge Youth Academy

Totals are from the Alaska Budget System (ABS) Authorized scenario.

Amounts are displayed in the thousands.

Amounts include funding as appropriated through the Foundation Program formula and outside the formula.

Distribution of Public School Funding

Fiscal Year	Foundation & Pupil T	Boarding Home Grants	Youth in Detention	Special Schools	ACYA	Total Distribution
FY 2016	\$1,281,439.6	\$7,696.4	\$1,100.0	\$3,582.4	0 0%	\$1,293,818.4
FY 2015	\$1,318,729.3	\$6,960.3	\$1,100.0	\$3,693.3	0	\$1,330,482.9
FY 2014	\$1,268,505.0	\$3,749.5	\$1,100.0	\$3,691.7	\$4,791.4	\$1,281,837.6
FY 2013	\$1,237,557.9	\$3,728.8	\$1,100.0	\$3,314.7	\$4,958.4	\$1,250,659.8
FY 2012	\$1,190,646.9	\$3,330.8	\$1,100.0	\$3,318.4	\$5,826.8	\$1,204,222.9
FY 2011	\$1,150,477.6	\$1,690.8	\$1,100.0	\$3,303.0	\$5,826.8	\$1,162,398.2
FY 2010	\$1,094,450.0	\$1,690.8	\$1,100.0	\$3,127.5	\$6,429.1	\$1,106,797.4
FY 2009	\$1,038,383.8	\$1,340.8	\$1,100.0	\$3,132.8	\$6,243.9	\$1,050,201.3

Analysis of results and challenges: FY2016: Ch23, SLA2015, HB72 and Ch1, SLA2015, HB2001 (Operating Budget); Ch38, SLA2015, SB26 (Capital Budget). FY2015 does not include the FY2016 and FY2017 Foundation Program appropriations included in the FY2015 Authorized budget (\$32,243.7 and \$19,904.2, respectively). These FY2015 appropriations were repealed in Ch38, SLA2015, SB26.

FY2015 and FY2016 include additional Charter School Grant appropriations of \$168.8 under Foundation as a result of HB278, CH15, SLA2014.

Effective January 1, 2014 the Alaska Challenge Youth Academy (ACYA) was transferred to the Department of Military and Veterans Affairs and is no longer a budgeted component within the Department of Education and Early Development.

Public school funding distributions to school districts, the state boarding school and centralized correspondence study are expended out of the Public Education Fund (AS 14.17.300). The amounts reflected above include funding appropriated within the formula and outside the formula.

AS 14.17.300 Public Education Fund (a) The public education fund is established. The fund consists of appropriations for

(1) distribution to school districts, to the state boarding school, and for centralized correspondence study under this

chapter; and

(2) transportation of pupils under AS 14.09.010.

(b) Money appropriated to the fund may be expended without further appropriation. Money appropriated to the fund does not lapse. The money in the fund may be expended only in aid of public schools and for centralized correspondence study programs under this chapter and for transportation of pupils under AS 14.09.010. Interest earned on money held in the fund before expenditure may be appropriated to the fund by the legislature.

A2: Core Service - Provide 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 GF is displayed in the thousands.

Includes General Funds only.

Includes the following components:

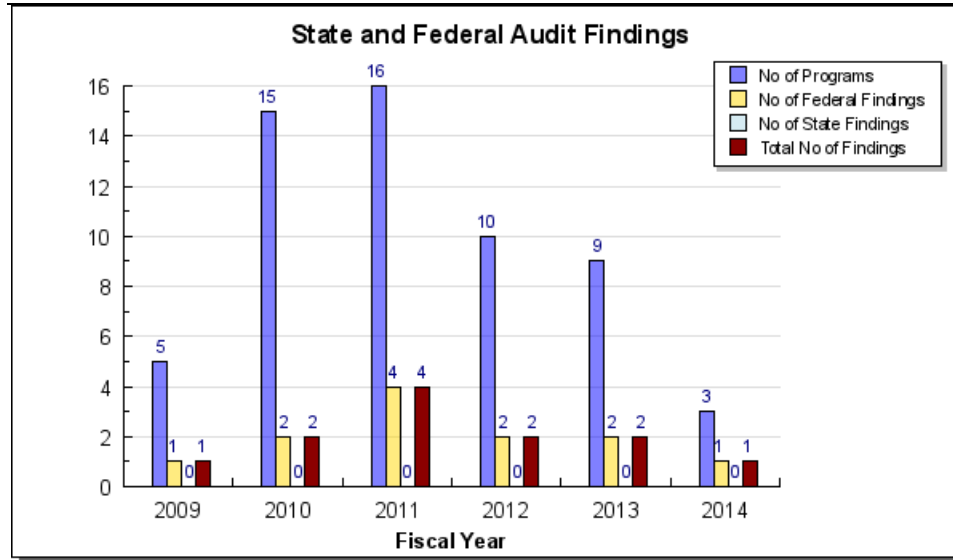
Executive Administration (except FY09 & FY10 SSoS funding), Administrative Services, Information Services, School Finance and Facilities, Student and School Achievement (except general funds that apply to other Core Services: AMEREF, ANSEP, GF/MH, Iditarod Theme-based Learning, curriculum mapping, K-3 & statewide literacy, WorkKeys, TVEP, STEM Pilot Project, Charter School Grants), Teacher Certification, Child Nutrition and State Facilities Rent.

