



Representative Harriet Drummond
Sponsor Statement

CS HB 153: Alaska Reads Act
House Bill 153 Version 31-LS0928\U

Early education is imperative for our state. When examining Alaska's long-term economy and opportunity for all Alaskans, it is essential to consider how we can both increase Alaskans' productivity as well as reduce potential drains resulting from the unrealized potential of our citizens. Early education and the ability to read is an important part of that equation.

The markers for success develop early in life and brain science underscores that how we use our brains at those crucial early years before we enter kindergarten – as well as how prepared we are when we enter our K – 12 education – have a dramatic impact on how well we will do in school and life. Research shows us that those who live in poverty have an incredibly difficult time catching up with others if they come to school ill-prepared. That same research shows that those who have a high-quality preschool experience go on to future academic and personal success. Studies such as the Perry Preschool Project Study and others report that every dollar invested in high quality pre-k can save up to \$7 in long-term government expense by reducing the need for remedial education, and involvement in the criminal justice and public assistance systems.

Alaska's current pre-kindergarten programs – such as those in Anchorage, Mat-Su, The Lower Kuskokwim School District and Nome – and our early education programs including Head Start, Best Beginnings, and Parents as Teachers, provide access to families for such high quality early education, but are, according to our Department of Education and Early Development (DEED), only available to 10% of Alaska's 4 year-olds. The CS for HB 153 would take lessons learned from those programs and provide all school districts with the opportunity to provide high quality early education to their students if they so choose.

The CS for HB 153 also establishes new statewide reading program and intensive reading intervention services for struggling readers starting in kindergarten through grade three. DEED funded reading intervention specialists will support existing school staff, engage and build community understanding in evidence-based

reading and work with local teachers and support staff to improve reading scores and assessments through evidence-based reading instruction.

There is much to be said about early education, but the critical piece is that children's pace of intellectual development potential peaks before age six, making those years especially important for future success. An important partnership between a parent and child begins before the child enters kindergarten, when the parent helps the child develop rich linguistic experiences that help form the foundation for reading and writing, which are the main vehicles for content acquisition. High quality early education prepares students for reading readiness, allowing students to enter kindergarten armed with the knowledge and tools for future academic success.

31-LS0928U
Caouette
3/4/20

CS FOR HOUSE BILL NO. 153()
IN THE LEGISLATURE OF THE STATE OF ALASKA
THIRTY-FIRST LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES DRUMMOND, Story, Hopkins

A BILL
FOR AN ACT ENTITLED

1 **"An Act relating to early education programs provided by school districts; relating to**
2 **school age eligibility; relating to funding for early education programs; establishing**
3 **early education programs and a voluntary parent program; relating to the duties of the**
4 **Department of Education and Early Development; relating to certification of teachers;**
5 **establishing a reading intervention program for public school students enrolled in**
6 **grades kindergarten through three; establishing a reading program in the Department**
7 **of Education and Early Development; establishing a teacher retention working group;**
8 **and providing for an effective date."**

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

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

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

1 * **Sec. 2.** AS 14.03.060(e) is amended to read:

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

12 * **Sec. 3.** AS 14.03.072(a) is amended to read:

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

16 (1) intervention strategies and reading intervention services
17 provided under AS 14.30.765;

18 (2) home reading [LITERACY] plans;

19 (3) grade retention standards and policies for the elementary school
20 attended;

21 (4) strategies and resources to help children learn to read.

22 * **Sec. 4.** AS 14.03.078(a) is amended to read:

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

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

28 (2) progress of the department

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

31 (B) in assisting high schools to become accredited;

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

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

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

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

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

12 **(8) the progress made to implement the reading intervention**
13 **programs established under AS 14.30.760 - 14.30.775, including data on how**
14 **school districts are using in-service days for professional development in reading**
15 **instruction; and**

16 **(9) the effectiveness and participation rates of the parents as**
17 **teachers program established under AS 14.03.420, including measures of**
18 **efficiency and effectiveness that demonstrate the effects of the program on school**
19 **readiness.**

20 * Sec. 5. AS 14.03.080(d) is amended to read:

21 (d) A child who is five years of age on or before **June 1 preceding**
22 **[SEPTEMBER 1 FOLLOWING]** the beginning of the school year, and who is under
23 school age, may enter a public school kindergarten. **A school district may waive the**
24 **requirements of this subsection for a child who achieves a passing score on an**
25 **assessment approved by the department.**

26 * Sec. 6. AS 14.03.080 is amended by adding a new subsection to read:

27 (g) A child who is at least four, but not more than five, years of age on or
28 before June 1 preceding the beginning of the school year and who has not attended a
29 public school kindergarten may enter a public school early education program.

30 * Sec. 7. AS 14.03.120 is amended by adding a new subsection to read:

31 (h) To the extent allowable under state and federal privacy laws, each district

1 shall annually report to the department information from the previous school year
2 regarding

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

5 (2) the number and percentage of students

6 (A) in grades kindergarten through three who demonstrated
7 improvement on expected grade-level skills on the statewide screening or
8 assessment tool;

9 (B) in grades kindergarten through three who performed below
10 expected grade-level skills on the statewide screening or assessment tool, by
11 grade;

12 (C) retained in grades kindergarten through three;

13 (D) in grade three who demonstrated sufficient reading skills
14 for grade progression based on the statewide screening or assessment tool;

15 (E) in grade three who demonstrated sufficient reading skills
16 for grade progression based on an alternative standardized reading screening or
17 assessment;

18 (F) in grade three who demonstrated sufficient reading skills
19 for grade progression based on a student reading portfolio;

20 (G) in grade three who progressed to grade four based on a
21 good cause exemption under AS 14.30.765(g);

22 (3) the performance on the statewide screening or assessment tool of
23 students in a grade above grade three who were retained in grade three under
24 AS 14.30.765(e) or who progressed to grade four based on a good cause exemption
25 under AS 14.30.765(g).

26 * **Sec. 8.** AS 14.03 is amended by adding new sections to read:

27 **Article 4. Early Education.**

28 **Sec. 14.03.410. Early education programs; grants.** (a) The department shall
29 provide training and assist districts in the development of early education programs,
30 and shall approve early education programs that meet the standards adopted by the
31 board under AS 14.07.165(a)(5). If the department determines that the district's early

1 education program complies with the standards, the department shall approve the early
2 education program. If the department determines that the district's early education
3 program does not comply with the standards, the department shall provide assistance
4 to the district to improve the early education program to meet the standards.

5 (b) The department may award a grant to an eligible district to provide
6 funding for a three-year period for the development of a district-wide early education
7 program. At the end of the three-year grant period, the department shall assess the
8 district's early education program and determine whether the program complies with
9 the standards adopted under AS 14.07.165(a)(5).

10 (c) The department shall rank the performance of all districts in the state in
11 accordance with the accountability system and performance designations required
12 under AS 14.03.123. The department shall divide all districts into six groups based on
13 performance ranking. Each group of districts is eligible for a three-year grant in the
14 following fiscal years:

15 (1) for the fiscal year beginning July 1, 2020, the lowest performing 10
16 percent of districts;

17 (2) for the fiscal year beginning July 1, 2021, the second lowest
18 performing 15 percent of districts;

19 (3) for the fiscal year beginning July 1, 2022, the third lowest
20 performing 15 percent of districts;

21 (4) for the fiscal year beginning July 1, 2023, the third highest
22 performing 20 percent of districts;

23 (5) for the fiscal year beginning July 1, 2024, the second highest
24 performing 20 percent of districts;

25 (6) for the fiscal year beginning July 1, 2025, the highest performing
26 20 percent of districts.

27 (d) In each fiscal year, the department may award a three-year grant to a
28 district that applies in a format prescribed by the department and that is in a group of
29 districts that

30 (1) is eligible for a grant during that fiscal year under (c) of this
31 section; or

1 (2) was eligible for a grant in a previous fiscal year under (c) of this
2 section, but did not receive a grant under this section in a previous fiscal year.

3 (e) If the department does not approve a district's early education program at
4 the end of the three-year grant period, the department may provide a one-year
5 remediation grant to allow the district one additional fiscal year to meet the early
6 education program standards adopted by the board under AS 14.07.165(a)(5). If the
7 district is unable to meet the early education program standards at the end of the fiscal
8 year, the department may, in the discretion of the commissioner, provide an additional
9 remediation grant to allow the district not more than one additional fiscal year to meet
10 the standards. Nothing in this section prohibits a district from using its own funds to
11 continue the remediation process.

12 (f) A student in an early education program may not be counted in the district
13 ADM under AS 14.17.500 or 14.17.905 until after the department determines that the
14 early education program complies with the standards adopted by the board under
15 AS 14.07.165(a)(5) and approves the program. The department may not approve an
16 early education program developed with a grant awarded under (b) of this section until
17 the end of the three-year grant period under (b) of this section or the additional
18 remediation period under (e) of this section. The department may approve a district's
19 early education program that does not receive a grant under this section at any time if
20 the early education program complies with the standards adopted by the board under
21 AS 14.07.165(a)(5).

22 (g) A grant under this section is subject to appropriation, but may not supplant
23 other early education funding available to districts.

24 (h) In this section,

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

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

27 (3) "early education program" means a program for children who are
28 four and five years of age and who have not attended a public school kindergarten if
29 the program's primary function is educational.

30 **Sec. 14.03.420. Parents as teachers program.** (a) The department shall devise
31 and implement a statewide parents as teachers program for the benefit of children who

1 are under five years of age. The program must provide a system of early childhood
2 education that

3 (1) is evidence-based;
4 (2) involves parents;
5 (3) is consistent with available research and best practices for high
6 quality early childhood education;
7 (4) incorporates guidelines adopted by the department for early
8 learning that

9 (A) enhances school readiness;
10 (B) increases parent understanding of child development and
11 developmental milestones;
12 (C) reduces the incidence of child abuse and neglect;
13 (D) increases identification of health problems and
14 developmental delays through regular screenings;
15 (E) improves child health indicators, including immunization
16 rates;
17 (F) increases parental involvement; and
18 (5) provides for effective and efficient coordination with or expansion
19 of pre-elementary education programs operating in the state, to the extent permitted by
20 law.

