

Alaska Public Education Status Update

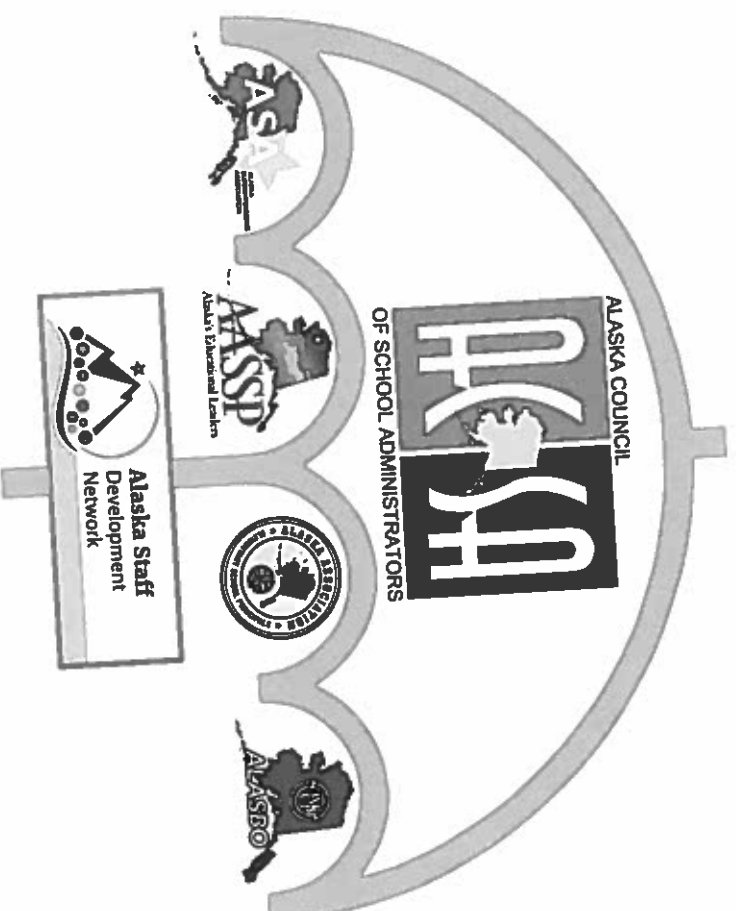
District and K-12 Educational Leaders

Alaska Council of School Administrators

Joint Education Committee
February 26, 2021



Dr. Lisa S. Parady
Executive Director,
Alaska Council of School Administrators



*Leadership, Unity, and Advocacy
for Public Education*



Leading Together for Alaska's Students



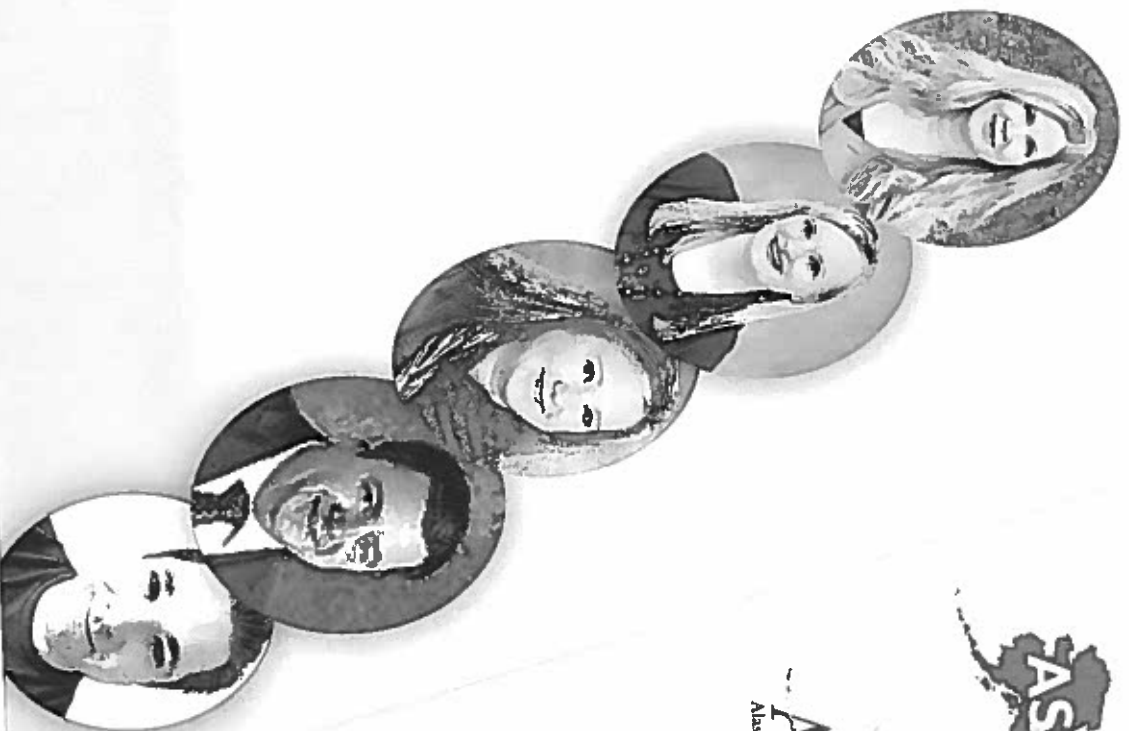
What is the best way to educate Alaska's students?

Weekly ACSA meetings to plan and collaborate mitigation efforts have been taking place since March for:

- Superintendents (ASA)
- Principals (AASSP, AAESP)
- Educational Leaders including
 - Alaska Association of School Boards
 - Department of Health and Social Services
 - Department of Education and Early Development
 - Alaska Municipal League
 - Alaska Association of School Business Officials
 - University of Alaska
 - Alaska School Activities Association
 - National Education Association
 - And other state and local educational organizations



Leading Together for Alaska's Students



Alaska Superintendents Association



Alaska Association of Secondary
School Principals



Alaska Association of Elementary
School Principals



Alaska Association of
School Business Officials



Alaska Staff Development
Network



Joint Position Statements: Unified Priorities for Supporting Alaska Students

Developed collaboratively by:

- Superintendents
- K-12 Principals
- School Business Officials
- ACSA



Leading Together for Alaska's Students

Superintendent Kerry Boyd
Alaska Superintendents Association President
Yukon-Koyukuk School District



2020 ASA Superintendent of the Year



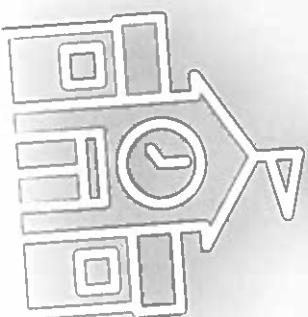
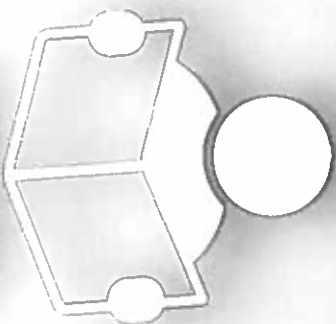
Leading Together for Alaska's Students

One State: 54 School Districts



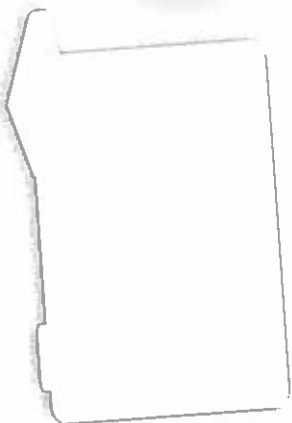
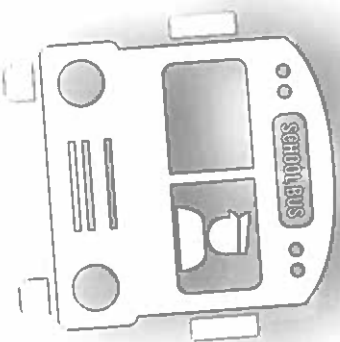
Alaska Schools - *by the numbers*