General Fund Cost of Fiscal Accountability, Compliance and Oversight Per ADM

Fiscal Year	Total GF	ADM	Cost / ADM
FY 2016	\$11,589.4	128,495 -0.07%	\$90.19
FY 2015	\$14,237.5	128,580.18 +0.11%	\$110.73
FY 2014	\$16,548.9	128,435.21 -0.41%	\$128.85
FY 2013	\$15,996.8	128,965.51 +0.06%	\$124.04
FY 2012	\$14,738.0	128,885.84 -0.12%	\$114.35
FY 2011	\$14,156.6	129,046.71 -0.14%	\$109.70
FY 2010	\$13,774.3	129,228.67 +0.66%	\$106.59
FY 2009	\$12,906.0	128,380.75 -0.46%	\$100.53
FY 2008	\$10,360.8	128,975.24 -0.91%	\$80.33
FY 2007	\$11,852.3	130,164.21	\$91.06

Analysis of results and challenges: The change from FY2007 to FY2008 reflects reductions based on department efficiencies. There was also a decrease in the FY2008 ADM count. Increases from FY2008 - 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).

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 State's 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 FY2014 Statewide Single Audit, the Division of Legislative Audit selected three federal programs that the Department of Education & Early Development administers to audit for compliance with accounting standards and applicable federal compliance standards as outlined in OMB Circular A-133. As a result of the audit, the department was issued one finding that affected two of the three federal programs audited. The one finding was concerned with compliance with federal guidelines and was a significant deficiency. The department has developed and implemented a corrective action plan to resolve this finding.

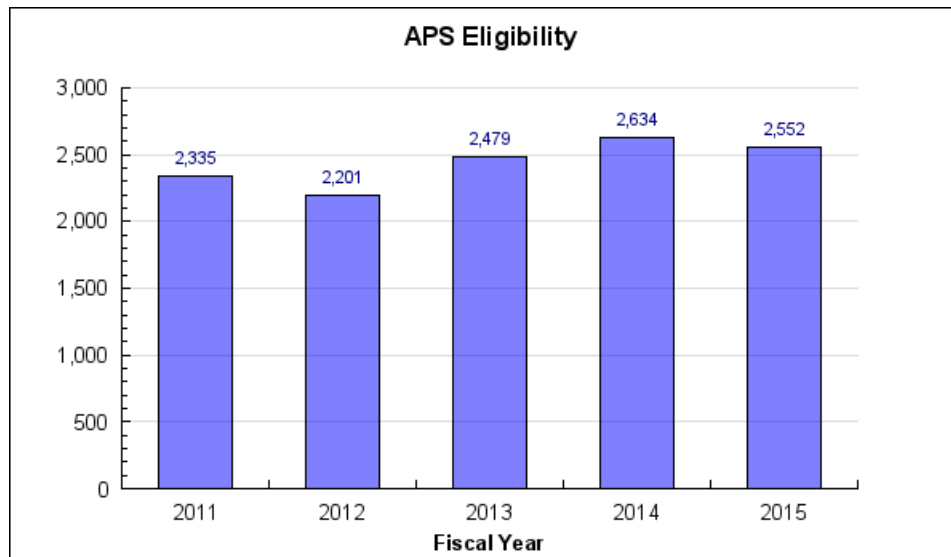
The following federal programs were audited as part of the FY2014 Statewide Single Audit:

CFDA / Program Name / Program Affected by Finding
 10.568 / Emergency Food Assistance Program (Administrative Costs) / X
 10.569 / Emergency Food Assistance Program (Commodities)
 84.010 / Title I Grants to Local Educational Agencies / X

FY2015 data will be available when the audit is complete. The final audit report is due to the Legislative Budget and Audit Committee by March 31, 2016.

A3: Core Service - Develop, implement and maintain School Effectiveness Programs

Target #1: Increase the numbers and percent of high school graduates qualifying for the Alaska Performance Scholarship (APS).



