

THE ALASKA COUNCIL OF SCHOOL ADMINISTRATORS

# Invited Testimony on HB 236 House Education Committee

**Dr. Lisa S. Parady**

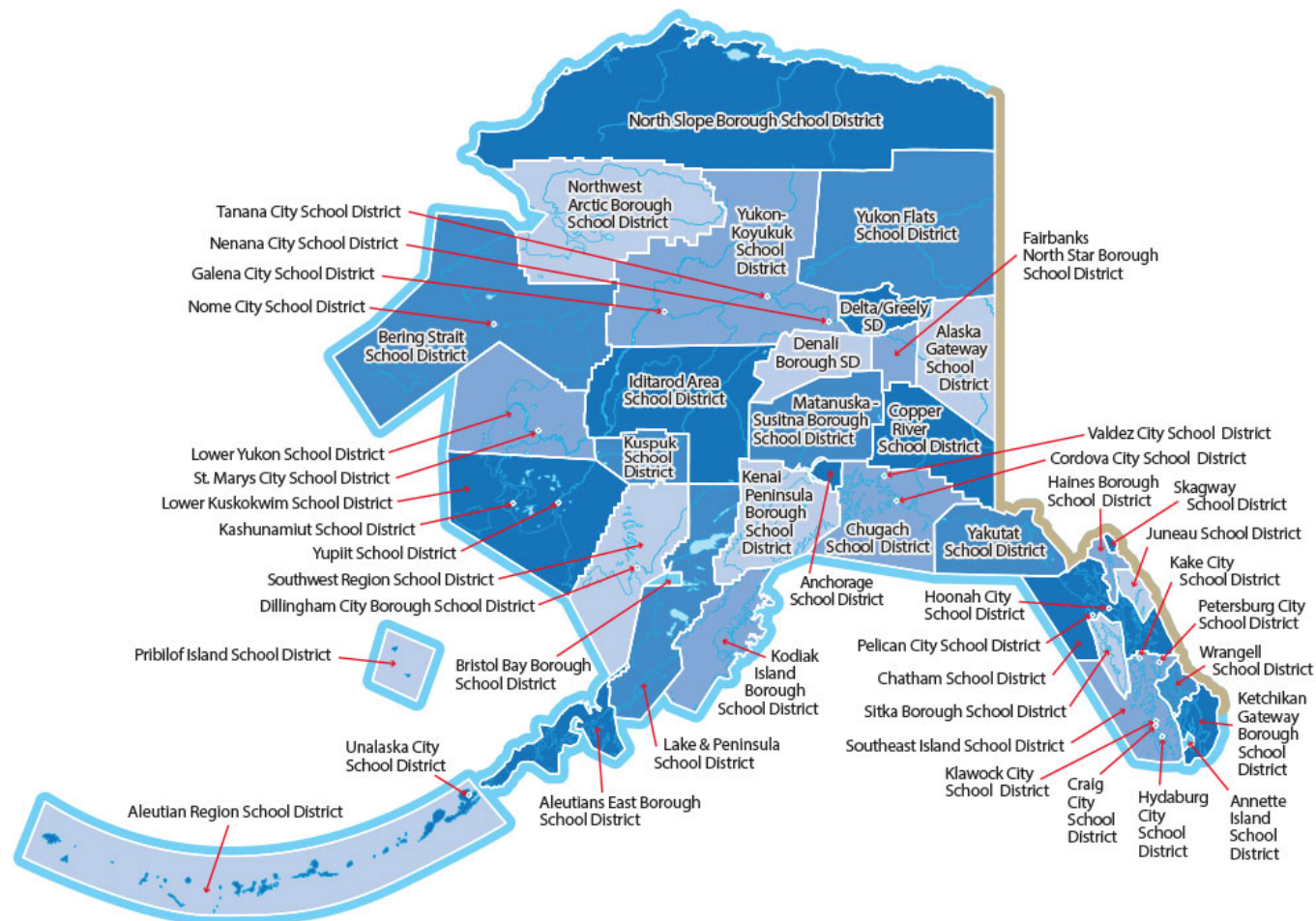
Executive Director

Alaska Council of School Administrators (ACSA)

[lparady@alaskaacsa.org](mailto:lparady@alaskaacsa.org)



# One State – Alaska's Students



WHEN IT COMES TO HOW GOVERNMENT SPENDS PUBLIC DOLLARS,  
WHICH DO YOU THINK SHOULD BE THE HIGHEST PRIORITY?