21 (b) A school district shall, to the extent space is needed and available, provide
22 for the use of a room in a school at no charge to support the program established under
23 this section.

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

26 * Sec. 9. AS 14.07.020(a) is amended to read:

27 (a) The department shall
28 (1) exercise general supervision over the public schools of the state
29 except the University of Alaska;
30 (2) study the conditions and needs of the public schools of the state,
31 adopt or recommend plans, administer and evaluate grants to improve school

1 performance awarded under AS 14.03.125, and adopt regulations for the improvement
2 of the public schools; the department may consult with the University of Alaska to
3 develop secondary education requirements to improve student achievement in college
4 preparatory courses;

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

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

10 (5) establish, in coordination with the Department of Health and Social
11 Services, a program for the continuing education of children who are held in detention
12 facilities in the state during the period of detention;

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

19 (7) prescribe by regulation, after consultation with the state fire
20 marshal and the state sanitarian, standards that will ensure healthful and safe
21 conditions in the public and private schools of the state, including a requirement of
22 physical examinations and immunizations in pre-elementary schools; the standards for
23 private schools may not be more stringent than those for public schools;

24 (8) exercise general supervision over early education programs
25 [PRE-ELEMENTARY SCHOOLS] that receive direct state or federal funding,
26 including early education programs provided by a school district for students
27 four and five years of age, and approve early education programs provided by a
28 school district that meet the standards adopted by the board under
29 AS 14.07.165(a)(5);

30 (9) exercise general supervision over elementary and secondary
31 correspondence study programs offered by municipal school districts or regional

1 educational attendance areas; the department may also offer and make available to any
2 Alaskan through a centralized office a correspondence study program;

3 (10) accredit private schools that request accreditation and that meet
4 accreditation standards prescribed by regulation by the department; nothing in this
5 paragraph authorizes the department to require religious or other private schools to be
6 licensed;

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

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

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

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

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

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

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

30 (B) an end date for departmental intervention, as described in
31 AS 14.07.030(a)(14)(A) and (B) and (15), after the district demonstrates three

1 consecutive years of improvement consisting of not less than two percent
2 increases in student proficiency on standards-based assessments in language
3 arts and mathematics, as provided in AS 14.03.123(f)(1)(A); and

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

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

9 **(18) establish a reading program to provide direct support for and**
10 **intervention in the reading intervention programs of participating schools as**
11 **described in AS 14.30.765 and 14.30.770.**

12 * Sec. 10. AS 14.07.020(c) is amended to read:

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

16 * Sec. 11. AS 14.07.050 is amended to read:

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

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

24 **(2) the department from selecting and purchasing supplementary**
25 **reading textbooks and materials for school districts in connection with reading**
26 **intervention services provided under AS 14.30.765 and 14.30.770.**

27 * Sec. 12. AS 14.07.165(a) is amended to read:

28 (a) The board shall adopt

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

31 (2) regulations regarding the application for and award of grants under

1 AS 14.03.125;

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

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

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

8 (A) standards for a

9 (i) half-day program consisting of not less than two
10 and one-half hours;

11 (ii) full-day program consisting of six hours; and

12 (iii) locally designed, evidence-based program that is
13 less than half a day that meets early education program standards;

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

16 (i) have satisfactorily completed a minimum of six
17 credit hours in early childhood education or completes the
18 minimum credit hours within one year of the date the teacher's
19 employment with the early education program begins; or

20 (ii) have two or more years of experience teaching
21 kindergarten or another early education program and have
22 completed additional coursework related to reading instruction, as
23 required by the department;

24 (C) developmentally appropriate objectives for children
25 four and five years of age rather than academic standards appropriate for
26 older children; the objectives must allow school districts to adapt the
27 content of an early education program to be culturally appropriate to
28 local communities; and

29 (D) accommodations for the needs of all early education
30 children and their families regardless of socioeconomic circumstances
31 [REPEALED].

1 * **Sec. 13.** AS 14.17.500 is amended by adding a new subsection to read:

2 (d) Except as provided in AS 14.17.905(d), a student in an early education
3 program provided by a school district and approved by the department under
4 AS 14.07.020(a)(8) is counted as one-half of a full-time equivalent student.

5 * **Sec. 14.** AS 14.17.905(a) is amended to read:

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

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

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

12 (A) one elementary school, which includes those students in
13 grades kindergarten through six, and, except as provided in (d) of this
14 section, in an early education program provided by a school district and
15 approved by the department under AS 14.07.020(a)(8); and

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

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

22 * **Sec. 15.** AS 14.17.905 is amended by adding a new subsection to read:

23 (d) A school district may not include in the average daily membership of a
24 school students who are four and five years of age if the students are enrolled in an
25 early education program that receives state or federal funding other than funding under
26 this chapter.

27 * **Sec. 16.** AS 14.20.015(c) is amended to read:

28 (c) The preliminary teacher certificate issued under this section must contain
29 the same endorsements as those on the current valid teacher certificate issued by the
30 other state. However, a teacher holding a preliminary teacher certificate issued
31 under this section must complete three credits or the equivalent of coursework,

1 training, or testing requirements in evidence-based reading instruction approved
2 by the board to be eligible for an endorsement in elementary education issued by
3 the department. A teacher may apply coursework, training, or testing
4 requirements completed under this subsection toward continuing education
5 requirements established by the board in regulation.

6 * Sec. 17. AS 14.20.020 is amended by adding a new subsection to read:

7 (I) A teacher certificated under this section must complete three credits or the
8 equivalent of coursework, training, or testing requirements in evidence-based reading
9 instruction approved by the board in regulation to be eligible for an endorsement in
10 elementary education issued by the department. A teacher may apply coursework,
11 training, or testing requirements completed under this subsection toward continuing
12 education requirements established by the board in regulation.

13 * Sec. 18. AS 14.30 is amended by adding new sections to read:

14 **Article 15. Reading Intervention Programs.**

15 **Sec. 14.30.760. Statewide assessment.** (a) To implement the district reading
16 intervention services established under AS 14.30.765, the department shall

17 (1) adopt a statewide screening or assessment tool to administer to
18 students in grades kindergarten through three to identify students with reading
19 deficiencies, including students with characteristics of dyslexia; the screening or
20 assessment tool must evaluate

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

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

25 (C) vocabulary and oral reading fluency of students in grades
26 two and three;

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

28 (A) administering the statewide screening or assessment tool
29 three times each school year, once in the fall, once in the winter, and once in
30 the spring, to all students in grades kindergarten through three, with the
31 exception of students who demonstrate sufficient reading skills on the first

1 screening or assessment of the school year;

2 (B) providing methods to monitor student progress;

3 (C) providing targeted instruction based on student needs as
4 determined by the results of the screening or assessment tool; and

5 (D) providing additional assistance as determined by the
6 department;

7 (3) provide training to school district staff related to using the results
8 of the statewide screening or assessment tool and understanding evidence-based
9 reading interventions, including explicit and systematic instruction in phonemic
10 awareness, phonics, fluency, vocabulary, and comprehension;

11 (4) establish a process that allows the commissioner to waive, upon
12 request, use of the statewide screening or assessment tool required under this
13 subsection by a school district if the school district has adopted an evidence-based
14 reading screening or assessment tool and the screening or assessment tool is approved
15 by the department;

16 (5) review and approve alternative standardized reading screenings or
17 assessments for use by school districts.

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

20 (1) the amount of time needed to administer the screening or
21 assessment, with the intention of minimizing effects on instructional time;

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

24 (3) the integration of the screening or assessment with student
25 instruction and department support; and

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

29 **Sec. 14.30.765. District reading intervention services.** (a) Each school
30 district shall offer intensive reading intervention services to students in grades
31 kindergarten through three who exhibit a reading deficiency to assist students in

1 achieving reading proficiency at or above grade level by the end of grade three. The
2 district shall provide the intensive reading intervention services in addition to the core
3 reading instruction that is provided to all students in the general education classroom.
4 The intensive reading intervention services must

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

8 (2) provide explicit and systematic instruction in phonemic awareness,
9 phonics, fluency, vocabulary, and comprehension, as necessary;

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

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

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

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

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

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

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

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

1 improvement plan developed under this section must

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

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

6 (3) describe the evidence-based reading intervention services the
7 student will receive to achieve and demonstrate sufficient reading skills;

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

11 (5) include a process for monitoring progress and adjusting the plan
12 based on student needs.

13 (c) If at any time during the school year a student in grades kindergarten
14 through three demonstrates a reading deficiency, the district or school shall notify the
15 student's parents or guardians in writing or during a conference. The district or school
16 shall provide the student's parents or guardians with updates on the student's progress
17 every two weeks after the initial notification. The initial notification must

18 (1) be provided to the student's parents or guardians not later than 15
19 days after identification of the reading deficiency;

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

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

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

27 (5) explain that the district or school will inform the parents or
28 guardians in writing of the student's progress toward grade level reading at least every
29 two weeks;

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

1 (7) explain that if the student has a reading deficiency at the end of the
2 school year, unless the student receives an exemption under (g) of this section or has
3 previously been retained in kindergarten, grade one, grade two, or grade three, the
4 student may be prevented from progressing to the next grade level under (d) of this
5 section; and

6 (8) explain that a student in grade three should demonstrate sufficient
7 reading skills to progress to grade four under (e) of this section, unless the student
8 receives an exemption under (g) of this section or has previously been retained in
9 kindergarten, grade one, grade two, or grade three.

10 (d) If, not later than 45 days before the end of the school year, a teacher
11 determines that a student in grades kindergarten through three has a reading
12 deficiency, the student's teacher and other pertinent district staff shall provide written
13 notification to and meet with the student's parents or guardians to determine whether
14 the student will be able to maintain adequate academic progress at the next grade level
15 and discuss delayed grade level progression as an intervention strategy. School staff
16 shall work with the parents or guardians to schedule a date, time, and place for the
17 meeting and, if no parent or guardian attends the meeting, the teacher and school staff
18 shall determine grade level progression.