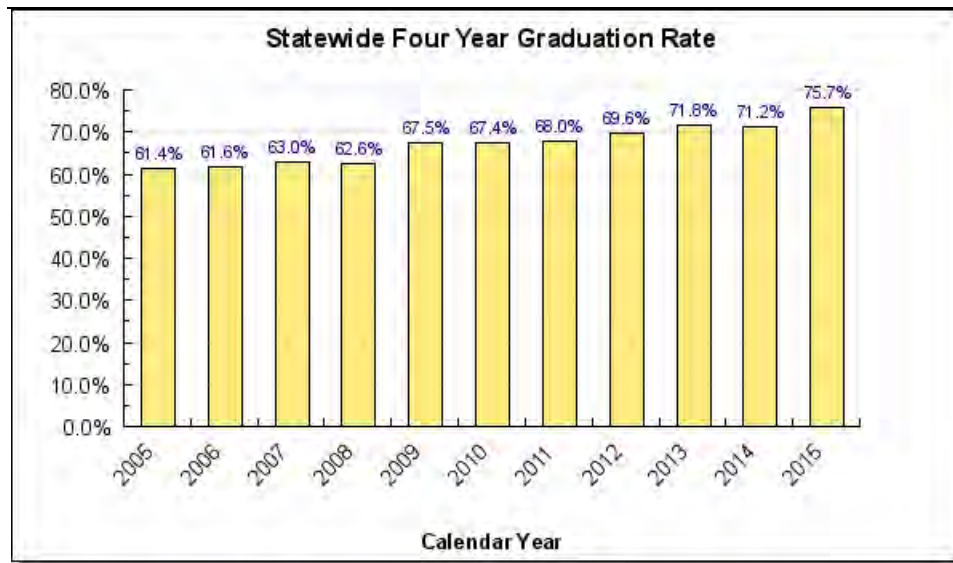
Methodology: Table represents APS eligibility, receipts during first year, and since graduation, by graduation year.

APS Eligibility

Fiscal Year	Graduates	APS Eligible	Received 1st Year	Ever Received
FY 2015	8,260 +7.75%	2,552 -3.11%	827 -6.45%	827 -17.63%
FY 2014	7,666 -2.42%	2,634 +6.25%	884 -0.9%	1,004 +1.93%
FY 2013	7,856 -1.55%	2,479 +12.63%	892 +1.71%	985 -4%
FY 2012	7,980 -0.99%	2,201 -5.74%	877 -2.12%	1,026 -6.98%
FY 2011	8,060	2,335	896	1,103

Analysis of results and challenges: FY2015 information in the table and chart is based on the fall term only, and numbers are expected to rise during the remainder of the academic year. Analyses to date reflect that APS is producing positive results, with APS-eligible students enrolling and persisting in postsecondary education at substantially higher rates than their non-eligible peers, as well as requiring less remediation. The 2016 program report will reflect the first cohort of APS college graduates, and include information on their participation in the Alaska workforce. Note that the increase in 2015 high school graduates is at least partially attributable to elimination of Alaska's graduation exam requirement (HSGQE) and includes students who completed their studies in both AY14 (academic year) and AY15 but had not previously passed the HSGQE. Detailed information about program outcomes is available in ACPE's annual APS Outcomes Reports, which can be found online at http://acpe.alaska.gov/REPORTS/Reports/APS_Outcomes_Report.

Target #2: Assist school districts to improve the statewide graduation rate



Methodology: The 2015 data is preliminary only, and won't be final and published until the State Report Card is released in January 2016.

The Graduation Rate methodology changed beginning with the 2010-2011 school year. Based on a federal mandate, all 50 states must report a graduation rate using the Four Year Adjusted Cohort Graduation Rate Method.

Analysis of results and challenges: The preliminary 2015 rate is 75.7% (7,324 graduates of 9,677 cohort members).

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 instance, a student who entered 9th grade in the 2010-2011 school year would be considered part of the 2014 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 Cohort is comprised of all students active within a specific Cohort Year.

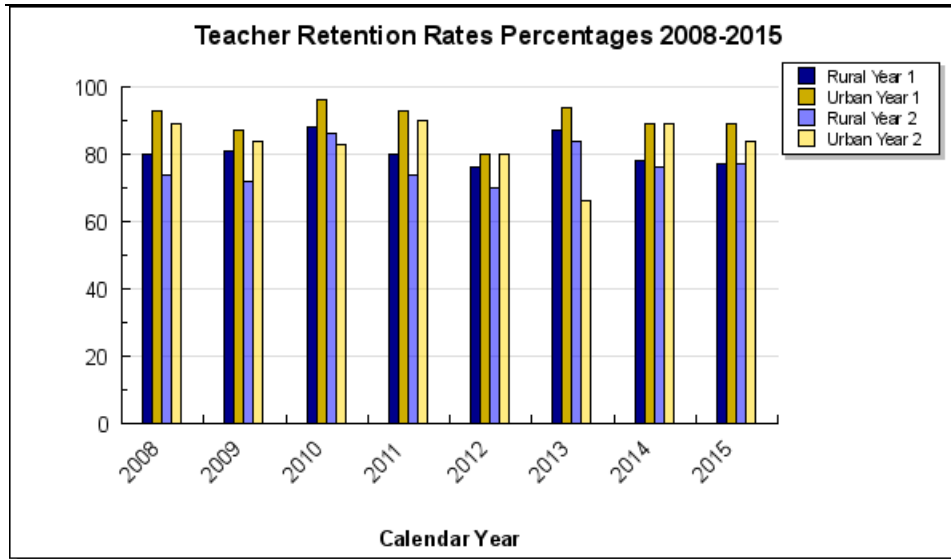
A graduate is defined as a student who has received a regular diploma from a state or district approved education program as evidenced by receipt of a secondary school diploma from school authorities. Any student who receives a diploma under a waiver from the college and career readiness assessment requirement as noted in AS 14.03.075(a), as specified by the State Board of Education and Early Development, is considered a graduate.