132,576
students
21.7% correspondence



455
school facilities
44% are >40 years old

54
school districts
In business terms, largest
employer in most
communities

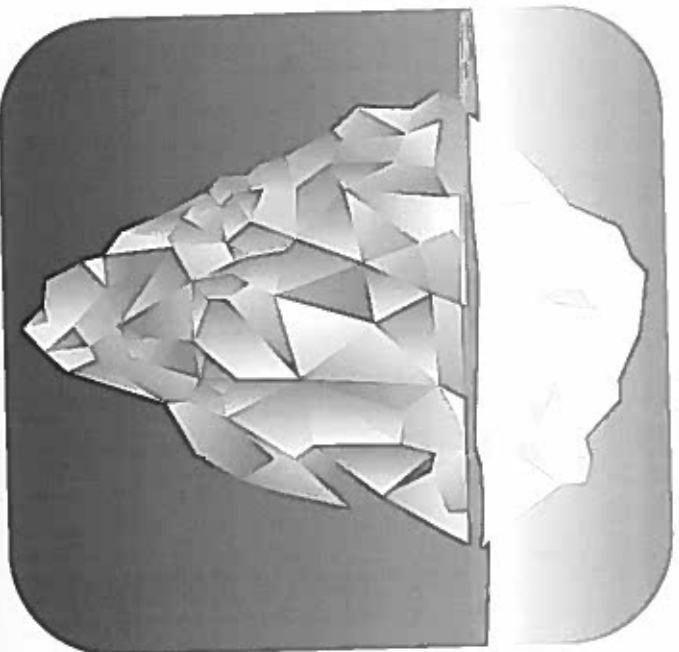


7,592
teachers
Chronic educator turnover
each year



Leading Together for Alaska's Students

Schools Continue Supporting Students



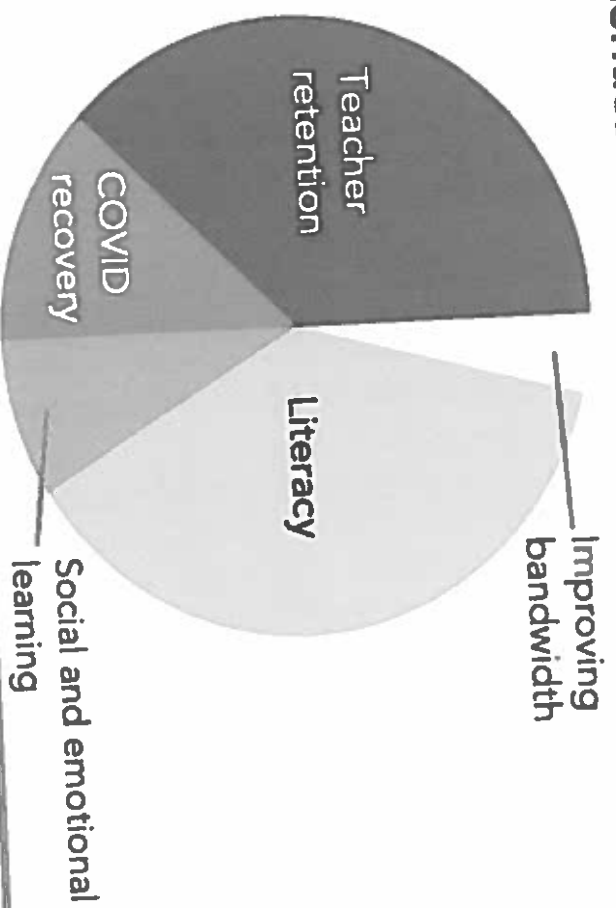
- School restart 2020 planning through summer
- Nutrition – preparation and delivery of meals daily since March
- Preparing for multiple methods of instruction – in-person, distance and hybrid delivery
- Acquiring and distributing PPE to staff and students
- Acquiring and installing materials to mitigate viral spread in school buildings
- Training staff to monitor and test for COVID-19 in staff and students
- Coordinating efforts with public health officials, tribal leaders and school boards for COVID response protocols
- Planning for COVID mitigation federal funding



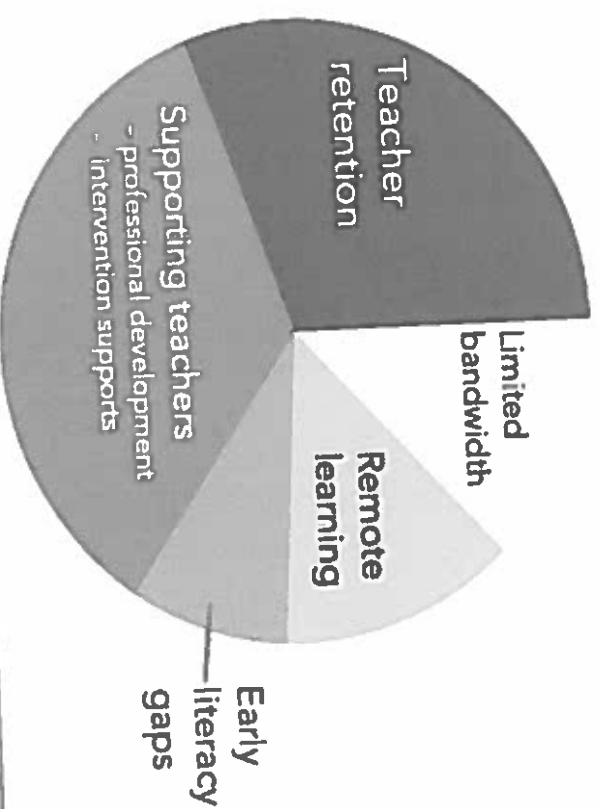
Superintendent Survey:

Priorities and barriers for student achievement

Priorities for Student Achievement



Barriers to Student Achievement



COVID-19 Hold Harmless Funding

October student enrollment numbers are the biggest determinant of state revenue for districts in Alaska. COVID-19 has caused major enrollment disruptions. Current Hold Harmless statutes provide some relief to districts for enrollment losses in neighborhood brick and mortar schools, but Hold Harmless does not provide protection for migration to homeschool or loss of intensive needs students. ACSA supports legislative action that would provide FY21 Hold Harmless funding at 100% for the entire Foundation Formula based on FY20 OASIS enrollment counts for districts with decreased brick and mortar enrollment. This will allow districts to honor employment contracts and commitments made for FY21.

Joint Position Statement



Alaska Superintendents Association

234 Gold Street • Juneau, AK 99801
907.586.9702 • (Fax) 907.364.3805



August 7, 2020

Dr. Michael Johnson, Commissioner
Alaska Dept. of Education & Early Development
PO Box 110500
Juneau, AK 99811-0500

Dear Commissioner Johnson:

On behalf of the Alaska Superintendents Association we are writing to express strong support for using the November 2019 estimated student count data to determine the amount of state aid under the public education funding program for Fiscal Year 2021. We need to ensure schools can operate over the long term, not simply get through this current crisis. Please allow me to share a range of thoughts.

One example of these needs regards smaller schools. What if a school drops below 10 because of parents homeschooling or leaving a village to be closer to medical care? Beyond enrollment decline impacts on budgets, the situation goes even further if districts have to close schools that most likely would have made it if not for COVID-19.

Returning specifically to student counts, these estimates are the basis for state aid to school districts through the Foundation Program allocation. The state's operating budget (HB205) was signed into law on May 18, 2020 with funding from the Foundation Program allocation based on student count estimates. School districts were required to submit budgets on July 15th. Note that these dates occurred as the pandemic was but beginning to unfold.