19 (e) A student in grade three should demonstrate sufficient reading skills to
20 progress to grade four. A student demonstrates sufficient reading skills for progression
21 by

22 (1) scoring at a proficient or higher achievement level on the statewide
23 screening or assessment tool or on the statewide summative assessment;

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

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

28 (f) The department shall develop a program to provide recognition to districts,
29 schools, school staff, and students for increases in the percentage of students in grade
30 three who demonstrate sufficient reading skills under (e) of this section.

31 (g) A school board may exempt a student from delayed grade level

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progression for good cause. A good cause exemption is limited to

(1) a student with a disability whose individualized education plan under AS 14.30.278 exempts the student from participation in the statewide screening or assessment tool;

(2) a student with a disability who participates in the statewide screening or assessment tool and has an individualized education plan under AS 14.30.278 or a plan under 29 U.S.C. 794 that reflects that the student has received intensive reading intervention services for two years or more but still demonstrates a reading deficiency;

(3) a student who has received intensive reading intervention services for two or more years but still demonstrates a reading deficiency; or

(4) a student whose primary language is other than English and who has had less than two years of instruction in an English language learning program.

(h) A student's parents or guardians may request that the student receive a good cause exemption under (g) of this section by submitting documentation to the principal of the school in which the student is enrolled showing that an exemption is appropriate. If the principal determines that the student meets one of the exemptions under (g) of this section, the principal shall recommend to the school board in writing that the school board grant the student a good cause exemption. The school board shall accept or reject the principal's recommendation in writing and provide notice of its decision to the student's parents or guardians and the principal.

(i) If a student in grade three does not demonstrate sufficient reading skills for progression to grade four under (e) of this section, the district or school in which the student is enrolled shall provide written notification to the student's parents or guardians not later than 45 days before the end of the school year. The written notification must

(1) state that the student did not demonstrate sufficient reading skills to progress to grade four;

(2) explain the implementation of intervention or progression strategies;

(3) describe the current services being provided to the student; and

1 (4) if the student's parents or guardians requested a good cause
2 exemption under (g) of this section and the school board rejected the request, include a
3 statement that the request for a good cause exemption was rejected and a copy of the
4 written notification the school board provided the parents or guardians under (h) of
5 this section.

6 (j) For a student who does not progress to the next grade level under (d) or (e)
7 of this section, or who progresses to the next grade level with a good cause exemption
8 under (g) of this section, the district in which the student is enrolled shall

9 (1) review the student's individual reading improvement plan;

10 (2) provide intensive reading intervention services to improve the area
11 of reading deficiency using effective instructional strategies to accelerate student
12 progress;

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

15 (A) a transitional instructional setting that is designed to
16 produce learning gains;

17 (B) supplemental tutoring offered by a person with specialized
18 reading training;

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

22 (4) a plan for reading at home outlined in an agreement with the
23 parents or guardians, including parent participation in training workshops and regular
24 parent-guided home reading activities.

25 (k) A district or school may not retain a student under this section who was
26 previously retained in kindergarten, grade one, grade two, or grade three.

27 (l) In this section,

28 (1) "evidence-based reading intervention" means an intervention based
29 on reliable, trustworthy, and valid evidence that has a demonstrated record of success
30 in adequately increasing a student's reading competency in the areas of phonemic
31 awareness, phonics, vocabulary development, reading fluency, oral language skills,

1 and reading comprehension;

2 (2) "reading teacher" means a teacher who has demonstrated an
3 effectiveness at instructing students to read at or above grade level through student
4 reading performance data and teacher performance evaluations and who meets the
5 requirements established by the state Board of Education and Early Development in
6 regulation.

7 **Sec. 14.30.770. Department reading program.** (a) The department shall
8 establish a reading program to provide direct support for and intervention in intensive
9 reading intervention services in the lowest performing 10 percent of schools as
10 determined under AS 14.03.123, selecting not more than 10 participating schools at a
11 time. State funding provided to participating schools for implementation of the reading
12 program is in addition to the amount of funding provided under AS 14.17. In
13 conducting the program, the department shall

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

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

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

20 (4) employ and assign a reading specialist for each school selected to
21 direct the implementation of the intensive reading intervention services established
22 under AS 14.30.765 by

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

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

28 (C) training teachers in data analysis and using data to
29 differentiate instruction;

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

31 (E) reporting on school and student performance to the

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department;

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

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

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

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

(9) periodically review staff development programs for their effectiveness in developing reading skills and, after consultation with school districts and experts, recommend to the board for approval staff development programs that

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

(B) provide explicit and systematic skill development in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension;

(C) are evidence-based and reliable;

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

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

(10) annually convene, either in person or electronically, a panel made up of teachers of grades kindergarten through three, school administrators, and parents of students in grades kindergarten through three to review and provide commentary on the effectiveness of the reading intervention programs established under AS 14.30.760 - 14.30.775.

(b) The department may employ and assign a support reading specialist for

1 each school selected to participate in the program, as necessary, to support the reading
2 specialist assigned under (a)(4) of this section or serve as a reading specialist for a
3 school's early education program.

4 (c) A school selected to participate in the reading program established under
5 this section shall

6 (1) ensure that a reading specialist assigned to the school is not
7 required to perform functions that divert from the duties the department has assigned
8 to the reading specialist;

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

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

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

18 (B) a detailed overview of the reading program and intensive
19 reading intervention services;

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

22 (D) the implications of the program for students, families, and
23 educators;

24 (4) provide notice of the public meeting required under (3) of this
25 subsection to the parents or guardians of each student at least seven days before the
26 date of the meeting;

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

31 (6) create partnerships between the school, the families of students,

1 and the community that focus on promoting reading and increasing the amount of time
2 that students spend reading.

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

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

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

9 (3) a data analysis conducted by an independent contractor of the
10 success of the reading program and intensive reading intervention services.

11 (e) The department may employ a person as a reading specialist or support
12 reading specialist under this section if the person

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

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

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

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

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

23 (A) an understanding of the five components of reading
24 instruction identified by the National Reading Panel;

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

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

29 (D) an understanding of and experience in reading screenings
30 or assessments and data analyses that inform instruction;

31 (E) knowledge of dyslexia and other learning disorders that

1 affect reading achievement;

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

6 (4) meets other reading instruction coursework requirements
7 established by the department in regulation.

8 **Sec. 14.30.775. Definition.** In AS 14.30.760 - 14.30.775, "district" has the
9 meaning given in AS 14.17.990.

10 * **Sec. 19.** AS 47.17.290(12) is amended to read:

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

16 * **Sec. 20.** AS 14.03.410 is repealed July 1, 2031.

17 * **Sec. 21.** The uncodified law of the State of Alaska is amended by adding a new section to
18 read:

19 **TEACHER RETENTION WORKING GROUP.** (a) A teacher retention working
20 group is established to review issues and make findings related to challenges with teacher
21 retention at public schools in the state and make recommendations for improvement in teacher
22 retention. Members of the working group serve without compensation.

23 (b) The teacher retention working group consists of the following members:

24 (1) the commissioner of education and early development or the
25 commissioner's designee;

26 (2) two superintendents who are members of the Alaska Council of School
27 Administrators, one from an urban area and one from a rural area;

28 (3) two teachers who are members of the National Education Association -
29 Alaska, one from an urban area and one from a rural area;

30 (4) two members of the Association of Alaska School Boards, one from an
31 urban area and one from a rural area;

1 (5) the chairs of the legislative committees having jurisdiction over education;
2 and

3 (6) two members of the state Board of Education and Early Development, one
4 from an urban area and one from a rural area.

5 (c) The teacher retention working group shall select a chair from among its
6 membership.

7 (d) The teacher retention working group shall meet periodically and prepare a report
8 of its findings and recommendations. The working group shall submit the report to the
9 governor and to the senate secretary and chief clerk of the house of representatives for
10 distribution to all legislators on or before January 15, 2021, and shall notify the legislature
11 that the report is available. The working group expires January 16, 2021.

12 * Sec. 22. The uncodified law of the State of Alaska is amended by adding a new section to
13 read:

14 APPLICABILITY. Section 17 of this Act applies to endorsements in elementary
15 education issued on or after the effective date of this Act. An endorsement in elementary
16 education issued before the effective date of this Act may not be renewed on or after the
17 effective date of this Act unless the teacher has completed three credits or the equivalent of
18 coursework, training, or testing requirements under sec. 17 of this Act.

19 * Sec. 23. The uncodified law of the State of Alaska is amended by adding a new section to
20 read:

21 TRANSITION. To determine the lowest performing 10 percent of districts for
22 purposes of grant eligibility under sec. 8 of this Act, in fiscal year 2021, the Department of
23 Education and Early Development shall use school accountability rankings from the 2018 -
24 2019 school year.

25 * Sec. 24. This Act takes effect July 1, 2020.

HOUSE BILL NO. 153

IN THE LEGISLATURE OF THE STATE OF ALASKA

THIRTY-FIRST LEGISLATURE - FIRST SESSION

BY REPRESENTATIVES DRUMMOND, Story, Hopkins

Introduced: 5/7/19

Referred: Education, Finance

A BILL

FOR AN ACT ENTITLED

1 **"An Act relating to early education programs provided by school districts; relating to**
2 **funding for early education programs; and relating to the duties of the state Board of**
3 **Education and Early Development."**

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

5 * **Section 1.** AS 14.03.060(e) is amended to read:

6 (e) In addition to the grades enumerated in (a) of this section, an elementary
7 school consists of **an early education** [A PRE-ELEMENTARY] program **approved**
8 [SUPERVISED] by the department under AS 14.07.020(a)(8), **or** operated by **a head**
9 **start agency** [THE DEPARTMENT] as a head start program under **42 U.S.C. 9831 -**
10 **9852c** [AS 14.38.010, OR LOCATED IN A PUBLIC SCHOOL FOR FEDERAL
11 FUNDING PURPOSES. EXCEPT FOR A CHILD WITH A DISABILITY WHO IS
12 RECEIVING SPECIAL EDUCATION OR RELATED SERVICES UNDER
13 AS 14.30.180 - 14.30.350, PRE-ELEMENTARY STUDENTS MAY NOT BE
14 COUNTED IN A SCHOOL'S AVERAGE DAILY MEMBERSHIP UNDER

1 AS 14.17].

2 * **Sec. 2.** AS 14.03.080 is amended by adding a new subsection to read:

3 (g) A child who is at least four, but not more than five, years of age on or
4 before September 1 following the beginning of the school year and who has not
5 attended a public school kindergarten may enter a public school early education
6 program.