This change is necessary because of the repeal of the HSGQE effective July 1, 2014. Instead of passing all three sections of the HSGQE, students must "take" (i.e. receive a valid score on) one of three college- or career-ready assessments – ACT, SAT, or WorkKeys. This does not include a student who receives a certificate of achievement or a GED certificate.

The calculation of the Statewide Graduation Rate complies with current federal regulations.

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

Target #3: Increase the teacher retention rate through the Alaska Statewide Mentoring Program



Methodology: Data reflects Alaska Statewide Mentoring Project activity for the school year; i.e. 2008 refers to the 2007 - 2008 school year.

2013: Urban Year 2 teachers have a sample size of 3.

2015-16: In regards to the retention numbers for 2014-15 academic year, we cannot determine if an early career teacher (ECT) transferred to a 4 or 5 star ASPI rated school since these schools are not receiving ASMP mentoring services in 2015-16. In addition, two school districts, Galena and St. Mary's do not use ASMP services; hence, if an ASMP mentored ECT transferred to these districts, ASMP cannot track them unless the ECT communicated that directly to the previous year mentor. These numbers are still preliminary.

Teacher Retention Rates Percentages 2008-2015

Year	Rural Year 1	Urban Year 1	Rural Year 2	Urban Year 2
2015	77 -1.28%	89 0%	77 +1.32%	84 -5.62%
2014	78 -10.34%	89 -5.32%	76 -9.52%	89 +34.85%
2013	87 +14.47%	94 +17.5%	84 +20%	66 -17.5%
2012	76 -5%	80 -13.98%	70 -5.41%	80 -11.11%
2011	80 -9.09%	93 -3.13%	74 -13.95%	90 +8.43%
2010	88 +8.64%	96 +10.34%	86 +19.44%	83 -1.19%
2009	81 +1.25%	87 -6.45%	72 -2.7%	84 -5.62%
2008	80	93	74	89

Analysis of results and challenges: The goals of the Alaska Statewide Mentoring Project (ASMP) are to increase teacher retention and improve student achievement through quality mentoring to first- and second-year teachers (called early career teachers, or ECTs).

ASMP mentors are veteran Alaska teachers who receive formal training in eight, three-day Mentor Academies held over two years, following the New Teacher Center model. Mentors communicate with their ECTs on a weekly basis through multitude means including email, Skype and phone calls, in addition to monthly on-site visits. The focus is on building teacher capacity through the use of evidenced-based tools.

Average retention rates for teachers served by ASMP are shown in the chart based on location of district (rural, urban) and years of teaching experience (first, second). Overall, ASMP-mentored ECTs average a year-to-year retention rate of 80% from 2004-2005 through 2014-15. ASMP research has also shown promising results of closing the student achievement gap between ECTs and veteran teachers through ASMP mentoring. In the spring of 2012, K-12 Outreach Office won an Investments in Innovations grant; this five-year federally funded study will examine the effectiveness of ASMP model in five urban contexts in Alaska, as evidenced by teacher retention, teacher instructional capability and student achievement. The final report for this study should be available by December 2017.

Over the past 11 years, ASMP mentors has been invited into 52 of the 53 Alaska school districts. Project numbers since inception have remained consistent, serving on average about 391 ECTs a year. In the beginning years of the project about 75% of the ECTs served by ASMP were from rural districts with the remaining 25% from five urban districts in the state. Overall, ASMP has served over 2,400 individual ECTs through training of nearly 130 experienced Alaska teachers as high-quality mentors through AY15 (academic year).

Target #4: Provide a Statewide System of Support to facilitate school effectiveness measures

Professional Learning Support to Educators for Implementation of Statewide Initiatives