DESCRIPTION	2019	2020
K-12 PUBLIC SCHOOLS	44.5%	44.7%
PUBLIC HEALTH AND SOCIAL SERVICES	27.3%	25.6%
CORRECTIONS, PUBLIC SAFETY AND LAW ENFORCEMENT	15.5%	15.6%
NOT SURE	7.6%	8.3%
HIGHER EDUCATION	5.1%	5.8%

Source: Zogby Analytics

# 2020 Joint Position Statements



Adequate funding for public education is our number one priority

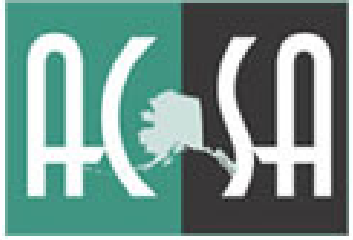
## **Priority Funding for Education**

The State of Alaska must provide timely, reliable, and predictable revenue for schools; funding the actual cost of education in all districts and providing full funding for all initiatives, laws and mandates that require additional services. Early notification of funding and forward funding are crucial to sound financial management, as well as recruitment and retention of quality educators.

## **Revenue Enhanced Fiscal Plan Imperative**

Alaska has made progress by cutting the budget and restructuring the use of Permanent Fund earnings for sustainable funding of both the permanent fund dividend and a portion of government services. State expenditures have been cut by approximately 44% (\$3.5 billion) excluding dividends since FY13 when the current run of deficit spending began.

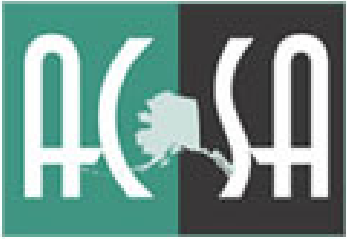




*Adequate funding for public education is our number one priority.*

## Priority Funding for Education

The State of Alaska must provide **timely, reliable, and predictable revenue** for schools, funding the actual cost of education in all districts and providing full funding for all initiatives, laws, and mandates that require additional services. **Early notification of funding and forward funding are crucial to sound financial management, as well as recruitment and retention of quality educators.**



# Educator Turnover

Average annual turnover rates for 2012/13 to 2017/18



*Rural-remote*<sup>3</sup>

Teachers

**36%**

Principals

**38%**



*Rural-hub/  
fringe*<sup>4</sup>

Teachers

**25%**

Principals

**33%**



*Urban-fringe*<sup>5</sup>

Teachers

**19%**

Principals

**21%**



*Urban*<sup>6</sup>

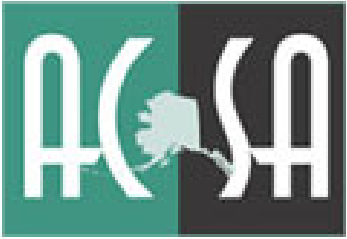
Teachers

**19%**

Principals

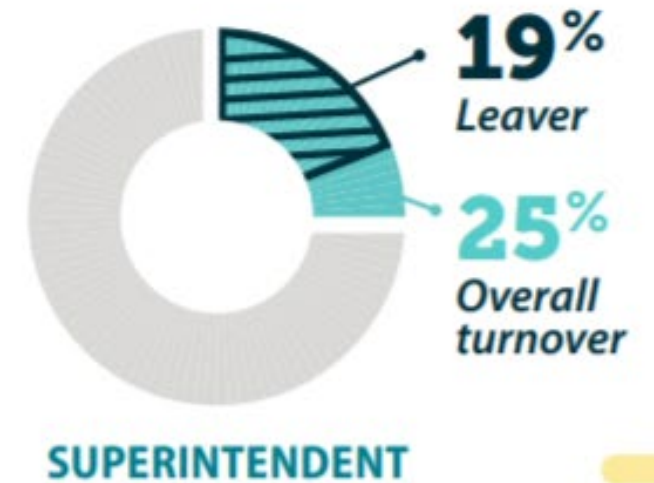
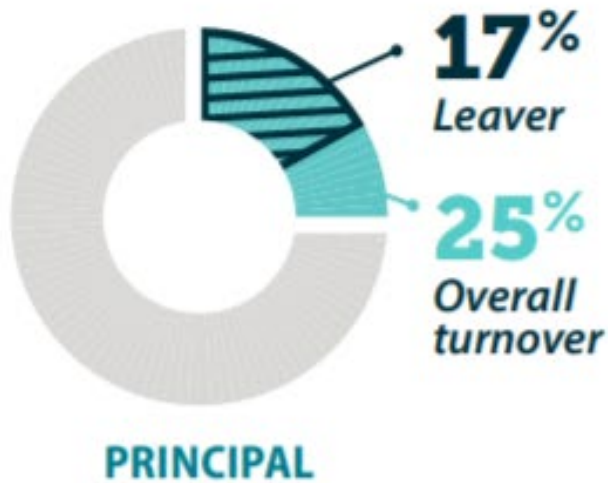
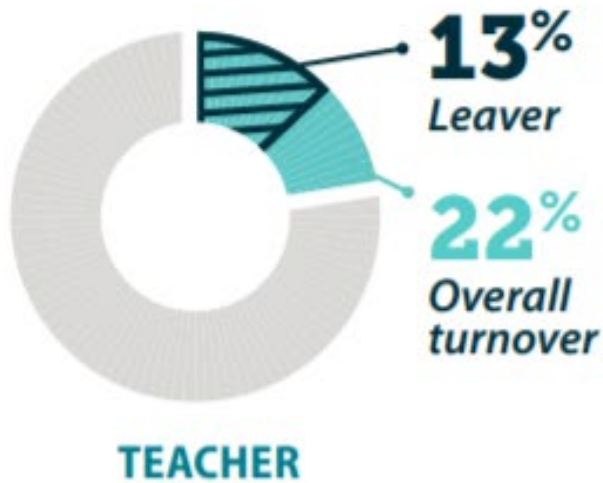
**19%**