7 * **Sec. 3.** AS 14.03 is amended by adding a new section to read:

8 **Sec. 14.03.135. Early education programs; grants.** (a) The department shall
9 provide training and assist districts in the development of early education programs,
10 and shall approve early education programs that meet the standards adopted by the
11 board under AS 14.07.165(a)(5). If the department determines that the district's early
12 education program complies with the standards, the department shall approve the early
13 education program. If the department determines that the district's early education
14 program does not comply with the standards, the department shall provide assistance
15 to the district to improve the early education program to meet the standards.

16 (b) The department may award a grant to an eligible district to provide
17 funding for a three-year period for the development of a district-wide early education
18 program. At the end of the three-year grant period, the department shall assess the
19 district's early education program and determine whether the program complies with
20 the standards adopted under AS 14.07.165(a)(5).

21 (c) Before awarding a three-year grant under (b) of this section, in the fiscal
22 year beginning July 1, 2019, the department shall rank the performance of all districts
23 in the state in accordance with the accountability system and performance designations
24 required under AS 14.03.123. The department shall identify five groups of districts by
25 performance ranking, with 20 percent of the districts in each group. The following
26 groups of districts are eligible for a three-year grant in the identified fiscal years:

27 (1) for the fiscal year beginning July 1, 2019, the lowest performing 20
28 percent of districts;

29 (2) for the fiscal year beginning July 1, 2020, the second lowest
30 performing 20 percent of districts;

31 (3) for the fiscal year beginning July 1, 2021, the third lowest

1 performing 20 percent of districts;

2 (4) for the fiscal year beginning July 1, 2022, the second highest
3 performing 20 percent of districts;

4 (5) for the fiscal year beginning July 1, 2023, the highest performing
5 20 percent of districts.

6 (d) In each fiscal year, the department may award a three-year grant to a
7 district that applies in a format prescribed by the department and that is in a group of
8 districts that

9 (1) is eligible for a grant during that fiscal year under (c) of this
10 section; or

11 (2) was eligible for a grant in a previous fiscal year under (c) of this
12 section, but did not receive a grant under this section in a previous fiscal year.

13 (e) If the department does not approve a district's early education program at
14 the end of the three-year grant period, the department may provide a one-year
15 remediation grant to allow the district one additional fiscal year to meet the early
16 education program standards established by the board. If the district is unable to meet
17 the early education program standards at the end of the fiscal year, the department
18 may, in the discretion of the commissioner, provide an additional remediation grant to
19 allow the district not more than one additional fiscal year to meet the standards.

20 (f) A student in an early education program may not be counted in the district
21 ADM under AS 14.17.500 or 14.17.905 until after the department determines that the
22 early education program complies with the standards adopted by the board under
23 AS 14.07.165(a)(5) and approves the program. The department may not approve an
24 early education program developed with a grant awarded under (b) of this section until
25 the end of the three-year grant period under (b) of this section or the additional
26 remediation period under (e) of this section. The department may approve a district's
27 early education program that does not receive a grant under this section at any time if
28 the early education program complies with the standards adopted by the board under
29 AS 14.07.165(a)(5).

30 (g) A grant under this section is subject to appropriation, but may not supplant
31 other early education funding available to districts.

1 (h) In this section,

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

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

4 (3) "early education program" means a program for children who are
5 four and five years of age and who have not attended a public school kindergarten if
6 the program's primary function is educational.

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

8 (a) The department shall

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

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

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

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

22 (5) establish, in coordination with the Department of Health and Social
23 Services, a program for the continuing education of children who are held in detention
24 facilities in the state during the period of detention;

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

31 (7) prescribe by regulation, after consultation with the state fire

1 marshal and the state sanitarian, standards that will ensure healthful and safe
 2 conditions in the public and private schools of the state, including a requirement of
 3 physical examinations and immunizations in pre-elementary schools; the standards for
 4 private schools may not be more stringent than those for public schools;

5 (8) exercise general supervision over **early education programs**
 6 [PRE-ELEMENTARY SCHOOLS] that receive direct state or federal funding,
 7 **including an early education program provided by a school district for students**
 8 **four and five years of age, and approve early education programs that meet the**
 9 **standards adopted by the board under AS 14.07.165(a)(5);**

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

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

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

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

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

31 (14) establish, in coordination with the Department of Public Safety, a

1 school bus driver training course;

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

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

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

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

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

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

20 * **Sec. 5.** AS 14.07.020(c) is amended to read:

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

24 * **Sec. 6.** AS 14.07.165(a) is amended to read:

25 (a) The board shall adopt

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

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

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

31 (4) regulations requiring approval by the board before a charter school,

1 state boarding school, or a public school may provide domiciliary services;

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

5 (A) standards for a

6 (i) half-day program consisting of not less than two
 7 and one-half hours;

8 (ii) full-day program consisting of six hours; and

9 (iii) locally designed, evidence-based program that is
 10 less than half a day that meets early education program standards;

11 (B) a requirement that the lead teacher of a program hold a
 12 valid teacher certificate issued under AS 14.20 and have satisfactorily
 13 completed a minimum of six credit hours in early childhood education or
 14 completes the minimum credit hours within one year of the date the
 15 teacher's employment with the early education program begins;

16 (C) developmentally appropriate objectives for children
 17 four and five years of age rather than academic standards appropriate for
 18 older children; the objectives must allow school districts to adapt the
 19 content of an early education program to be culturally appropriate to
 20 local communities; and

21 (D) accommodations for the needs of all early education
 22 children and their families regardless of socioeconomic circumstances
 23 [REPEALED].

24 * **Sec. 7.** AS 14.17.500 is amended by adding a new subsection to read:

25 (d) Except as provided in AS 14.17.905(d), a student in an early education
 26 program approved by the department under AS 14.07.020(a)(8) is counted as one-half
 27 of a full-time equivalent student.

28 * **Sec. 8.** AS 14.17.905(a) is amended to read:

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

31 (1) a community with an ADM of at least 10, but not more than 100,

1 shall be counted as one school;

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

4 (A) one elementary school, which includes those students in
5 grades kindergarten through six, **and, except as provided in (d) of this**
6 **section, in an early education program provided by a school district and**
7 **approved by the department under AS 14.07.020(a)(8)**; and

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

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

14 * **Sec. 9.** AS 14.17.905 is amended by adding a new subsection to read:

15 (d) A school district may not include in the average daily membership of a
16 school students who are four and five years of age if the students are enrolled in an
17 early education program that receives state or federal funding other than funding under
18 this chapter.

19 * **Sec. 10.** AS 47.17.290(12) is amended to read:

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

25 * **Sec. 11.** AS 14.03.135 is repealed July 1, 2029.



Representative Harriet Drummond

CS HB 153: Alaska Reads Act

Sectional Analysis

CS for House Bill 153 (EDU)

Version: 31-LS0928\U

Section 1.

Establishes this Act as the Alaska Reads Act.

Section 2.

Amends AS 14.03.060(e) to include an Alaska Department of Education and Early Development (DEED) approved early education program, including head start, as part of an elementary school.

Section 3.

Amends AS 14.03.072(a) to include reading intervention services in addition to intervention strategies for early literacy.

Section 4.

Amends AS 14.03.078(a) which directs DEED to include information collected under AS 14.03.120, Parent as Teachers, and AS 14.30-760 – 14.30.775, the Alaska Reads Act, in their annual report to the legislature.

Section 5.

Amends AS 14.03.080(d) by changing the date a student is eligible to enter kindergarten and establishes an eligibility waiver process.

Section 6.

Amends AS 14.03.080 by adding new subsection (g) which changes the date a child is eligible to enter a public early education program.

Section 7.

Amends AS 14.03.120 by adding new subsection (h) which establishes annual reporting requirements for school districts regarding student performance metrics in grades K-3. This includes data relating to class size, the number and percentage of students in K-3 who are

proficient at grade-level skill reading, and number and percentage of students who are retained from advancing in grades K-3.

Section 8.

Creates AS14.03.410 which codifies a statewide pre-K program, providing a stair-step, three-year grant program to provide training and assistance to school districts in developing their local pre-K program. Over six fiscal years, all school districts are offered the opportunity to participate.

AS 14.03.420 codifies the Parents As Teachers (PAT) program as a program of the state within DEED, and specifies criteria for PAT to demonstrate its efficacy in supporting school districts with pre-K education.

Section 9.

Amends AS 14.07.020(a) and directs DEED to supervise all early education programs, approve those early education programs established under AS 14.03.410. This section also establishes a new reading program, AS 14.07.065, and reading intervention programs of participating schools, AS 14.30.770.

Section 10.

AS 14.07.020(c) is amended to define an “early education program” as a pre-K program for students three to five years old if its primary function is educational. The 3-year-old students are not included in the program this bill proposes but are included to ensure they are not excluded from existing State and Federal programs.

Section 11.

Amends AS 14.07.050 to allow DEED to supply supplemental reading textbooks and materials related to intervention services established under AS 14.30.765 and AS 14.30.770.

Section 12.

Amends AS 14.07.165(a), relating to the duties of the state Board of Education and Early Development, by adding to those duties a requirement to establish regulations for pre-K standards and pre-K teacher certification requirements.

Section 13.

Amends AS 14.17.500 by adding new subsection (d) that establishes an early education student shall be counted in the school district’s average daily membership (ADM) as a half day student once the early education program has been approved by the department.

Section 14.

Amends AS 14.17.905(a) to include students in early education programs approved by the department in the definition of an elementary school.

Section 15.

Amends AS 14.17.905 by adding new subsection (*d*) to avoid letting school districts count pre-K students twice in Foundation Formula ADM calculations.

Section 16.