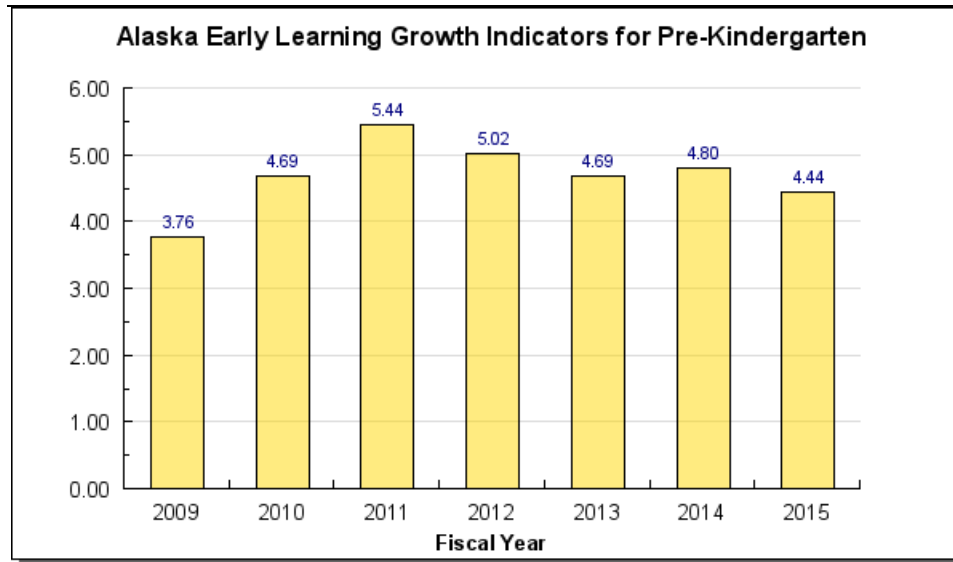
Fiscal Year	No. of Participants
FY 2015	3,108 +34.6%
FY 2014	2,309

Methodology: FY2015 includes the number of participants receiving support through EED conference, presentations by invitation from partnering organizations, on-site and distance district-level presentations, webinars, and audio-conferences.

Analysis of results and challenges: For the past four years, the Department of Education and Early Development (DEED) measured performance for this target through attendance at an annual Teaching and Learning Support Institute sponsored by DEED. These two-day events designed to assist and support school districts in building awareness of the new English Language Arts and Mathematics standards, the new Alaska School Performance Index, and the requirements of new Educator Evaluation regulations with attendance at the Institute increasing for each of those three years. The Institute, however, is just one of many professional development supports related to implementation of statewide initiatives provided by DEED to educators across Alaska. Support to districts and organizations includes conference presentations, on-site and distance district in-service presentations, webinars, and facilitation of work groups, constituting some of the primary work conducted within DEED's Division of Teaching & Learning Support. Beginning in 2014, DEED began measuring participation in all of these professional learning support activities in terms of the number of participants. As baseline data for 2014, DEED provided professional learning support to 2,309 educators. DEED's continuing challenge will be to provide relevant, timely, and targeted support to educators across Alaska effectively meeting their varied, unique needs. In 2015, in addition to the instructional support team, the division of Teaching and Learning Support (TLS) has included support provided by the alternative schools/Health team, the special education team, the child nutrition team, and the ESEA federal programs team. If TLS includes the E-module courses provided for all district staff to meet state mandated trainings, this number jumps to 16,180.

Target #5: Provide support to school districts for Early Learning programs to assist communities, parents and

caregivers in preparing children for school



Methodology: Pre-Kindergarten years represent the following:

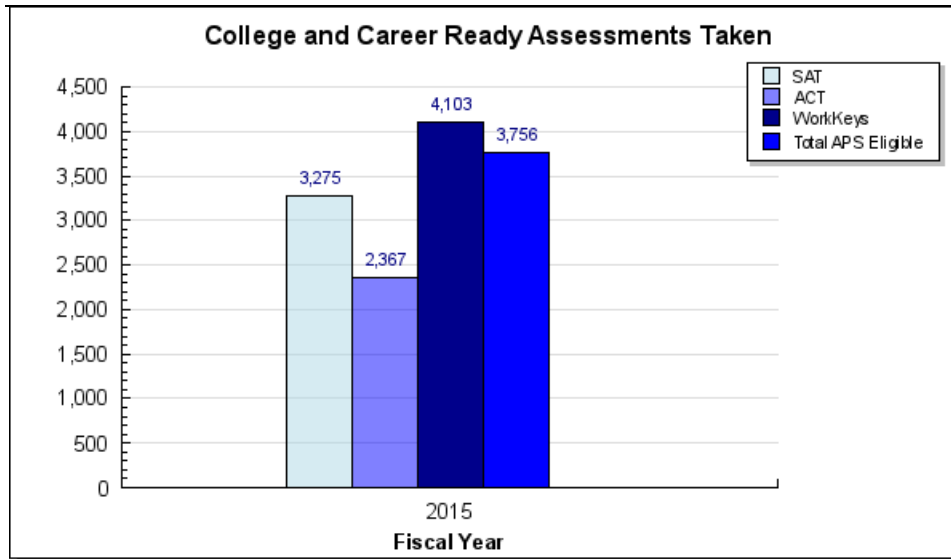
Fall 2009

Spring 2010 - Spring 2015

Analysis of results and challenges: Pre-Kindergarten:
Alaska Pre-K Four Year Comparisons: FY2010 - FY2015
Early Childhood Environment Rating Scale-Revised Edition (ECERS-R)

The ECERS-R is designed for use in classroom-based early childhood care and education programs serving children aged two to six years. It is organized into six scales: Space and Furnishings; Personal Care Routines; Language-Reasoning; Activities; Interaction; and Program Structure. Each scale has additional subscales, with multiple items that must be passed to receive a given score. Each subscale is scored on a seven point scale, with benchmarks established for 1 = Inadequate, 3 = Minimal, 5 = Good, and 7 = Excellent. Programs that pass some of the items that are part of the benchmark for a 3, but not all of them, are scored a 2 on that subscale. Similarly programs that fall between good and excellent are scored a 6.