**Source:** Educator Retention and Turnover under the Midnight Sun: Examining Trends and Relationships in Teacher, Principal, and Superintendent Movement in Alaska, REL Northwest, 2019



# Educator Turnover

Turnover rates in Alaska for 2017/18

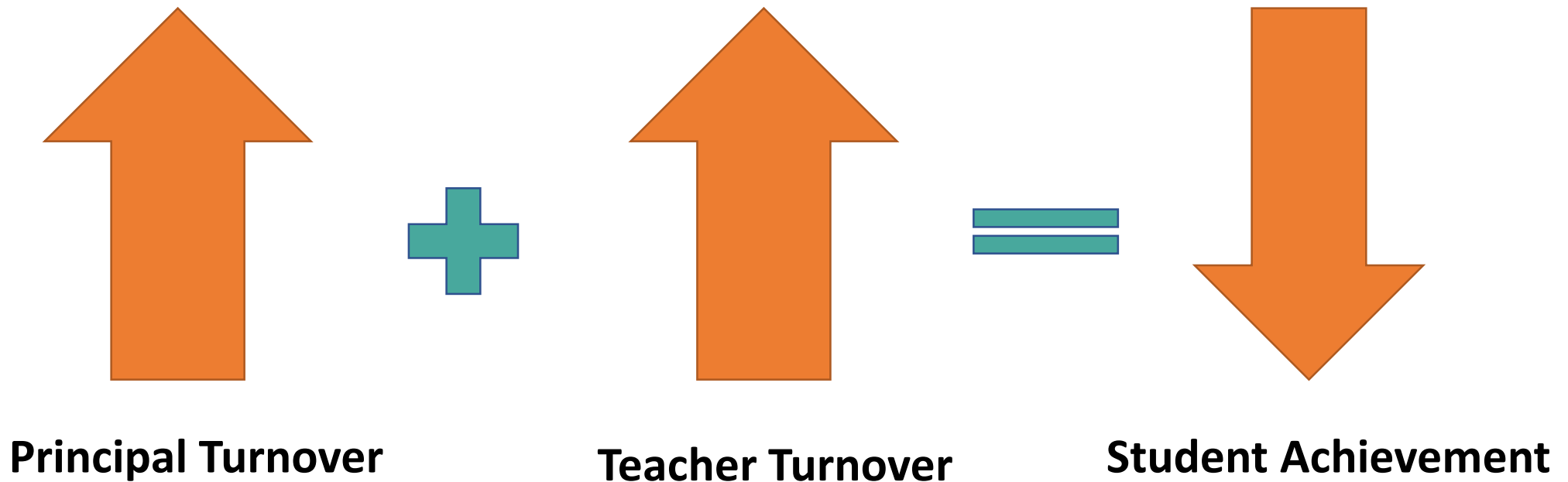


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# Educator Turnover and Student Achievement

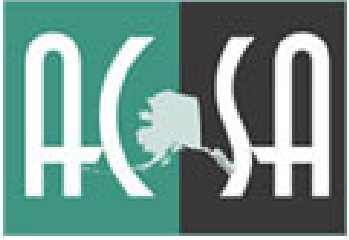
- Turnover linked with low student achievement