- August 7, 2020 letter to Commission of Education and Early Development expressed strong support for using the November 2019 estimated student count data to determine amount of student aid for FY2021

- Request to establish a floor for funding but recognize increased funding needs for schools with increased enrollment



Leading Together for Alaska's Students

Shifting Enrollment

In-school enrollment change ranges from -56.3% to 9.8%

68% of districts have seen enrollment losses

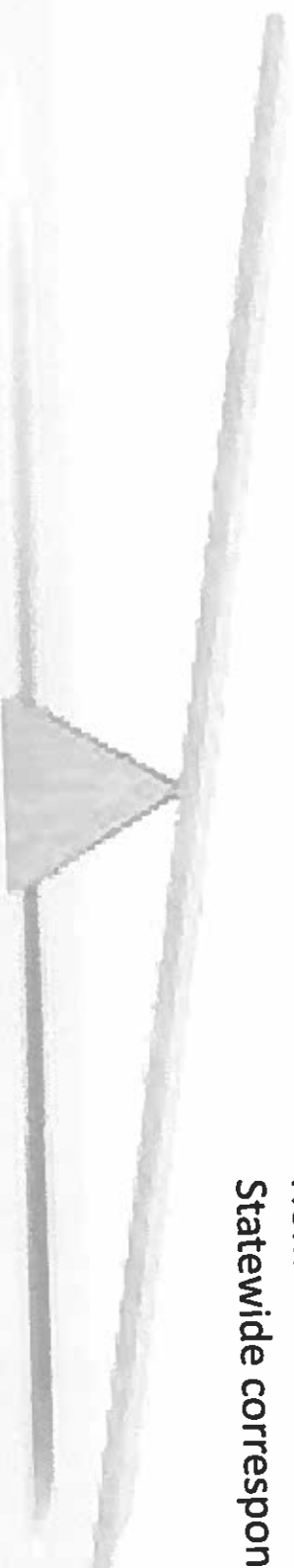
Median district has seen a 9.41% decrease in ADM

Correspondence enrollment change ranges from 24.3% to 1300%
(ASA Survey)

Neighborhood schools

Homeschools

Statewide correspondence







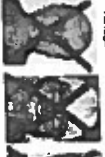








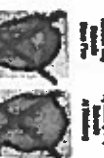








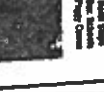


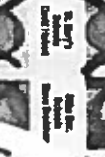









Stabilizing School Districts

- The pandemic is temporary, but the impact is lasting. Most students are expected to return to schools, future funding must consider the cost of recovery.
- The current statute is not sufficient to cover losses most districts face.
- The cost of turnover alone due to insufficient funding is great.
- Using the November 2019 estimated student count data would still not meet all the increased costs of 2021 but would stabilize school budgets.



Superintendents of Alaska

Retention and recruitment of Superintendents

Retaining effective educators and leaders is essential to increasing student achievement.

(composite of superintendents from 2009/2010)

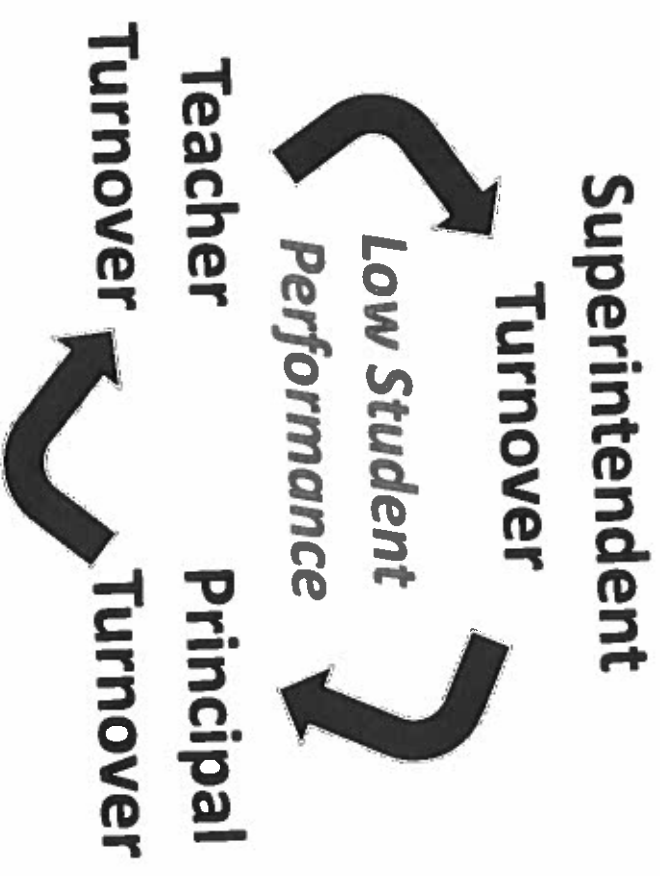


Leading Together for Alaska's Students

Educator Retention

Solutions:

- ASA Aspiring Superintendents
- District office cohort
- New and Incoming Superintendents
- Alaska School Leadership Academy
- Alaska Staff Development Network



Timely, Reliable Funding

*Predictable
funding*

*Sound
financial
management*

*Improved
teacher
retention*

*Greater
student
achievement*

Stable, predictable funding improves district efficiency and keeps the focus on student achievement



District Office Leaders Support Program

Aspiring Superintendent Program

**New And Incoming
Superintendent Program**



THE ASPIRING SUPERINTENDENT PROGRAM

An introduction to the tools for success
for any educational leader ready to learn more
about next steps into the Alaska superintendent role.

Membership

Leadership

Coaching and Credit



Leading Together for Alaska's Students

School Safety

ACSA advocates for safe and secure schools as a catalyst for the prevention of school crime and violence. ACSA supports improving the safety and well-being of our students knowing this is critical to increasing student achievement. ACSA supports providing school communities and their school safety partners with quality information, resources, consultation, and training services. School safety is developed through maintaining effective, positive relationships among students, staff, communities, and tribes responding to local needs.

ACSA supports full funding for law enforcement, Village Public Safety Officers, and state troopers. School districts should have access to these public safety supports.

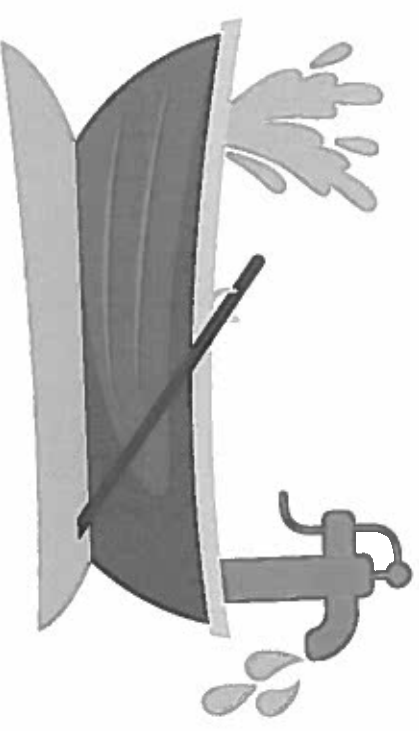
ACSA supports funding through the Department of Education and Early Development's (DEED) school construction process for construction and modifications to existing school district facilities in order to provide students a safe and healthy learning environment. ACSA urges that all safety improvements should be made a priority.

Joint Position Statement



Addressing an Infrastructure Deficit

- School construction and major maintenance: \$2.3 billion
- Average building age: 39 years
- 59 buildings are over 60 years old



Underfunding School Construction and Maintenance

State has funded 8.6% of requested projects – 118 of 1366

Table 4 Total Eligible Grant Projects and Actual Grant Funding by Fiscal Year

Fiscal Year/List	Number of Projects	Total Eligible State Share	Number of Projects Funded	Amount Funded
FY2011 Construction	35	\$411,643,149	3	\$128,500,000
FY2011 Maintenance	130	\$272,421,065	8	\$24,786,959
FY2012 Construction	32	\$313,999,772	3	\$61,910,901*
FY2012 Maintenance	117	\$275,132,938	15	\$25,854,691
FY2013 Construction	27	\$276,691,304	2	\$60,973,515
FY2013 Maintenance	120	\$267,017,375	13	\$17,979,185
FY2014 Construction	24	\$284,133,432	3	\$60,619,572
FY2014 Maintenance	111	\$253,682,082	13	\$22,991,057*
FY2015 Construction	17	\$274,150,436	2	\$43,279,791
FY2015 Maintenance	102	\$183,505,181	0	\$0
FY2016 Construction	18	\$230,920,120	1	\$43,237,400
FY2016 Maintenance	102	\$172,195,526	4	\$2,623,689*
FY2017 Construction	17	\$206,267,345	4	\$73,735,471
FY2017 Maintenance	98	\$181,570,096	0	\$0
FY2018 Construction	15	\$123,294,419	3	\$46,305,477*
FY2018 Maintenance	107	\$164,887,094	16	\$0*
FY2019 Construction	11	\$179,214,343	7	\$42,527,459
FY2019 Maintenance	84	\$142,892,281	17	\$27,653,300*
FY2020 Construction	11	\$190,353,374	2	\$20,082,467*
FY2020 Maintenance	72	\$112,247,626	1	\$7,365,723
FY2021 Construction	14	\$142,797,809	0	\$0
FY2021 Maintenance	102	\$148,986,253	1	\$34,277*

*See endnote.