Each program site varied in their strengths and areas of improvement, but there were some trends common across all of the programs. While all continuing programs showed improvement through the Pre-Kindergarten program, some showed dips or fall back in some areas reflecting the specific changes seen at each particular assessment. FY2014 began a new grant cycle based on a continuation from the previous year. Over half of the classrooms rated on the ECERS were returning programs and the others were new to the Alaska Pre-Kindergarten program. These new classrooms set baseline scores in a range between above minimal (3) to approaching excellent (7).

Target #6: Facilitate the College and Career Ready curriculum and assessment program

Methodology: Graph displays total number of state-paid assessments taken and APS qualifying scores
 APS = Alaska Performance Scholarship
 WorkKeys = a career-readiness assessment administered by ACT, Inc.
 ACT = a college-readiness assessment administered by ACT, Inc.
 SAT = a college-readiness assessment administered by The College Board

College and Career Ready Assessments Taken

Fiscal Year	SAT	ACT	WorkKeys	Total APS Eligible
FY 2015	3,275	2,367	4,103	3,756

Analysis of results and challenges: Changes in Alaska's College and Career Readiness Assessments (CCRA) were dictated by legislation that went into effect on July 1, 2014 (HB278, Ch15, SLA2014). These changes were implemented during the 2014-15 school year. The law requires all grade 11 students to take a CCRA. Students must take a CCRA prior to receiving a regular diploma from an Alaska public school. Students have the option of taking either a career-readiness assessment (WorkKeys) or a college-readiness assessment (ACT or SAT) during the school day.

Students may qualify for the Alaska Performance Scholarship (APS) by achieving a certain test score on either the ACT, SAT, or WorkKeys assessment in combination with minimum curriculum and grade point average (GPA) requirements. In the 2014-15 school year:

- 4,103 students took the WorkKeys assessment of which 39% (1,597 students) achieved qualifying APS scores
- 2,367 students took the ACT assessment of which 38% (898 students) achieved qualifying APS scores
- 3,275 students took the SAT assessment of which 39% (1,261 students) achieved qualifying APS scores

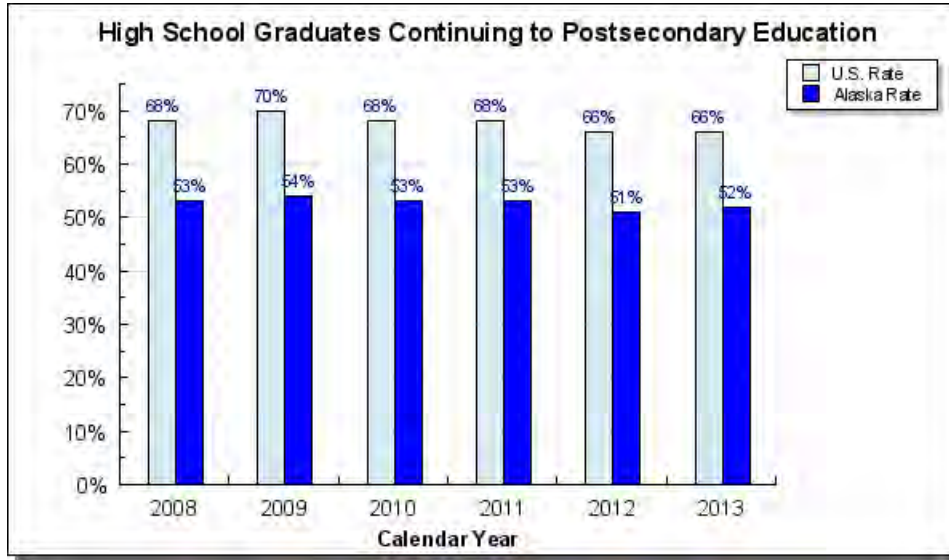
To be eligible for the Career and Technical Education (CTE) APS award, a student must receive a combined WorkKeys score of 13 or higher, with no score below 4 in Applied Mathematics, Locating Information, and Reading for Information. A CTE APS award can be used for attendance in a CTE certificate program, but not for an associate's or other degree program, at approved postsecondary institutions and training centers in Alaska. To be eligible for the Collegiate APS award, a student must receive either an ACT composite score of 21 or higher or a combined SAT score of 1450 or higher. A Collegiate APS award can be used for attendance in a certificate or degree program at approved postsecondary institutions and training centers in Alaska.

The Department of Education and Early Development (DEED) is working continuously to address implementation challenges including technology, student and staff scheduling concerns, as well as providing comprehensive training to teachers, school counselors, and district test coordinators. DEED continues to expand and build upon partnerships

with Alaska's public schools and postsecondary providers, and assessment vendors to better assist students in educational and workforce achievement.