# Increased Teacher Workload

- More demanding job
- Social Emotional Learning (SEL)
- Student trauma (ACEs)





# Social, Emotional and Mental Health

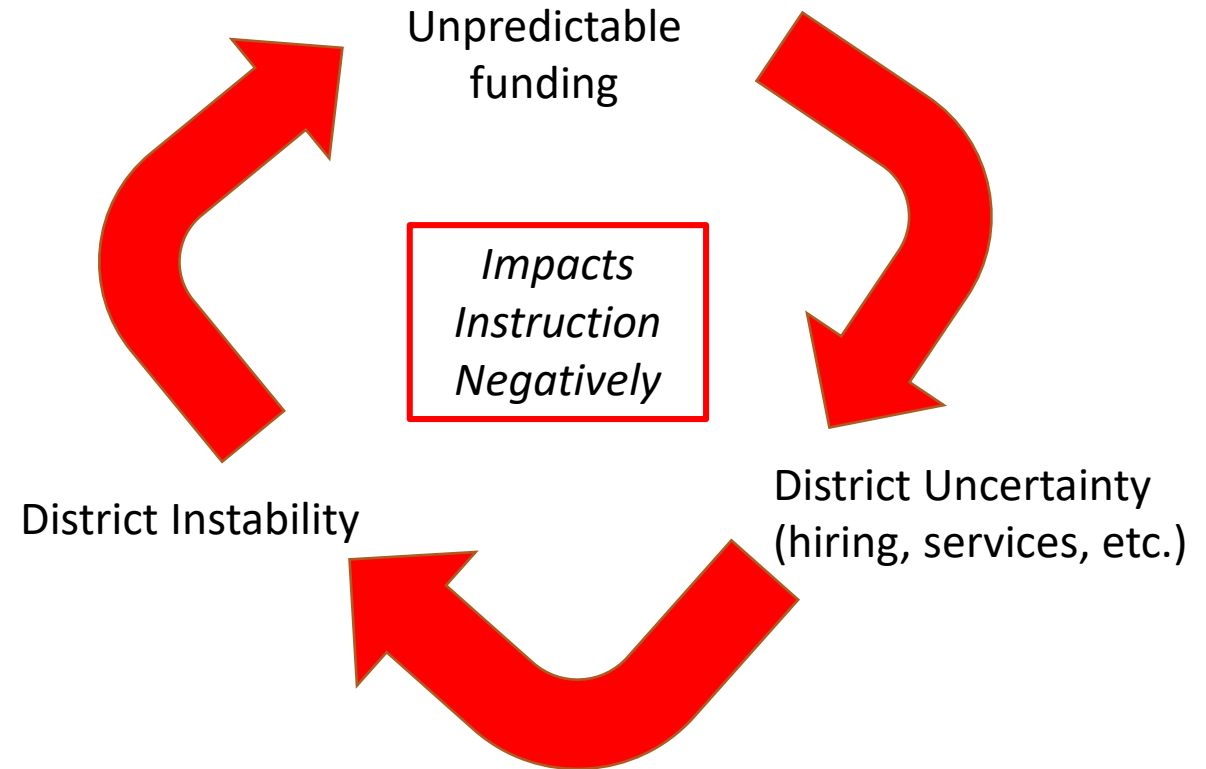
Alaska's students endure extremely high rates of trauma and adverse childhood experiences (ACEs). **One in two of Alaska's youth have lived through one or more ACEs by the time they begin kindergarten, and two in three will have one or more ACEs by the time they graduate.** Higher exposure to trauma increases the likelihood of suicide, the second leading cause of death for American teenagers. Alaska has the highest rate of teen suicide attempts in the nation. We urge the state to provide resources so schools can partner with local communities to implement comprehensive, culturally appropriate school-based mental health programs that foster the health and development of students.

**ACSA supports funding to enable schools to recruit, retain and increase their access to school counselors, school social workers, school psychologists, nurses and mental health specialists.** Increased professional learning opportunities for school leaders and other school staff in planning and implementing interventions for students experiencing childhood trauma and other mental health challenges is also needed. ACSA supports increased SEL training, funding and/or personnel to increase SEL in our schools.