*Includes additional appropriation allocations for Kivalina, Huslia, Tununak, and Shishmaref.



Table 14 Total Six-Year Plan Requests by Fiscal Year

Fiscal Year	Total Six-Year Plan Requests
FY2011	\$1,414,709,641
FY2012	\$1,996,553,852
FY2013	\$1,920,005,961
FY2014	\$1,800,302,814
FY2015	\$1,947,268,401
FY2016	\$1,765,110,357
FY2017	\$1,789,440,292
FY2018	\$1,687,522,113
FY2019	\$1,663,103,027
FY2020	\$1,389,376,552
FY2021	\$1,298,785,855
FY2022	\$1,336,041,672

Career and Technical Education

Career and Technical Education (CTE) for both rural and urban schools is critical to high academic standards and Alaska's economic growth and stability. Collaboration through professional learning with DEED, the Department of Labor & Workforce Development, and the University of Alaska with educators and industry-based professionals is needed for the academic integration of rigorous and relevant curriculum.

ACSA fully supports voluntary internships that prepare students for high-earning, high-demand jobs, as well as dual credit offerings that provide opportunities to obtain an occupational certification or credential. These programs give students the opportunity to build future-ready skills. The alignment of CTE programs to meet the needs of local, tribal, regional, and state labor markets through this collaboration is also important for improving on-time graduation rates, higher career earnings, and decreasing dropout percentages.

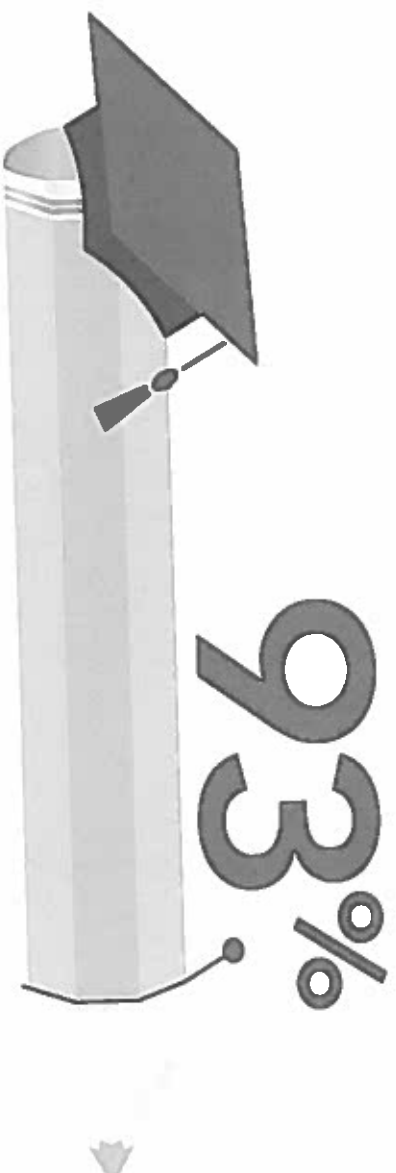
Joint Position Statement



Career & Technical Education (CTE)

- CTE programs provide students with the foundation for high-paying, skilled jobs
- Robust CTE programs are a critical component of schools with high academic performance and high graduation rates
- Gives students the opportunity to build future-ready skills in and for Alaska





**The average high school graduation rate
for students in CTE programs is
93%—significantly higher than the
national average of 80%.**

U.S. Department of Education, Office of Career, Technical and
Adult Education data Annual Update, 2014.



Leading Together for Alaska's Students

Principal Robin Jones

Chief Ivan Blunka School

President, Alaska Association of Secondary School Principals

Past-President, ACSA



2020 Region 7 Principal of the Year



Leading Together for Alaska's Students

Alaska Association of Secondary School Principals (AASSP)



**Promoting Excellence in School Leadership
while providing quality professional
development to our members**



Leading Together for Alaska's Students

*"Creating meaningful connections
through unity in leadership"*



Leading Together for Alaska's Students

- Relationships
- Connections
- Community



Leading Together for Alaska's Students

A recent study identified
Principals
as the most
Trusted
Leaders
in our country's most prominent
institutions!

From the *Pew Research Center*, 2018

- Principals affect student learning through their influence
- Principals play a critical role in attracting and retaining qualified teachers
- Principal leadership directly impacts student success



Leading Together for Alaska's Students

Educator turnover is chronic in Alaska

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



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



Understanding & Addressing Principal Turnover

From NAASSP & the Learning Policy
Institute,

2019

- We know that principals affect student learning through their influence over schools, support of staff, and work to maintain a positive culture and climate.
- Research also demonstrates that a principal's ability to create positive working conditions and collaborative, supportive learning environments plays a critical role in attracting and retaining qualified teachers.
- Teachers cite principal support as one of the most important factors in their decisions to stay in a school or in the profession with the odds of teachers leaving being 17 percent higher when they have a new principal.
- At a time when many schools throughout our state and nation are struggling to find and keep teachers, the leadership of a strong principal takes on added importance for student success.



Closing The Opportunity Gap



- The sudden shift to virtual learning has highlighted the ongoing and increasing need for Alaska's students, educators, and leaders to have equitable access to the digital world both inside and outside of the school environment.
- There is no such thing as unlimited internet in rural Alaska!
- All communities should have equitable and critical infrastructure to support online learning



Preparing, Attracting, and Retaining Qualified Educators

Retaining effective educators and leaders is essential to increasing student achievement and eliminating academic disparity for all of Alaska's students. ACSA strongly encourages the development of comprehensive statewide programs to prepare, attract, and retain high-quality, diverse educators and professionals. ACSA further recommends strengthening statewide and national recruiting efforts along with a renewed commitment to growing our own educators, teachers, principals, and superintendents.

The national teacher shortage compounds our need to fund a robust educator pipeline with the University of Alaska. ACSA strongly supports a unified and aligned University of Alaska College of Education. Exploring innovative pathways is paramount to attracting high-quality educators to the state and the education profession to address Alaska's unique circumstances. A nationally competitive state retirement system is imperative for attracting and retaining effective educators and leaders.