A4: Core Service - Maintain Active Partnerships for Pre-K through 20 and lifelong learning

Target #1: By 2020, growth to equal the national average of Alaska high school graduates continuing on to postsecondary education within a year of graduation.

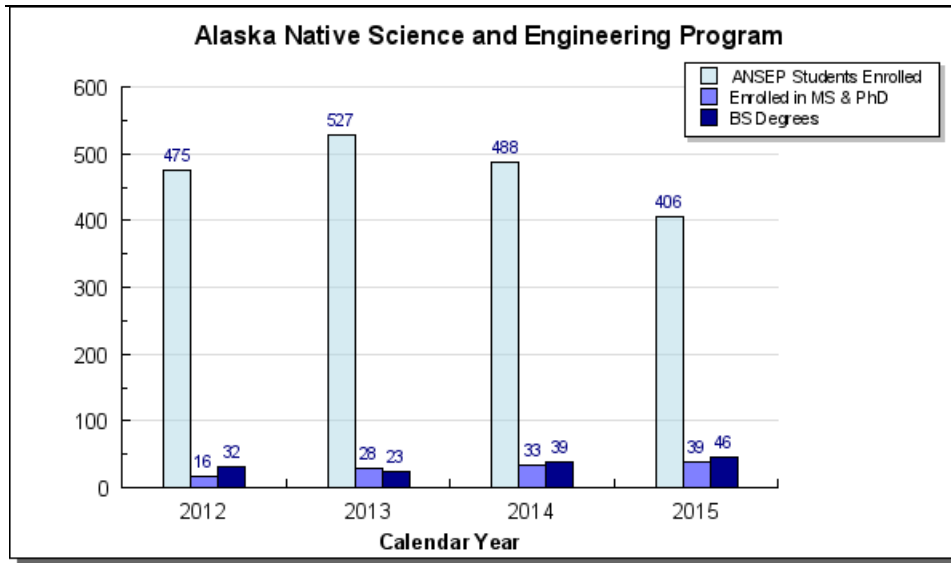


Methodology: Alaska's students' enrollment in college the Fall following graduation is reported by the National Student Clearinghouse and published by National Center for Education Statistics.

Analysis of results and challenges: Alaska's poor postsecondary education participation rates are of significant concern with the state performance remaining at the lowest level for this measure.

ACPE's 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 incent students to aspire to education beyond high school that leads to a well-paying career in the Alaska workforce; 3) financial aid programs for Alaska students pursuing higher education; and, 4) building Alaska's research capacity to report on of the state's return on investment of public funding for education/workforce training programs and services.

The desired results from these strategies go beyond an increase in the numbers; they include a trained, competitive Alaska citizenry able to replace a graying workforce and an economy strengthened through attracting business and industry investment in our state. By primarily targeting programs and services to elementary and secondary students, ACPE intends to provide families with the information they need to succeed in college and career training.

Target #2: Continue to support the Alaska Native Science and Engineering Program with the University of Alaska

Methodology: Information provided by the University of Alaska.

Analysis of results and challenges: Since inception in 1995, the Alaska Native Science and Engineering Program (ANSEP) has evolved into a longitudinal education model that provides a continuous string of components that begins with students in sixth grade and continues on through high school, into undergraduate degree programs, and through graduate school to earn PhDs. ANSEP inspires students to complete the preparatory science and math coursework necessary for success in BS degree programs in science and engineering at the University of Alaska. The focus at each level is to provide excitement and empowerment around these careers. ANSEP's objective is to effect systemic change in the hiring patterns of Alaska Natives in science and engineering by placing students on a career path to leadership.

By successfully completing ANSEP components, every student in Alaska can become eligible for the Alaska Performance Scholarship regardless of where they live. ANSEP works with students from nearly 100 communities across Alaska.

ANSEP University Success: As of fall 2015, there are 406 Alaska Native students enrolled in science and engineering BS degree programs at University of Alaska campuses. Forty-six Alaska Natives earned BS degrees in science and engineering during the 2014-2015 academic year. There have been 375 Alaska Natives awarded BS degrees in science and engineering since 2002. There are currently 39 Alaska Native students enrolled in MS and PhD programs in science and engineering. ANSEP graduates successfully transition to careers in the science or engineering professions, or to graduate and PhD programs.

ANSEP Summer Bridge: Summer Bridge is a fast-paced, challenging experience with the opportunity to earn scholarship support and build networking opportunities for future internships for recent high school graduates. Since 2010, 150 students completed the Summer Bridge component and of those participants, ninety-five percent of the participants continued on to engineering or science BS degree programs at the University of Alaska. During summer 2015 there were 26 Summer Bridge students.