Amends AS 14.20.015(c) to ensure teaching certificate reciprocity for teachers moving to Alaska from out-of-state and adds that such teachers must complete at least three credits or equivalency in evidence-based reading instruction in order to be eligible for an Alaska teaching endorsement in elementary education.

Section 17.

Amends AS 14.20.020 by adding new subsection (*l*) that requires all teachers to complete at least three credits or equivalency in evidence-based reading instruction in order to be eligible for an endorsement in elementary education.

Section 18.

Establishes Article 15, Reading Intervention Programs.

Establishes AS 14.30.760, which directs the department to establish a statewide reading assessment and screening tool to identify students with reading deficiencies; assist teachers in monitoring student progress in reading proficiency and provide training to teachers in reading intervention tools.

Establishes AS 14.30.765, which directs each school district to offer intensive reading intervention services to K-3 students exhibiting a reading deficiency. Services must be implemented in a manner to include a high amount of communication between teachers, parents, administrators and the student. Considerable detailed attention, including written and verbal parental notification is given under this section for instances when a student failing to progress toward reading proficiency that may result in the student not advancing to the next grade level.

Establishes AS 14.30.770, which directs the department to establish a statewide reading program, specifically to assist school districts in a variety of ways to affect the reading intervention services described in AS 14.30.665, above. The department shall employ and deploy reading specialists to districts, in addition to making complementary tools and resources to districts in addressing student reading proficiency.

AS 14.30.775 aligns use of the word “district” in this Act with the definitions given elsewhere in statute when referring to a school district.

Section 19.

Directs early education program staff to be included in those organizations required to report evidence of child abuse.

Section 20.

Repeals AS 14.03.410, the early education grant program, in 11 years once all school districts have had the opportunity to participate.

Section 21.

Establishes a Teacher Retention Working Group as a new uncodified law of the State of Alaska.

Section 22.

Is applicability language, relating to endorsements in elementary education issued on or after the effective date of this act.

Section 23.

Is transition language, directing the department to use 2018-19 school accountability rankings for purposes of determining the first cohort of lowest performing schools, to identify their pre-K grant eligibility for FY 21.

Section 24.

Establishes an effective date of July 1, 2020.



Representative Harriet Drummond
Sponsor Statement

HB 153: Alaska Reads Act

Explanation of Changes

CS House Bill 153 (EDU)

Version: 31-LS0928\U

Page 1, Lines 1-8: Amends Act title. (HEDU)

Page 1, Lines 10-12: Establishes Act Short Title. (HEDU)

Page 2, Lines 3-5: Clarifies that an early education program is approved or supervised by DEED. (HEDU)

Page 2, Lines 12-21: Inserts AS 14.03.072(a), which establishes the importance of early reading. (HEDU)

Pages 2-3, Lines 22-19: Amends AS 14.03.078(a) which directs DEED to include information collected under AS 14.03.120 and AS 14.30-760 – 14.30.775 in their annual report to the legislature. (HEDU)

Page 3, Lines 20-25: Amends AS 14.03.080(d) by changing the date a student is eligible to enter kindergarten and establishes an eligibility waiver process. (HEDU)

Page 3, Lines 26-29: Amends AS 14.03.080(g) by changing the date a child is eligible to enter a public early education program. (HEDU)

Pages 3-4, Lines 30-25: Inserts AS 14.03.120 and creates a new subsection (h) that requires each district to report specific information, include class size, student improvement, and number and percentages of students retained to DEED. (HEDU)

Pages 4-13, Lines 26-13: Amends AS 14.03 by adding a new article, Article 4. Early Education. Changes to this section include redefining early education grant eligibility pools for districts, establishing AS 14.03.420, Parent as Teachers, establishes a DEED reading program and a DEED school improvement program, redefines an early education program means a program and not

a school, allowing DEED to purchase supplemental reading materials for districts, updates regulations that establish standards for early education programs, inserts AS 14.20.015(c) which amends credentialing requirements for elementary school teachers, and amend AS 14.20.020 by adding subsection (l) to include evidence-based reading instruction three credit or equivalency requirements for obtaining a preliminary teacher certificate. (HEDU)

Pages 13-24, Lines 13-7: Establishes AS 14.30 Article 15. Reading Intervention Programs. (HEDU)

Page 24, Lines 10-15: Section 19 replaces Section 10 of the original bill. (HEDU)

Page 24, Line 16: Amends AS 14.03.410 repeal date to July 1, 2031. (HEDU)

Page 24-25, Lines 17-11: Inserts new uncodified law of the State of Alaska to establish a Teacher Retention Working Group. (HEDU)

Page 25, Lines 14-18: Inserts applicability language. (HEDU)

Page 25, Lines 19-24: Inserts transition language. (HEDU)

Page 25, Line 25: Establishes effective date of July 1, 2020. (HEDU)

CS FOR HOUSE BILL NO. 153(EDC)
 Alaska Reads Act - Fiscal Summary
DRAFT

Fiscal Note Number	Component	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027	FY2028	FY2029
1, 5	Foundation Program, Public Education Fund	-	-	-	1,724.1	4,305.5	6,887.0	10,330.4	13,773.9	17,217.4
2	Student and School Achievement	4,221.7	4,848.7	5,576.7	6,304.7	7,032.7	7,007.7	7,007.7	7,007.7	7,007.7
3	Early Learning Coordination	401.9	380.9	380.9	380.9	380.9	380.9	380.9	380.9	380.9
4	Pre-Kindergarten Grants	1,724.1	4,305.5	6,887.0	8,606.3	9,468.4	10,330.4	6,887.0	3,443.5	-
Total		6,347.7	9,535.1	12,844.6	17,016.0	21,187.5	24,606.0	24,606.0	24,606.0	24,606.0

91,536.9

165,354.9

Department of Education and Early Development
 Prepared 3/6/2020

STATE OF ALASKA
2020 LEGISLATIVE SESSION

Bill Version CSHB 153(EDC)
Fiscal Note Number
() Publish Date

Identifier (file name) HB153CS(EDC)-EED-FP-3-5-20
Title PRE-K/ELEM ED PROGRAMS/FUNDING; READING
Dept. Affected Education and Early Development
Appropriation K-12 Aid to School Districts
Allocation Foundation Program
Sponsor Representative Drummond
Requester House Education
OMB Component Number 141

Expenditures/Revenues (Thousands of Dollars)

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

Table with columns: OPERATING EXPENDITURES, FY2021, FY2021, FY2022, FY2023, FY2024, FY2025, FY2026. Rows include Personal Services, Travel, Services, Commodities, Capital Outlay, Grants, Benefits, Miscellaneous, and TOTAL OPERATING.

Table with columns: FUND SOURCE, FY2021, FY2021, FY2022, FY2023, FY2024, FY2025, FY2026. Rows include 1002 Federal Receipts, 1003 GF Match, 1004 GF, 1005 GF/Prgm (DGF), 1007 I/A Rcpts (Other), 1037 GF/MH (UGF), and TOTAL.

Table with columns: POSITIONS, FY2021, FY2021, FY2022, FY2023, FY2024, FY2025, FY2026. Rows include Full-time, Part-time, and Temporary.

Table with columns: CHANGE IN REVENUES, FY2021, FY2021, FY2022, FY2023, FY2024, FY2025, FY2026. Rows include 1004 Gen Fund (UGF), 1002 Fed Rcpts (Fed), and TOTAL CHANGE IN REVENUES.

Estimated SUPPLEMENTAL (FY2020) operating costs 0.0 (separate supplemental appropriation required)

Estimated CAPITAL (FY2021) costs 0.0 (separate capital appropriation required)

Does the bill create or modify a 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? Discuss details in analysis section.

Why this fiscal note differs from previous version/comments (if initial version, please note as such)

This fiscal note has been updated to reflect the two additional programs added to the bill: a school improvement literacy program and a comprehensive reading intervention program. In addition, the three-year development grant program distribution was amended from a five year program to a six year program, and adjusted the percent of schools that can be added each year. There was no direct fiscal impact to the Foundation Program component, as the impact is reflected on the Public Education Fund fiscal note.

Prepared by Heidi Teshner, Director
Division Finance and Support Services
Approved by Lacey Sanders, Administrative Services Director
Agency Office of Management and Budget

Phone 907-465-2875
Date/Time 3/5/20 5:00 PM
Date 3/5/2020

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2020 LEGISLATIVE SESSION

BILL NO. CSHB 153(EDC)

Analysis

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

The early education program, created under AS 14.03.135, 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 being funded by another state or federal program.

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 projected FY2021 State Aid Entitlement of \$1,208,042,082 and dividing it by the total ADM projected at 128,923.91 to arrive at \$9,370. The average per student cost was then divided in half to arrive at \$4,685, 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 FY2024. Since those pre-kindergarten student counts cannot be determined, the following calculation of students are based on the cohort used for projecting the grant.

FY2024 = 368 students x \$4,685 = \$1,724,080
FY2025 = 919 students x \$4,685 = \$4,305,515
FY2026 = 1,470 students x \$4,685 = \$6,886,950
FY2027 = 2,205 students x \$4,685 = \$10,330,425
FY2028 = 2,940 students x \$4,685 = \$13,773,900
FY2029 = 3,675 students x \$4,685 = \$17,217,375

The effective date of this bill is July 1, 2020 (FY2021).

The funding mechanism is a general fund transfer to the Public Education Fund (PEF). The fiscal note effect for FY2021 through FY2026 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.

STATE OF ALASKA
2020 LEGISLATIVE SESSION

Bill Version CSHB 153(EDC)
Fiscal Note Number
() Publish Date

Identifier (file name) HB153CS(EDC)-EED-SSA-3-5-20
Title PRE-K/ELEM ED PROGRAMS/FUNDING; READING
Dept. Affected Education and Early Development
Appropriation Education Support and Admin. Services
Allocation Student and School Achievement
Sponsor Representative Drummond
Requester House Education
OMB Component Number 2796

Expenditures/Revenues (Thousands of Dollars)

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

Table with columns: OPERATING EXPENDITURES, FY2021, FY2021 (Included in Governor's FY2021 Request), FY2022, FY2023, FY2024, FY2025, FY2026. Rows include Personal Services, Travel, Services, Commodities, Capital Outlay, Grants, Benefits, Miscellaneous, and TOTAL OPERATING.