Joint Position Statement



Increasing Bandwidth in Underserved Areas

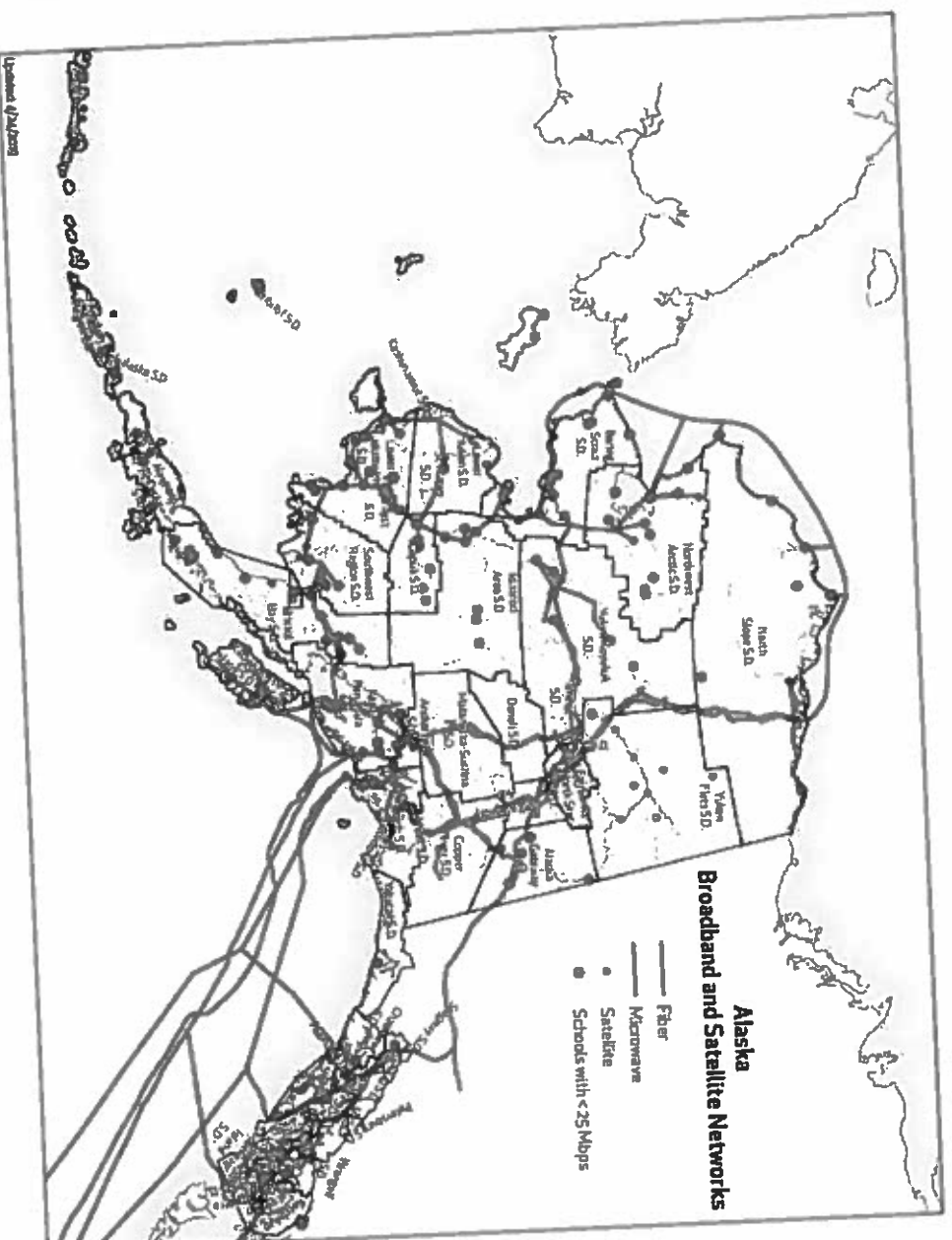
It is critical that we recognize the ongoing and increasing need for Alaska's students, educators, and leaders to have equitable access to the digital world both inside and outside of the school environment. Access to modern technology in order to transform learning, create efficiencies, provide online health services, and keep pace with peers globally is especially essential in rural and under-served communities where infrastructure is extremely limited or non-existent.

ACSA supports continuing the Broadband Assistance Grant (BAG) in order to ensure all schools are able to access a minimum of 25 megabits of download per second as this leverages federal E-Rate funds up to a 9:1 match. ACSA also supports efforts by the legislature to increase innovative infrastructure capacity through public/private partnerships and statewide consortiums in an effort to provide all communities with equitable access to affordable, reliable, and high-speed internet.

Joint Position Statement



Addressing an infrastructure deficit



• Broadband:

\$2 billion deficit

Almost 60,000 Alaska students lack the bandwidth necessary for digital learning

- Limited rural infrastructure
- High costs statewide
- Federal funds restricted for school facilities

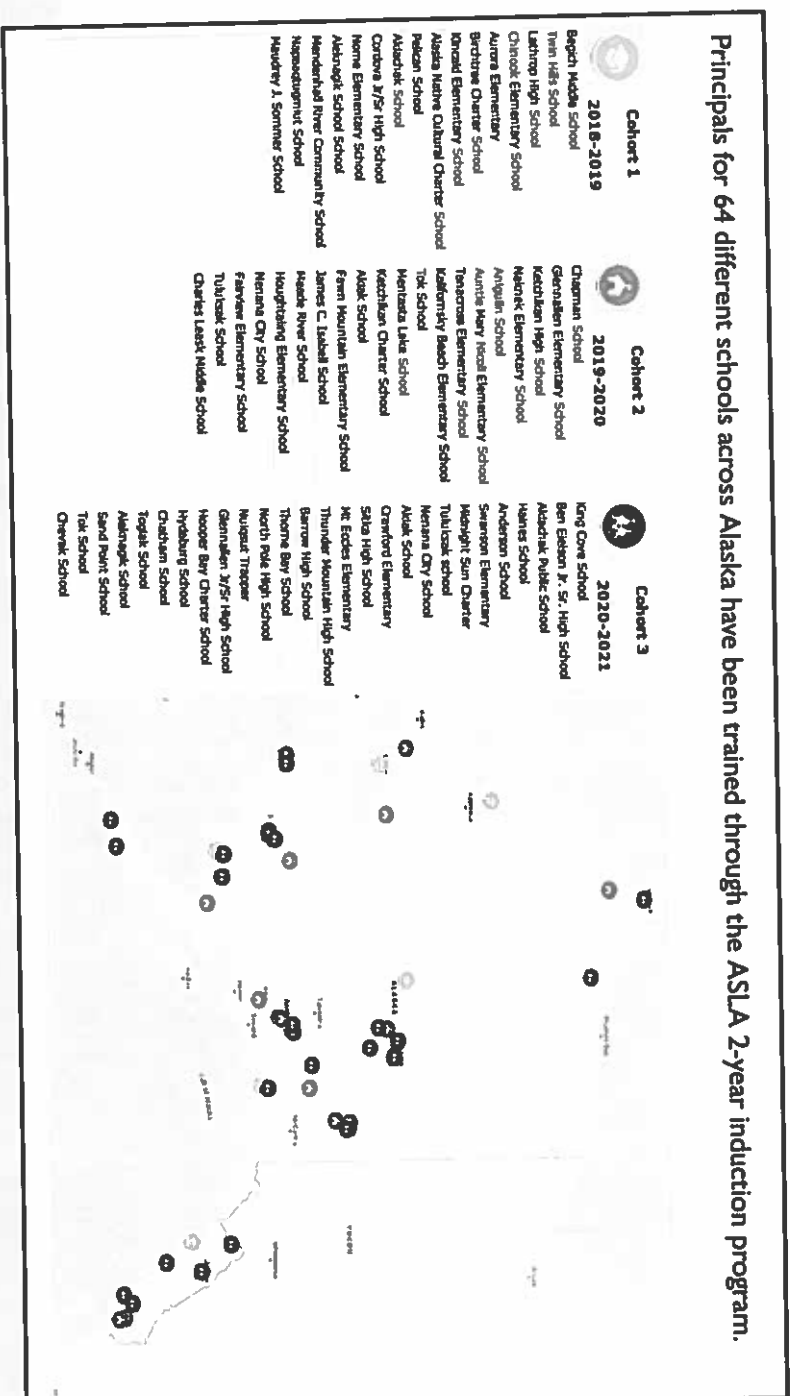
All Alaska students **need** and **deserve** digital equity

Statewide Leadership Development



Principals for 64 different schools

Principals for 64 different schools across Alaska have been trained through the ASLA 2-year induction program.



Why Stable Leadership Matters



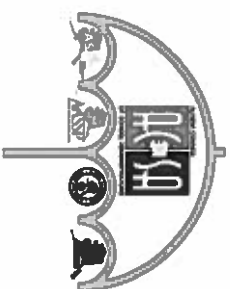
- At the school level, principals are the second most important factors associated with student achievement – right after teachers.
- Turnover in school leadership can result in a decrease in student achievement.
- Cost of each teacher turnover is a minimum of \$20,000 (ISER)
- Cost of each principal turnover is estimated to be \$75,000



Educator Retention Benefits Students Most!