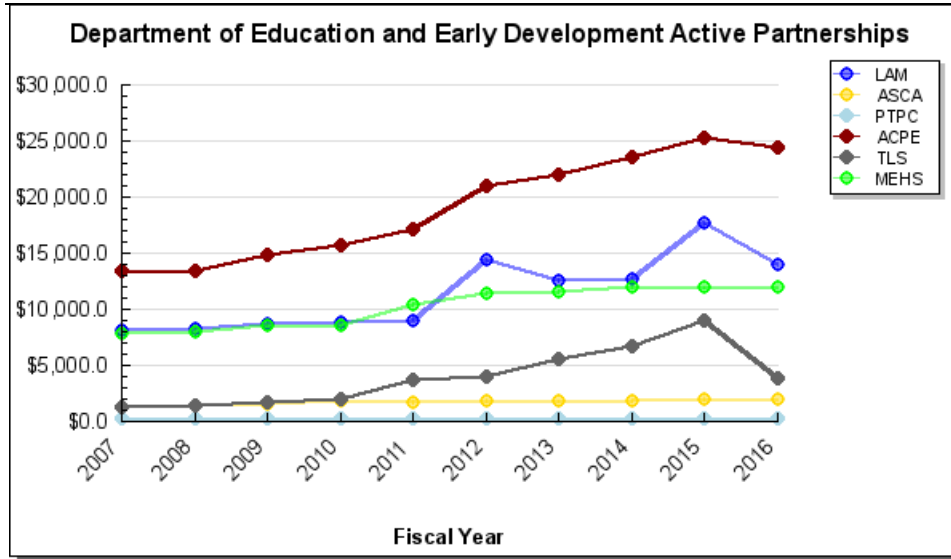
ANSEP Acceleration Academy: For a high school student, the benefits of having direct access to a college environment, university faculty, and an encouraging peer group are invaluable. Since 2010, approximately 375 students have participated in the Acceleration Academy. Ninety-five percent of the high school students benefit by advancing in one level or more in math or science each summer. In summer 2015, 115 students participated in two separate five week, residential academy at the University of Alaska Anchorage.

ANSEP Middle School Academy: Since 2010, rising 6th, 7th, and 8th grade students have attended this two week, residential, science and engineering experience. Seventy-seven percent of the ANSEP Middle School Academy students graduate 8th grade in a math level of Algebra 1 or higher. During 2015 there were 344 Middle School

Academy students. ANSEP continued to engage in 141 Middle School Academy Students with a 5-day STEM projects academy.

Analysis provided by the University of Alaska.

Target #3: Collaborate and coordinate with public and private entities for educational purposes



Methodology: Amounts are reported in the thousands.

Total Department Active Partnerships includes:

LAM - Libraries, Archives, Museums

ASCA - Alaska State Council on the Arts

PTPC - Professional Teaching Practices Commission

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

TLS - Partnerships within the Teaching & Learning Support division (AMEREF, 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 State Facilities Maintenance)

Department of Education and Early Development Active Partnerships

Fiscal Year	LAM	ASCA	PTPC	ACPE	TLS	MEHS
FY 2016	\$13,958.5	\$2,004.1	\$303.9	\$24,491.0	\$3,808.7	\$11,996.2
FY 2015	\$17,663.6	\$2,071.1	\$299.8	\$25,318.7	\$8,970.7	\$11,960.9
FY 2014	\$12,706.3	\$1,912.3	\$299.7	\$23,535.2	\$6,768.1	\$11,937.2
FY 2013	\$12,574.4	\$1,820.7	\$295.8	\$22,031.5	\$5,569.0	\$11,525.7
FY 2012	\$14,366.2	\$1,798.0	\$290.0	\$21,019.6	\$4,066.0	\$11,443.5
FY 2011	\$9,060.6	\$1,691.8	\$282.3	\$17,072.9	\$3,680.8	\$10,455.9
FY 2010	\$8,842.7	\$1,895.3	\$275.0	\$15,759.9	\$2,060.5	\$8,505.5
FY 2009	\$8,656.6	\$1,532.8	\$267.7	\$14,802.6	\$1,660.2	\$8,576.9
FY 2008	\$8,251.3	\$1,465.2	\$254.7	\$13,428.9	\$1,382.0	\$8,009.4
FY 2007	\$8,193.6	\$1,335.6	\$251.9	\$13,404.5	\$1,332.7	\$7,848.3

Analysis of results and challenges: FY2011: The Student and School Achievement (S&SA) component received general fund base funding for the partnership with the University of Alaska for the Alaska Native Science and Engineering Program (ANSEP).

FY2012: The Library Operations component received federal and statutory designated program receipt authorization for the ARRA Broadband Technologies Opportunities Program.

The Alaska Commission on Postsecondary Education (ACPE) received general fund base funding for the AlaskAdvantage Education Grant program and federal receipt authorization for the College Access Challenge Grant program.

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.

FY2014: Three new components were created under TLS: Online With Libraries, Live Homework Help and Alaska Learning Network; ASCA received additional SDPR authorization for Rasmuson Foundation grants; MEHS received an increase to support Dormitory Management Services; ACPE received an increase in Interagency Receipts authorization for the Longitudinal Data System project.

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

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