Table with columns: FUND SOURCE, FY2021, FY2021, FY2022, FY2023, FY2024, FY2025, FY2026. Rows include 1002 Federal Receipts, 1003 GF Match, 1004 GF, 1005 GF/Prgm (DGF), 1007 I/A Rcpts (Other), 1037 GF/MH (UGF), and TOTAL CHANGE IN REVENUES.

Table with columns: POSITIONS, FY2021, FY2021, FY2022, FY2023, FY2024, FY2025, FY2026. Rows include Full-time, Part-time, and Temporary.

Table with columns: CHANGE IN REVENUES, FY2021, FY2021, FY2022, FY2023, FY2024, FY2025, FY2026. Rows include 1004 Gen Fund (UGF), 1002 Fed Rcpts (Fed), and TOTAL CHANGE IN REVENUES.

Estimated SUPPLEMENTAL (FY2020) operating costs 0.0 (separate supplemental appropriation required)

Estimated CAPITAL (FY2021) costs 0.0 (separate capital appropriation required)

Does the bill create or modify a 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? 3/31/2021 Discuss details in analysis section.

Why this fiscal note differs from previous version/comments (if initial version, please note as such)

This fiscal note has been added to reflect the two additional programs added to the bill: a school improvement literacy program and a comprehensive reading intervention program. In addition, the three-year development grant program distribution was amended from a five year program to a six year program, and adjusted the percent of schools that can be added each year. The fiscal impact to the Student and School Achievement component is related to the two new programs added to the bill.

Prepared by Heidi Teshner, Director
Division Finance and Support Services
Approved by Lacey Sanders, Administrative Services Director
Agency Office of Management and Budget

Phone 907-465-2875
Date/Time 3/5/20 5:00 PM
Date 3/5/2020

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2020 LEGISLATIVE SESSION

BILL NO. CSHB 153(EDC)

Analysis

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

School Improvement Literacy Program

The school improvement literacy program, created under AS 14.30.770, is established in the Department of Education & Early Development (DEED) to provide direct support and intervention in district and school literacy programs. During the first year, up to 10 schools identified from the lowest 10 percent of schools, would each be served directly by Reading Specialists employed by DEED and up to 20 schools would be served in the second year and beyond. Depending on school size and need, either one or two Reading Specialists would be assigned to each school. DEED anticipates employing from 10 to 20 Reading Specialists in year one and 20 to 40 Reading Specialists in the subsequent years. For purposes of estimating fiscal impact, the maximum number of positions has been reflected in the first year with five additional positions phased in annually over the following four years. 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, \$134.0 each. In addition, department chargebacks of \$9.6 per position would be needed annually. 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. At \$1.0 per trip X 2 trips X 20 positions, total travel for year one is \$40.0. Travel costs for subsequent years would increase with the number of Reading Specialists employed. For purposes of estimation, 5 Reading Specialists are added each year through FY2025 resulting in \$10.0 in additional travel costs annually (2 trips per position X 5 positions).

A one-time increment of \$6.0 is included for legal services costs associated with producing new regulations.

Under the school improvement literacy 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 \$.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. $40,000 \text{ students} / 391 \text{ schools} = 102 \text{ K-3 students per school on average}$. For each year of the literacy program, $10 \text{ schools} \times 102 \text{ K-3 students/school} \times \$.25/\text{student} = \$255.0$.

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, establish and convene in 2020 the teacher retention working group, and provide direct support and training for all K-3 teachers on the use of the statewide screening or assessment tool results and on evidence-based reading, DEED would need 1 Education Administrator II Range 22, Step C/D at \$149.0, 2 Education Specialist II positions at a Range 21, Step C/D, at \$134.0 each = \$268.0; and 1 Education Associate II position at a Range 15, Step C/D, at \$95.3.

The Education Administrator II will be required to participate and present at statewide professional development conferences. At \$1.0 per trip X 2 trips X 1 position, total travel each year is \$2.0. In addition, the Education Specialists and Education Associate will provide direct support to district staff concerning the statewide screening or assessment tool. For this support, a travel budget of \$3.0 is needed annually ($\$1.0 \text{ per trip} \times 1 \text{ trip} \times 3 \text{ positions}$).

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2020 LEGISLATIVE SESSION

BILL NO. CSHB 153(EDC)

Analysis

In addition, department chargebacks of \$9.6 per position would be needed (\$38.4 total).

In addition, the comprehensive reading intervention program requires the adoption and administration of a statewide screening or assessment tool to identify students in K-3 with reading deficiencies, and establishment of a waiver process for districts. There are approximately 40,000 students in K-3 in Alaska schools. A statewide screener would cost approximately eight dollars per student. This would result in an annual cost of \$320.0.

Finally, grants for one staff member per district to attend the statewide screening or assessment tool training; 53 districts X one staff member per district X \$1.0 for a total of \$53.0.

The effective date of this bill is July 1, 2020 (FY2021).

	<u>FY2021</u>	<u>FY2022</u>	<u>FY2023</u>	<u>FY2024</u>	<u>FY2025</u>	<u>FY2026</u>
School Improvement Literacy Program						
Personal Services	2,680.0	3,350.0	4,020.0	4,690.0	5,360.0	5,360.0
Travel	40.0	50.0	60.0	70.0	80.0	80.0
Services	198.0	240.0	288.0	336.0	384.0	384.0
Commodities	355.0	280.0	280.0	280.0	280.0	255.0
Subtotal	<u>3,273.0</u>	<u>3,920.0</u>	<u>4,648.0</u>	<u>5,376.0</u>	<u>6,104.0</u>	<u>6,079.0</u>
Comprehensive Reading Intervention Program						
Personal Services	512.3	512.3	512.3	512.3	512.3	512.3
Travel	5.0	5.0	5.0	5.0	5.0	5.0
Services	38.4	38.4	38.4	38.4	38.4	38.4
Commodities	340.0	320.0	320.0	320.0	320.0	320.0
Grants	53.0	53.0	53.0	53.0	53.0	53.0
Subtotal	<u>948.7</u>	<u>928.7</u>	<u>928.7</u>	<u>928.7</u>	<u>928.7</u>	<u>928.7</u>
Combined						
Personal Services	3,192.3	3,862.3	4,532.3	5,202.3	5,872.3	5,872.3
Travel	45.0	55.0	65.0	75.0	85.0	85.0
Services	236.4	278.4	326.4	374.4	422.4	422.4
Commodities	695.0	600.0	600.0	600.0	600.0	575.0
Grants	53.0	53.0	53.0	53.0	53.0	53.0
Total Operating	<u>4,221.7</u>	<u>4,848.7</u>	<u>5,576.7</u>	<u>6,304.7</u>	<u>7,032.7</u>	<u>7,007.7</u>

STATE OF ALASKA
2020 LEGISLATIVE SESSION

Bill Version CSHB 153(EDC)
Fiscal Note Number
() Publish Date

Identifier (file name) HB153CS(EDC)-EED-ELC-3-5-20
Title PRE-K/ELEM ED PROGRAMS/FUNDING; READING
Dept. Affected Education and Early Development
Appropriation Education Support and Admin. Services
Allocation Early Learning Coordination
Sponsor Representative Drummond
Requester House Education
OMB Component Number 2912

Expenditures/Revenues (Thousands of Dollars)

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

Table with columns: OPERATING EXPENDITURES, FY2021, FY2021, FY2022, FY2023, FY2024, FY2025, FY2026. Rows include Personal Services, Travel, Services, Commodities, Capital Outlay, Grants, Benefits, Miscellaneous, and TOTAL OPERATING.

Table with columns: FUND SOURCE, FY2021, FY2021, FY2022, FY2023, FY2024, FY2025, FY2026. Rows include 1002 Federal Receipts, 1003 GF Match, 1004 GF, 1005 GF/Prgm (DGF), 1007 I/A Rcpts (Other), 1037 GF/MH (UGF), and TOTAL.

Table with columns: POSITIONS, FY2021, FY2021, FY2022, FY2023, FY2024, FY2025, FY2026. Rows include Full-time, Part-time, and Temporary.

Table with columns: CHANGE IN REVENUES, FY2021, FY2021, FY2022, FY2023, FY2024, FY2025, FY2026. Rows include 1004 Gen Fund (UGF), 1002 Fed Rcpts (Fed), and TOTAL CHANGE IN REVENUES.

Estimated SUPPLEMENTAL (FY2020) operating costs 0.0 (separate supplemental appropriation required)

Estimated CAPITAL (FY2021) costs 0.0 (separate capital appropriation required)

Does the bill create or modify a 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? 3/31/2021 Discuss details in analysis section.

Why this fiscal note differs from previous version/comments (if initial version, please note as such)

This fiscal note has been updated to reflect the two additional programs added to the bill: a school improvement literacy program and a comprehensive reading intervention program. In addition, the three-year development grant program distribution was amended from a five year program to a six year program, and adjusted the percent of schools that can be added each year. There was no change to the fiscal impact of the Early Learning Coordination component by adding these programs to the bill.

Prepared by Heidi Teshner, Director
Division Finance and Support Services
Approved by Lacey Sanders, Administrative Services Director
Agency Office of Management and Budget

Phone 907-465-2875
Date/Time 3/5/20 5:00 PM
Date 3/5/2020

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2020 LEGISLATIVE SESSION

BILL NO. CSHB 153(EDC)

Analysis

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

The early education program, created under AS 14.03.135, 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 being funded by another state or federal program.

To operate the development grant program, and provide training and support to grantees, it would require 2 Education Specialist II, Range 21, Step B/C, at \$129.8 each = \$259.6; and 1 Education Associate II, Range 15, Step B/C, at \$92.4. In addition, department chargebacks of \$9.6 per position would be needed (\$28.8 total), plus a one-time increment of \$5.0 per position for supplies and equipment (\$15.0 total).