Leading Together for Alaska's Students



ACSA hosts bi-weekly meetings for K-12 Principals and Assistant Principals to collaborate and receive updates

**DEED Commissioner, Dr. Michael Johnson,
Dr. Anne Zink and/or Dr. Liz Ohlsen and
invited guests join regularly**



Principal Jennifer Rinaldi

President Alaska Association of Elementary School Principals
Willow Elementary School & Beryozova K-12





Jennifer Rinaldi
President, Mat-Su



Joanna Hinderberger
Vice Pres. Juneau



Heather Jones
Treasurer, Anchorage



Doug Gray
State Rep. Anchorage



Eric Pederson
Past Pres. KPBSD



Aimee Kahler
Secretary, Anchorage



Jennifer Schmitz
AAESP Exec. Director



Josh Gill
Region Rep. LKSD



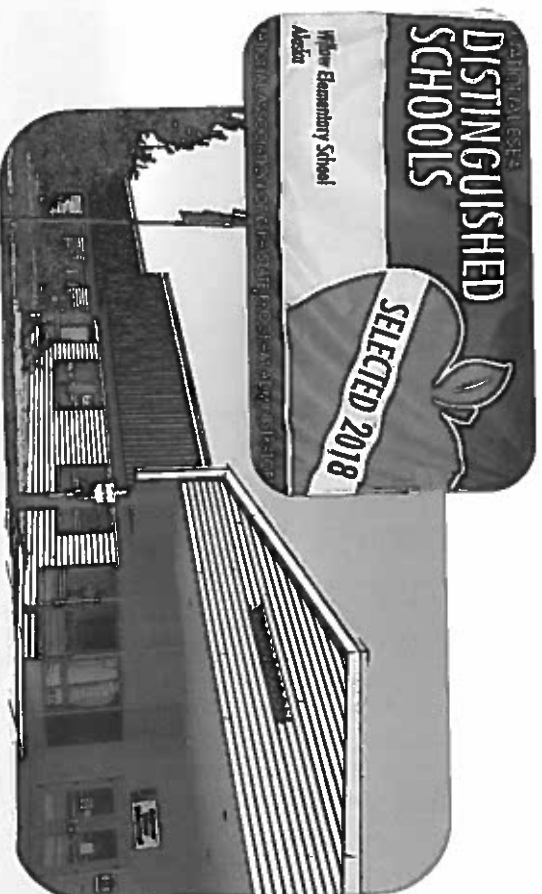
Shawna Henderson
Region Rep. Fairbanks



Leading Together for Alaska's Students

Jennifer Rinaldi

Life-long Alaskan
Principal at Willow Elementary &
Beryozova K-12
President AAESP
ACSA Board Member



Leading Together for Alaska's Students

The Alaska Association of Elementary School Principals



174 Members across Alaska - includes a number of retired and aspiring principals

Active Executive Board with representation from 5 regions around the state

Board Goals 2020-2021

- **Member Support**
- Advocacy and support at both the state and national level.

2020-2021

COVID support (ACSA organized leadership meetings with the Commissioner)

Fly In (State Advocacy)

NLC (National Advocacy)

Credit Course Sponsorship

Fiscal Responsibility

Mentoring Relationships

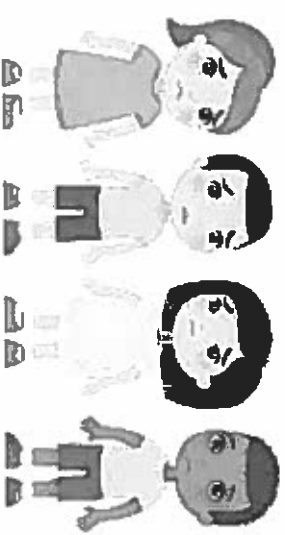


Social, Emotional, and Mental Health



Problem:

- According to the Office of Children's Services, 3,142 children were mistreated in Alaska in 2019. This was the highest number they had seen in the past 5 years with an increase of 18% over that time.
- In 2015, the national rate of substantiated child maltreatment was 9.2 per 1,000 children age 0-17 years. In comparison, the rate in Alaska for the same year was 15.6 per 1,000, or 69.3% higher.
- In Alaska, the suicide rate in 2019 was 28.8 suicides per 100,000 adolescents, and was highest for males and Alaska Native youths.
- The Alaska Department of Health and Social Services classifies adolescents as people between 12 and 19 years old. The suicide rate among Alaska Native adolescents nearly doubled from 2018 to 2019.



Social, Emotional, and Mental Health

Problem:

“Adverse Childhood Experiences” (ACEs) are stressful or traumatic experiences, including abuse, neglect, witnessing domestic violence, or growing up with substance abuse, mental illness, or a parent in jail.

Exposure to childhood ACEs can increase the risk of:

- Adolescent pregnancy
- Alcohol and drug abuse
- Asthma
- Depression
- Heart disease
- Intimate partner violence
- Liver disease
- Sexually-transmitted disease
- Smoking
- Suicide

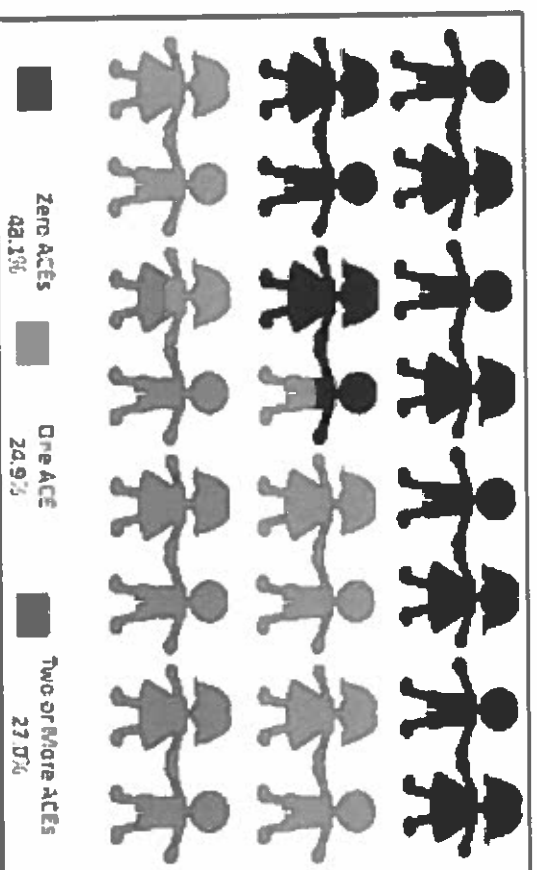


Social, Emotional, and Mental Health

Problem:

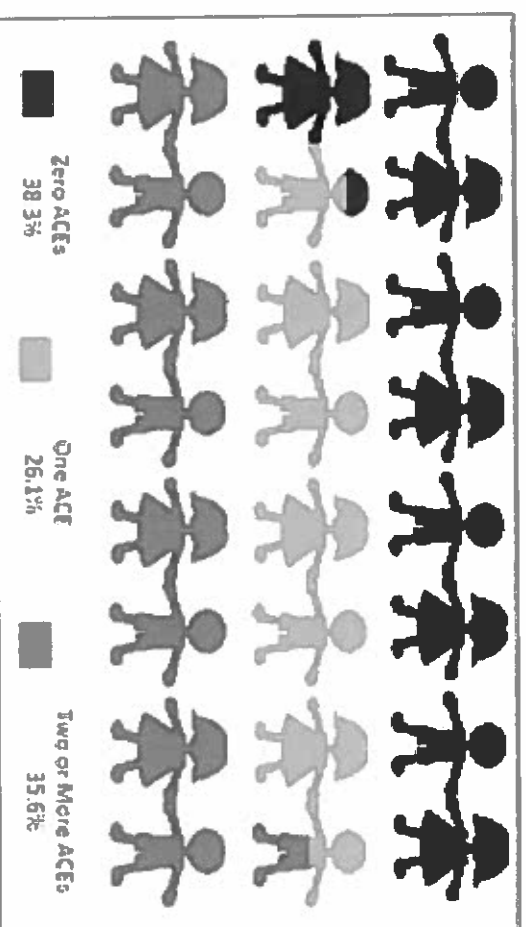
Alaska's students endure extremely high rates of trauma and adverse childhood experiences (ACEs), reflected in Alaska having the highest rate of teen suicide