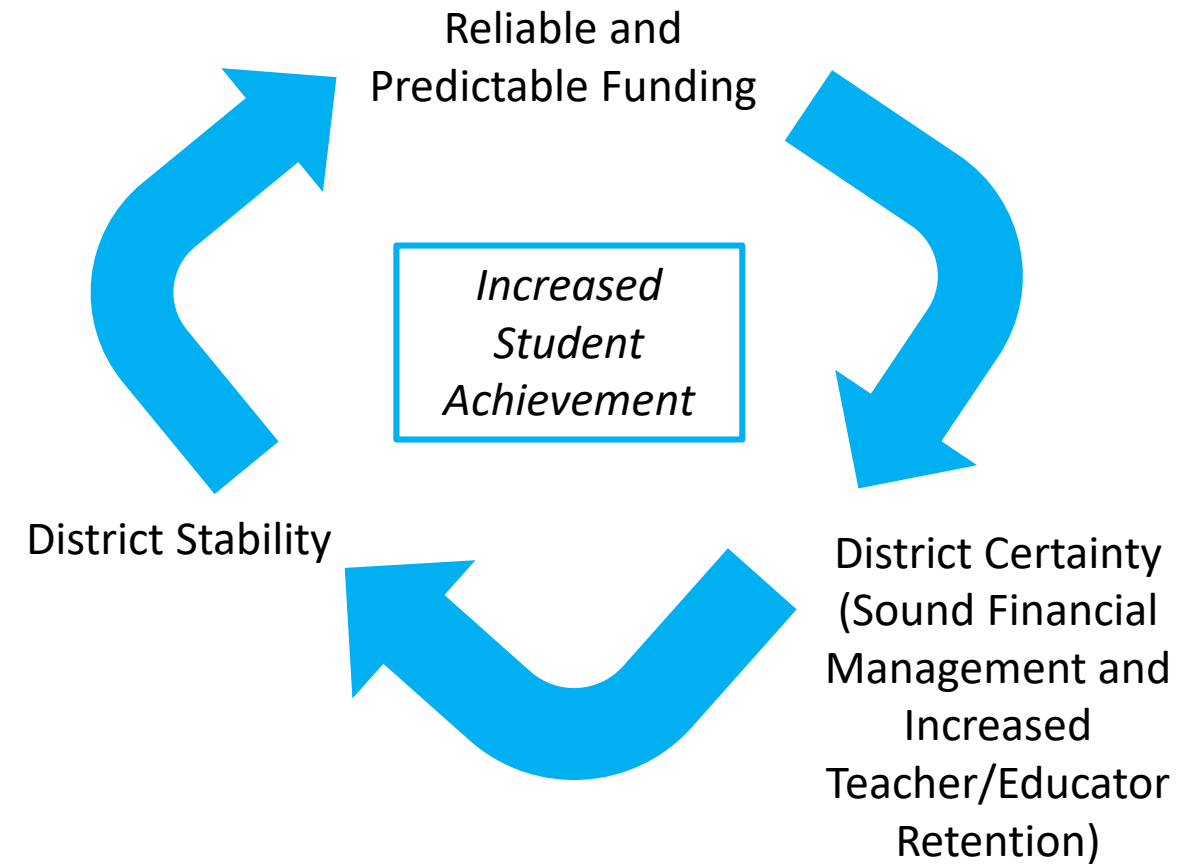
**“Groundhog Day”**

## Cycle of Uncertainty





## Cycle of Certainty



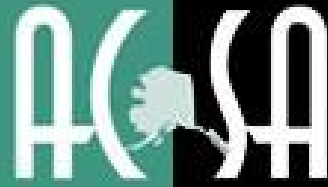


# Impact on School Districts

- HB 236 would provide districts with a multi-year planning opportunity
- Districts need the ability to plan long-term; one-time funding is appreciated; however, it's difficult for districts to make long-term commitments with one-time funding
- Generally districts don't hire staff with one-time funding because such funding is unstable
- Loss of \$30M will create a deficit for many districts, forcing them to use their general fund balance to cover costs that may be committed for other district needs or emergencies
- Unstable funding could put some districts into a deficit, putting them in difficult position for next year
- Incorporating the one-time \$30 M into the BSA will provide confidence that the funds can be relied upon AND if this happens before April, it can have a positive affect on local match contributions comparable to HB287 funding

## **No increase to the BSA will lead to:**

- Reductions in staff (teachers, reading specialists, paraprofessionals), less competitive salaries for teachers
- Loss of counselor positions and student intervention programs
- Cuts to academic (CTE, foreign languages, course offerings), sports, and lunch programs
- Increased class sizes in some schools
- Postponing replacement of aging textbooks and technology
- Deferment of maintenance projects, focusing only on those which are safety and health issues



THE ALASKA COUNCIL OF SCHOOL ADMINISTRATORS

Thank You!