In addition, with the requirement for the State Board of Education and Early Development to adopt regulations establishing standards for an early education program, included in this fiscal note is a one-time increment of \$6.0 for legal services costs associated with these new regulations.

Total cost to DEED in salary and benefits is \$352.1 with department chargebacks of \$28.8, plus one-time increments for supplies and equipment of \$15.0 and regulations of \$6.0, for a total cost of \$401.9 in FY2021 and \$380.9 per year starting in FY2022.

The appropriation for the Parents as Teachers program is currently reflected under the Department of Health and Social Services in the Governor's FY2021 budget request.

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, 2020 (FY2021).

STATE OF ALASKA
2020 LEGISLATIVE SESSION

Bill Version CSHB 153(EDC)
Fiscal Note Number
() Publish Date

Identifier (file name) HB153CS(EDC)-EED-PK-2-17-20
Title PRE-K/ELEM ED PROGRAMS/FUNDING; READING
Dept. Affected Education and Early Development
Appropriation Education Support and Admin. Services
Allocation Pre-Kindergarten Grants
Sponsor Representative Drummond
Requester House Education
OMB Component Number 3028

Expenditures/Revenues (Thousands of Dollars)

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

Table with columns: OPERATING EXPENDITURES, FY2021, FY2021, FY2022, FY2023, FY2024, FY2025, FY2026. Rows include Personal Services, Travel, Services, Commodities, Capital Outlay, Grants, Benefits, Miscellaneous, and TOTAL OPERATING.

Table with columns: FUND SOURCE, FY2021, FY2021, FY2022, FY2023, FY2024, FY2025, FY2026. Rows include 1002 Federal Receipts, 1003 GF Match, 1004 GF, 1005 GF/Prgm (DGF), 1007 I/A Rcpts (Other), 1037 GF/MH (UGF), and TOTAL FUND SOURCE.

Table with columns: POSITIONS, FY2021, FY2021, FY2022, FY2023, FY2024, FY2025, FY2026. Rows include Full-time, Part-time, and Temporary.

Table with columns: CHANGE IN REVENUES, FY2021, FY2021, FY2022, FY2023, FY2024, FY2025, FY2026. Rows include 1004 Gen Fund (UGF), 1002 Fed Rcpts (Fed), and TOTAL CHANGE IN REVENUES.

Estimated SUPPLEMENTAL (FY2020) operating costs 0.0 (separate supplemental appropriation required)

Estimated CAPITAL (FY2021) costs 0.0 (separate capital appropriation required)

Does the bill create or modify a 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? 3/31/2021 Discuss details in analysis section.

Why this fiscal note differs from previous version/comments (if initial version, please note as such)

This fiscal note has been updated to reflect the two additional programs added to the bill: a school improvement literacy program and a comprehensive reading intervention program. In addition, the three-year development grant program distribution was amended from a five year program to a six year program, and adjusted the percent of schools that can be added each year. The fiscal impact to the Pre-Kindergarten Grants component is related to the adjustments for the additional year and percentage changes.

Prepared by Heidi Teshner, Director
Division Finance and Support Services
Approved by Lacey Sanders, Administrative Services Director
Agency Office of Management and Budget

Phone 907-465-2875
Date/Time 3/5/20 5:00 PM
Date 3/5/2020

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2020 LEGISLATIVE SESSION

BILL NO. CSHB 153(EDC)

Analysis

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

The early education program, created under AS 14.03.135, 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 being funded by another state or federal program.

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, 2020 (FY2021).

Department of Education & Early Development
Prepared 3/5/2020

Table 1

Current Number of Districts operating a Pre-Kindergarten program	26
(26 districts registered in 2019-20)	
4 year old cohort*	10,000
Current District reported Pre-K Served*	3,590
Head Start*	1,580
Number students served by this legislation	3,675
	8,845
Percent of 4 year old students served*	88.45%
* estimated	
Foundation Component / Public Education Fund	
1/2 the average per student cost =	\$ 4,685.00

Table 2

3 Year Early Education Grant cycle - district eligibility	District Performance		Number of Students
	District Cohort	Fiscal Year	
1	2021	lowest 10%	368
2	2022	2nd lowest 15%	551
3	2023	3rd lowest 15%	551
4	2024	3rd highest 20%	735
5	2025	2nd highest 20%	735
6	2026	highest 20%	735
Total			3,675

Table 3

Pre-Kindergarten Grant Component	(Table 2) Number of Students
3-year Early Education Grant cycle	
Year 1 - FY2021 (District Cohort 1)	368
Year 2 - FY2022 (District Cohorts 1 & 2)	919
Year 3 - FY2023 (District Cohorts 1, 2, 3)	1,470
Year 4 - FY2024 (District Cohorts 2, 3, 4)	1,837
Year 5 - FY2025 (District Cohorts 3, 4, 5)	2,021
Year 6 - FY2026 (District Cohorts 4, 5, 6)	2,205
Year 7 - FY2027 (District Cohorts 5 & 6)	1,470
Year 8 - FY2028 (District Cohort 6)	735

Table 4

Foundation Component / Public Education Fund	Fiscal Year Moved to ADM	Number of Students
1/2 the average per student cost = \$4,685		
Year 1 FY2021 grant program- students served	FY2024	368
Year 2 FY2022 grant program- students served	FY2025	919
Year 3 FY2023 grant program- students served	FY2026	1,470
Year 4 FY2024 grant program- students served	FY2027	2,205
Year 5 FY2025 grant program- students served	FY2028	2,940
Year 6 FY2026 grant program- students served	FY2029	3,675
Total		3,675

3-year Early Education Grant cycle (Table 3)

FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029
\$1,724,080	\$4,305,515	\$6,886,950	\$8,606,345	\$9,468,385	\$10,330,425	\$6,886,950	\$3,443,475	\$0
		Moved to ADM/State Aid						
			\$1,724,080	\$4,305,515	\$6,886,950	\$10,330,425	\$13,773,900	\$17,217,375
							Total ADM/State Aid	Total Grant
							\$51,652,125	\$51,652,125

STATE OF ALASKA
2020 LEGISLATIVE SESSION

Bill Version CSHB 153(EDC)
Fiscal Note Number
() Publish Date

Identifier (file name) HB153CS(EDC)-EED-PEF-3-5-20
Title PRE-K/ELEM ED PROGRAMS/FUNDING; READING
Dept. Affected Fund Capitalization
Appropriation Fund Capitalization
Allocation Public Education Fund
Sponsor Representative Drummond
Requester House Education
OMB Component Number 2804

Expenditures/Revenues (Thousands of Dollars)

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Prepared by Heidi Teshner, Director
Division Finance and Support Services
Approved by Lacey Sanders, Administrative Services Director
Agency Office of Management and Budget

Phone 907-465-2875
Date/Time 3/5/20 5:00 PM
Date 3/5/2020

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2020 LEGISLATIVE SESSION

BILL NO. CSHB 153(EDC)

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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 projected FY2021 State Aid Entitlement of \$1,208,042,082 and dividing it by the total ADM projected at 128,923.91 to arrive at \$9,370. The average per student cost was then divided in half to arrive at \$4,685, 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 FY2024. Since those pre-kindergarten student counts cannot be determined, the following calculation of students are based on the cohort used for projecting the grant.

FY2024 = 368 students x \$4,685 = \$1,724,080
FY2025 = 919 students x \$4,685 = \$4,305,515
FY2026 = 1,470 students x \$4,685 = \$6,886,950
FY2027 = 2,205 students x \$4,685 = \$10,330,425
FY2028 = 2,940 students x \$4,685 = \$13,773,900
FY2029 = 3,675 students x \$4,685 = \$17,217,375

The effective date of this bill is July 1, 2020 (FY2021).

December 11, 2019

Dear Governor Dunleavy and Alaska Legislature,

It is with great urgency, high interest, and critical care that we, the undersigned superintendents of Alaska school districts, declare Alaska's students are presently in a reading achievement crisis. National tests, state assessments, and local reading data all provide clear evidence that too many of Alaska's children are not reading at acceptable levels of proficiency and are far below their peers across the nation. While there are great examples of successes, the failure of a large number of students to read successfully is a story that must have a new ending.

Literacy is a fundamental right of all students and must be a no-fail mission for all Alaska stakeholders. School boards and districts, policy makers and business leaders, along with parents must rally together to support the learning that is essential to gain competency in reading—from birth to three, pre-school to graduation, and into adulthood.

We, superintendents, support the work begun by Commissioner Johnson to engage the 31st Legislature to pass a reading bill to hold Alaska's schools and other stakeholders accountable for critical, evidence-based teaching and learning of the five components of reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension). All students in our state deserve high quality curriculum and instruction based on the science of reading.

This need for collective support rises above outward blame, self-service, finger pointing, finances, and personal agendas. The time is now for our state to come together as a whole to ensure the children of Alaska learn to read with fluency. Our children have waited too long for the adults to act on their behalf.

The following superintendents are seeking action, grounded in law, to ensure all students learn to read.

All means ALL.

Sincerely,




Deena M. Bishop, Ed.D.
Anchorage School District



Larry LeDoux, Ed.D.
Kodiak Island Borough School District



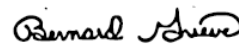
Andrew (Hannibal) Anderson
Lower Yukon School District



Michael Hanley
Aleutian Region District and
Chugach School District



Monica Goyette, Ed.D.
Mat-Su Borough School District



Bernard Grieve
Kuspuk School District

Alaska Pre-Elementary Research Compilation



Introduction

This compilation of research will outline include several studies about the positive outcomes for state funded preschool. Included in this compilation are several state studies on the impact preschool has on kindergarten readiness, increased likelihood of long-term academic achievement and the reduction for the need of special education services. This compilation of research will also include reports addressing the concerns that the impact of preschool is not long lasting and “fades out” over time.

Foundational research on the impact of preschool for young children is built on a 40 year study of the High Scope Perry Preschool program. The High Scope Perry Preschool and the Abecedarian Preschool Project are considered the gold standard in pre-k quality. These programs were shown to produce academic benefits, health improvements, reductions in crime, and improved economic outcomes such as higher earnings and reduced need for public benefits. The High Scope Perry Preschool students had an almost 20 percent higher high school graduation rate and children in the Abecedarian Preschool Program were four times more likely to graduate college than students in the control group.