Age 6-11 Year Olds by Number of ACEs in Alaska



Source: National Survey of Children's Health 2013/2012. Graphic created by the Alaska Mental Health Board/Advisory Board on Alcoholism and Drug Abuse Staff

Age 12-17 Year Olds by Number of ACEs in Alaska



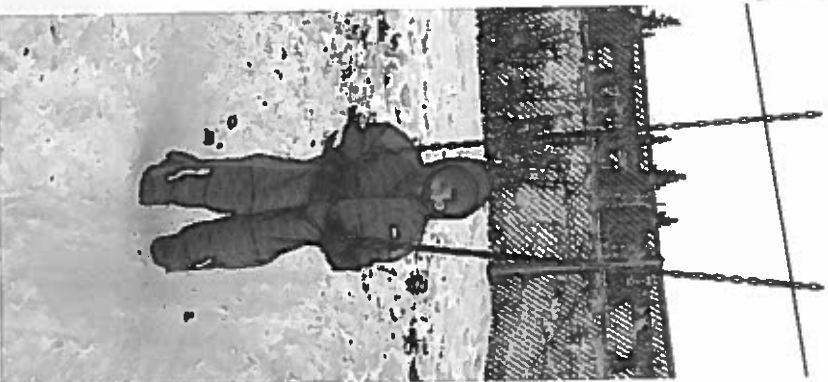
Source: National Survey of Children's Health 2013/2012. Graphic created by the Alaska Mental Health Board/Advisory Board on Alcoholism and Drug Abuse Staff



Leading Together for Alaska's Students

Social, Emotional, and Mental Health

Solutions:



- ACSA urges the state to provide funding and resources so schools can partner with local communities to implement comprehensive, culturally responsive, school-based mental health programs to foster the health and development of students.
- ACSA supports targeted funding to enable schools to recruit, retain, and increase students' access to school counselors, school social workers, school psychologists, nurses, and mental health specialists and to provide additional professional development for all staff to meet the increasing and diverse needs of all students



Social, Emotional, and Mental Health

Alaska's students endure extremely high rates of trauma and adverse childhood experiences (ACEs), reflected in Alaska having the highest rate of teen suicide attempts in the nation.

ACSA urges the state to provide funding and resources so schools can partner with local communities to implement comprehensive, culturally responsive, school-based mental health programs to foster the health and development of students.

ACSA supports targeted funding to enable schools to recruit, retain, and increase students' access to school counselors, school social workers, school psychologists, nurses, and mental health specialists and to provide additional professional development for all staff to meet the increasing and diverse needs of all students.

Early Childhood Education



Problem:

- ❖ According to a grant funded study (The Early Childhood Alaska project) recently published,
 - 15% of Alaska children birth through 5 years of age live in poverty; 29% in rural areas live in poverty
 - About 10% of children in Head Start/Early Head Start are homeless.
 - About 1/3 of Alaska kindergarteners meet 11 of 13 Alaska Developmental Profile standards,
- ❖ The Abecedarian Project (2021) demonstrated that young children who receive high-quality early education from infancy to age 5 do better in reading and math and are more likely to stay in school longer, graduate from high school, and attend a four-year college.
- ❖ Research also shows that quality early care and education help close achievement gaps so all children can thrive, enables parents and caregivers to work or study and increases economic mobility, underpins a robust economy, reduces need for special education, improves lifelong health and reduces rates of crime in adulthood.

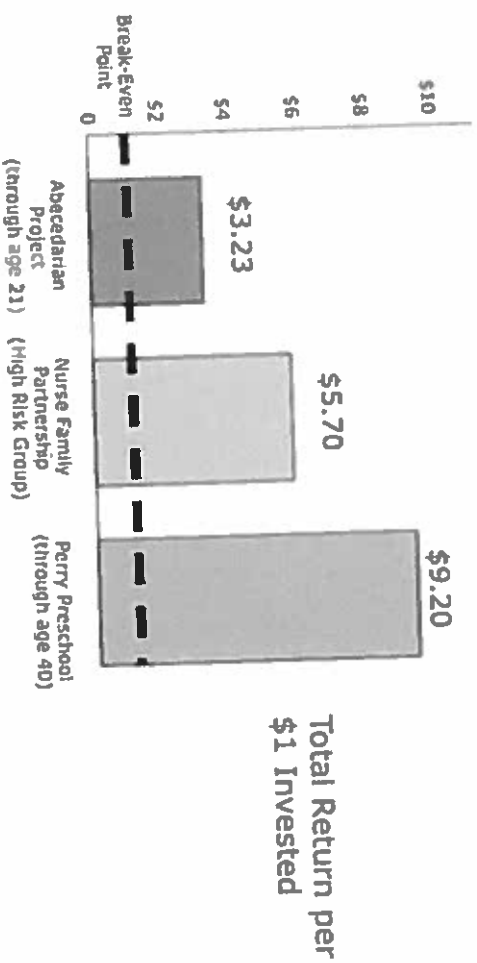


Early Childhood Education

Solutions:



Cost/Benefit Analyses Show Positive Returns Early Childhood Programs Demonstrating Range of Benefits to Society



Three rigorously studied early childhood programs, the Perry Preschool Project, the Abecedarian Project, and the Nurse Family Partnership, show a range of sizable returns to the participants and to the public for every dollar invested. Source: Karoly et al (2005); Heckman et al (2009). Credit: Center on the Developing Child.



Leading Together for Alaska's Students



Early Childhood Education

Solutions:

- ❖ ACSA supports the definition of elementary education to include Pre-K, thus ensuring equitable access to fully funded, sustainable, birth to age five learning programs.
- ❖ ACSA supports adequate early childhood education and Pre-K funding as part of the base student allocation.



Early Childhood Education

According to the 2019 Alaska Developmental Profile, nearly 70% of Alaska's students enter kindergarten lacking foundational preparation for learning. ACSA supports the definition of elementary education to include Pre-K, thus ensuring equitable access to fully funded, sustainable birth to age five learning programs. This provides a foundation of critical social, emotional, and cognitive instruction to students. Research clearly demonstrates early intervention and instruction is one of the best ways to decrease opportunity gaps across all demographics and create the greatest opportunity for all students to read proficiently by third grade and minimize the dropout rate. ACSA supports adequate early childhood education and Pre-K funding as part of the base student allocation.

Early Childhood Education and Social, Emotional, and Mental Health

Early childhood programs don't just give our children a way to enter school ready to learn and to have a better chance at overall success in life, they can also help to reduce the cases of child abuse and neglect by working to support families and connecting them to agencies that provide education and support. Children from all socio-economic levels and backgrounds should have access to these resources.

Early childhood education programs that also include strong school counseling and mental health supports are fundamental in keeping students safe and providing them opportunities for success. Funding and supporting these programs will make our homes, towns, cities and state stronger and healthier places to be. There is no more important investment that could make a greater impact for our students.

Thank you



Andy Ratliff

President-Elect ALASBO
Anchorage School District



Senior Director, Office of Management and Budget



Leading Together for Alaska's Students



Alaska Association of School Business Officials

Mission: To promote the highest standards in school business practices.

Vision: Educating stakeholders in the effective use of resources for the benefit of Alaska's children.