These returns on investment have attracted support for high quality pre-k among Federal Reserve leaders, corporate CEOs, economists such as Nobel Prize winner James J. Heckman, law enforcement and military leaders, and bipartisan policymakers in Texas and across the country, among others.

- Schweinhart, L.J., Montie, J., Zongping, X., et al. (2005) *Lifetime Effects: The HighScope Perry Preschool Study Through Age 40* High Scope Press. Retrieved from: http://www.highscope.org/file/research/perryproject/specialsummary_rev2011_02_2.pdf
- Conti, G., Heckman, J., Pinto, R., (2015) *The Effects of Two Influential Early Childhood Interventions on Health and Healthy Behaviors*. National Bureau of Economic Research. Retrieved from: <http://www.nber.org/papers/w21454.pdf>
- Heckman, J., (2012) *Invest in Early Childhood Development: Reduce Deficits, Strengthen the Economy*. Retrieved from: <https://heckmanequation.org/resource/invest-in-early-childhood-development-reduce-deficits-strengthen-the-economy/>

Increased Kindergarten Readiness

Many evaluations have found state-funded pre-k programs are effective in preparing young children to be successful in kindergarten. Research shows that pre-k promotes the successful acquisition academic skills such as pre-reading and pre-math.

- Isaacs, J. (2008). *State Pre-Kindergarten: Impacts of Early Childhood Programs*. Brookings Institute. Report https://www.brookings.edu/wp-content/uploads/2016/06/09_early_programs_isaacs.pdf

State Studies:

- **Arkansas:** Students who participated in in the **Arkansas Better Chance (ABC)** program scored higher on kindergarten measures of vocabulary, math skills, and understanding of print concepts than students who had non-ABC preschool experiences

Jung, K., Barnett, W. S., Hustedt, J. T., & Francis, J. (2013). *Longitudinal effects of the Arkansas Better Chance program: Findings from first grade through fourth grade*. Rutgers University & The University of Delaware. Retrieved from <http://nieer.org/wp-content/uploads/2016/08/Arkansas20Longitudinal20Report20May2013n.pdf>

- **Georgia:** Georgia's Pre-k Program found a significant positive effect for participating children in measures of language and literacy, math, and general knowledge at kindergarten entry when compared to students of a similar age who had not yet participated.

Peisner-Feinberg, E., Schaaf, J., LaForett, D. R., Hildebrandt, L. M., & Sideris, J. (2014). *Effects of Georgia's pre-k program on children's school readiness skills: Findings from the 2013-2013 evaluation study*. University of North Carolina at Chapel Hill. Retrieved from <http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/GAPreKEval2013-2014%20Report.pdf>

- **New Mexico:** Four-year-old children in the New Mexico Pre-K had better outcomes on kindergarten measures of vocabulary, math, and early literacy when compared to students who had not yet attended pre-k.

Hustedt, J. T., Barnett, W. S., Jung, K., & Friedman, A. H. (2010). *The New Mexico PreK evaluation: Impacts from the fourth year (2008- 2009) of New Mexico's state-funded PreK program*. National Institute for Early Education Research. Retrieved from <http://nieer.org/wp-content/uploads/2010/11/NewMexicoRDD1110.pdf>

- **Oklahoma:** An evaluation of Oklahoma's Early Childhood Four-Year-Old Program found large academic benefits for students of differing racial and ethnic groups across socioeconomic backgrounds. Four year old children, who had participated, showed, significantly improved performance on cognitive tests of reading, writing, math reasoning, and problem solving abilities.

Gormley Jr., W. T., Gayer, T., Phillips, D., & Dawson, B. (2005). *The Effects of Universal Pre-k on Cognitive Development*. *Journal of Developmental Psychology*, 41(6), 872-884. DOI: 10.1037/0012-1649.41.6.872. Retrieved from <http://www.iapsych.com/wj3ewok/LinkedDocuments/Gormley2005.pdf>

Long Term Academic Outcomes.

Participation in high-quality state funded pre-k programs has been found to benefit students. Benefits include improved academic outcomes lasting into elementary, middle, and high school. Several longitudinal studies have examined well-established state pre-k programs. Those studies compared participating students' outcomes on state assessments to those of similar control groups of students who did not participate in state-funded pre-k.

- **Louisiana:** A longitudinal study of **Louisiana's LA 4** public pre-kindergarten program compared the academic outcomes of participating students to non-participating students on the Louisiana Educational Assessment Program (LEAP) test in eighth grade. The study found that at-risk LA 4 students (as determined by family income) outperformed at-risk non-LA 4 students in all eighth-grade measures.

Cecil J Picard Center for Child Development and Lifelong Learning. (2013). *Eighth-grade outcomes for LA4 cohort 1 students*. (Technical brief).

- **New Jersey:** New Jersey's **Abbott Preschool Program Longitudinal Study (APPLES)** has measured the academic outcomes of participating students in kindergarten, second, fourth, and fifth grades. At all levels of measurement, the Abbott preschool program has been shown to improve achievement in literacy, language arts, and math.

Barnett, W. S., Jung, K., Youn, M., & Frede, E. C. (2013). *Abbott Preschool program longitudinal effects study: Fifth grade follow-up*. National Institute for Early Education R Retrieved from: <http://nieer.org/wp-content/uploads/2013/11/APPLES205th20Grade.pdf>

- **Michigan:** More students in the **Michigan Great Start Readiness Program (GSRP)** graduated on time compared to students who had not attended GSRP pre-k (58% vs. 43%). Additionally, more GSRP students of color graduated from high school on time compared to similar students of color who had not attended GSRP (60% vs. 37%).

Schweinhart, L. J., Xiang, Z., Daniel-Echols, M., Browning, K., & Wakabayashi, T. (2012). Michigan Great Start Readiness Program evaluation 2012: High school graduation and grade retention findings. HighScope Educational Research Foundation. Retrieved from http://www.highscope.org/file/Research/state_preschool/MGSRP%20Report%202012.pdf

Decreased Grade Retention and Special Education Referrals

The benefits associated with participating in quality pre-k have been found to not only impact cognitive performance measures like test scores, but also costly educational interventions like special education and grade retention.

- **Pennsylvania:** Typically expected rates of special education placement were significantly reduced for students who participated in the Pennsylvania's Pre-K Counts (PKC) program as they transitioned into kindergarten.

Bagnato, S., Salaway, J., & Suen, H. (2012). *Pre-k counts in Pennsylvania for youngsters' early school success*. Early Childhood Partnerships- Specs Research. Retrieved from <http://www.heinz.org/UserFiles/Library/SPECS%20for%20PKC%202009%20Final%20Research%20Report%20113009.pdf>

Results Demonstrated by Alaska School Districts

Two School districts receiving state funds to provide preschool since 2008, have been able to track the progress of young children into 2nd and 3rd grade. Lower Kuskokwim School District provided documentation of student progress on MAPS testing for 3rd grade. The results showed an increase in scores for those children who attended preschool versus children who did not. Nome Public School, used MAPS testing to show 2nd grade outcomes. Results of testing showed higher scores for young children who attended preschool versus children who did not.

Addressing Reports of Preschool Fade Out

A common argument against investing in early childhood education, is based on a highly selective read of research findings found in Head Start evaluations and, to a lesser extent, the Perry Preschool project.

Critics argue that gains made through early childhood education disappear by the third grade. They acknowledge that disadvantaged children who received early education arrive at kindergarten ahead of peers who did not, but use third grade evaluations to claim there is no lasting effect to justify the investment. The fade out argument may come from an incomplete read of data and a narrowed view of what constitutes success.

For example, the Perry Preschool Project has been criticized for not permanently increasing IQ among the treatment group. Studies showed IQ gains that are evident at kindergarten among the treatment group tend to equalize with the control group during schooling years. However, IQ is not the only one measure of success in an individual. Other child development skills are equally important. Nobel Laureate Economist James Heckman found that the social and emotional skills learned through early childhood education were the major drivers of success in school, career and life among the Perry treatment group, who far outperform the control group in adult outcomes.

- Video: [No Fade Out: Lasting Effects](#)

A major, well-designed project is called the **Head Start Impact Study**. It found that Head Start produces educational gains that fade away. By third grade, when the research ended, there was little detectable difference between those assigned to Head Start and those in control groups. However, early education has always had an impact not through cognitive gains but through long-term improvements in life outcomes. There are often long-term improvements on things that matter even more, such as arrest rates and high school graduation rates. The **Head Start**

Impact Study couldn't examine those outcomes. James Heckman says that using the Head Start Impact Study to claim that early childhood education is ineffective is "a generalized conclusion that is neither thoughtful nor accurate."

- Garces, E., Thomas, D., Currie, J. (2000) Long Term Effects of Head Start. Retrieved from: http://www.princeton.edu/~jcurrie/publications/Longer_Term_Effects_HeadSt.pdf

A 2015 study reviewed the outcome results of the Tennessee Voluntary Pre-K program. The study, found no evidence of lasting academic or social gains for elementary students who had participated in Tennessee's pre-K program, and some point to this as evidence that pre-K gains fade-out over time. However, these results are more complex and need further review. There are several key points about the outcomes of this study.

First, this is only one study and does not take into account multiple factors of child development. Nor does the study consider the longer term results the preschoolers involved in the study. The Tennessee study only looked at kindergarten performance.

Second, the released results were only a portion of the full study. The full study will follow over 3000 preschool-aged Tennesseans and will analyze the results of the third grade state test.

Finally, the early learning community learned an important lesson from this study, quality matters. The study found that many of the preschool children attended programs that lacked quality and there was no measure of quality in those study programs. The study showed that focus must be on more than access and quality is the critical component of preschool success as is ensuring young children continue into early grade classrooms of high quality.

- Snow, K. & Hogan, L. (2015) *Making Sense of the Tennessee Voluntary Pre-k Study*. Retrieved from: <http://www.naeyc.org/blogs/making-sense-tennessee-voluntary-pre-k-study>