Values:

- Ethical standards
- Sharing knowledge and expertise
- Advancing the interests of all members
- Accurate, objective, consistent information
- Collegiality
- Efficiency
- Collaboration

<http://www.alasbo.org/introduction-to-alasbo/>



Leading Together for Alaska's Students

Priority Funding for Education

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

Revenue Enhanced Fiscal Plan Imperative

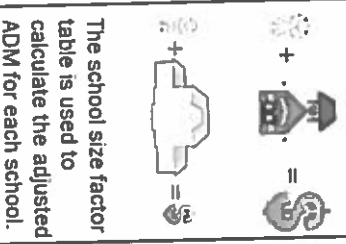
Alaska has made progress by cutting the budget and restructuring the use of Permanent Fund earnings for sustainable funding of both the permanent fund dividend and a portion of government services. State expenditures have been cut by approximately 43% (\$5.45 billion) excluding dividends since FY13 when the current run of deficit spending began.

Implementation of a long-term, multi-revenue fiscal plan remains imperative to maximize districts' ability to meet student needs. Diversified revenue streams are critical in the current fiscal climate to address the remaining deficit and ensure the ability to fund service increases associated with economic development, inflation, and deferred maintenance capital requirements while maintaining the existing minimal reserves in the Constitutional Budget Reserve. For the coming fiscal years, the state legislature must consider options for new revenue, such as new taxation (income, sales, education head tax, etc.), changes in oil taxes, and further restructuring of the Permanent Fund Dividend income stream.



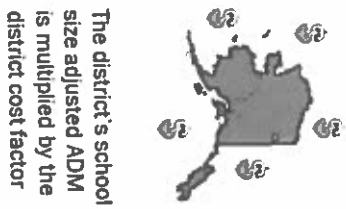
Step 1

School Size Adjustment



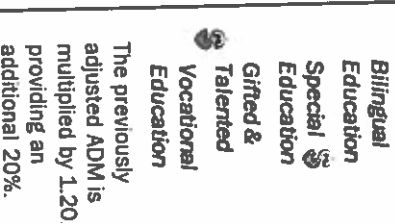
Step 2

District Cost Factor



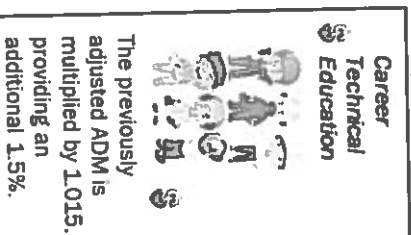
Step 3

Special Needs Factor



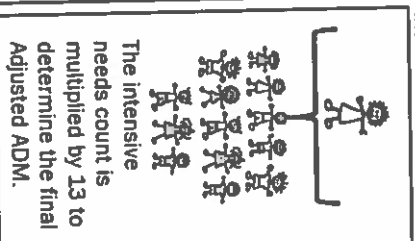
Step 4

CTE Factor



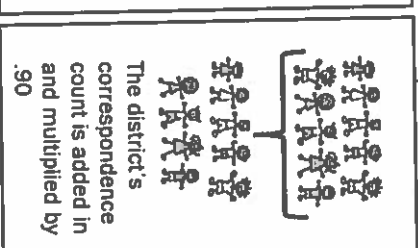
Step 5

Intensive Needs Factor

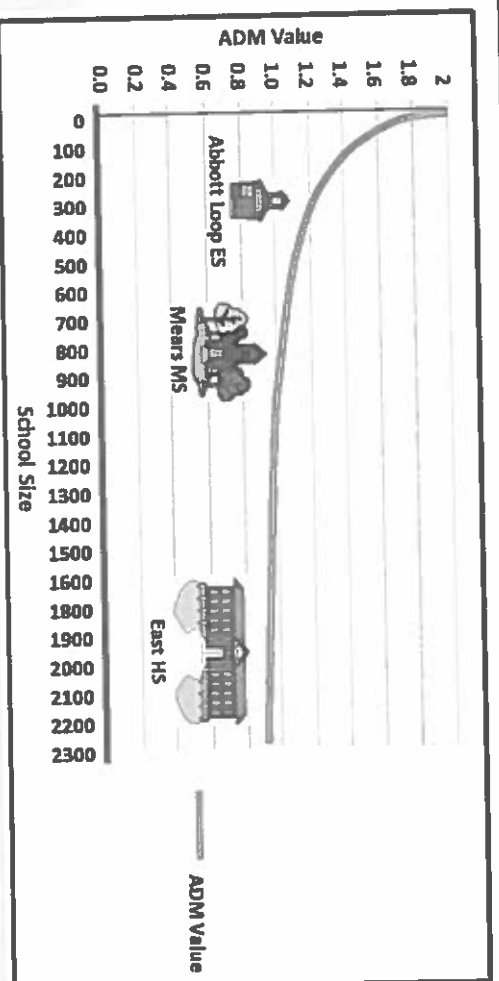


Step 6

Correspondence Factor

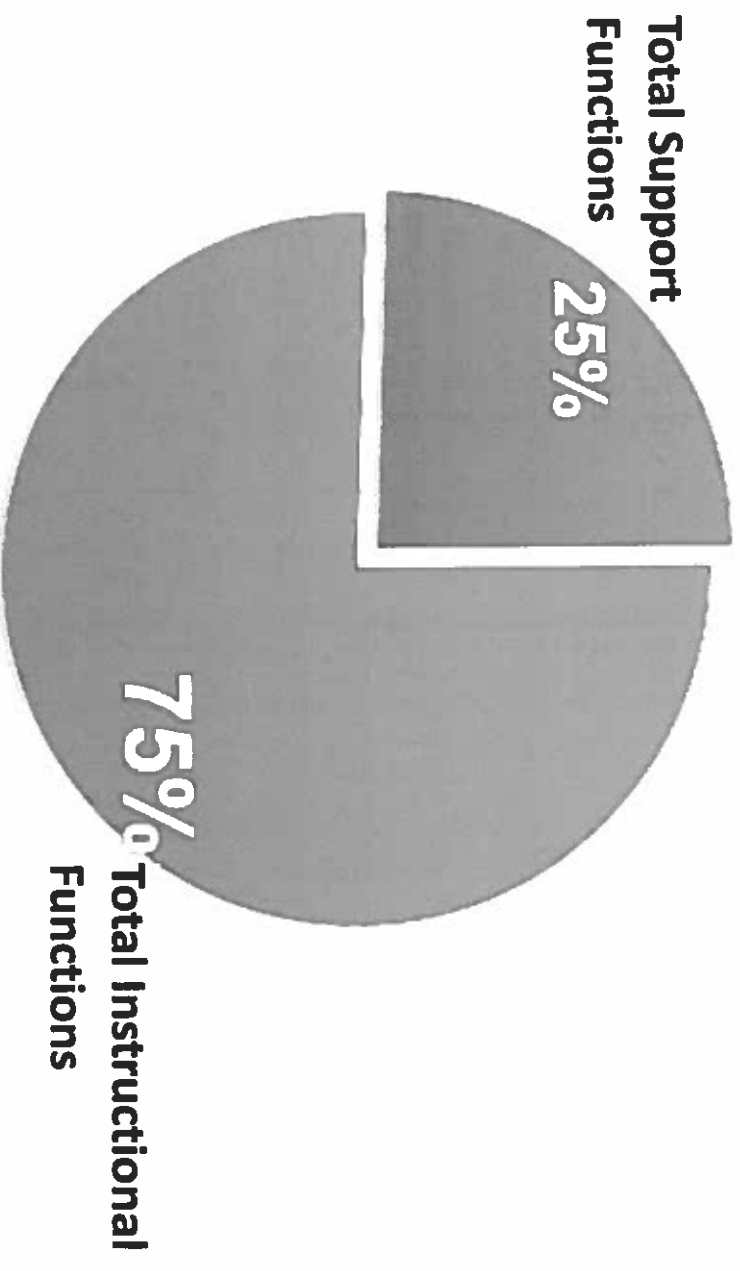


Foundation Formula designed to provide equitable funding, not equal funding





**Combined Alaska School Districts
General Fund (School Operating Fund)
Budgeted Expenditures - Fiscal Year 2021**



FY2021

**Total Budgeted
Expenditures
\$2,102,350,462**

Source: <https://education.alaska.gov/schoolfinance/budgetsactual>

Select: 2021 Under Expenditures



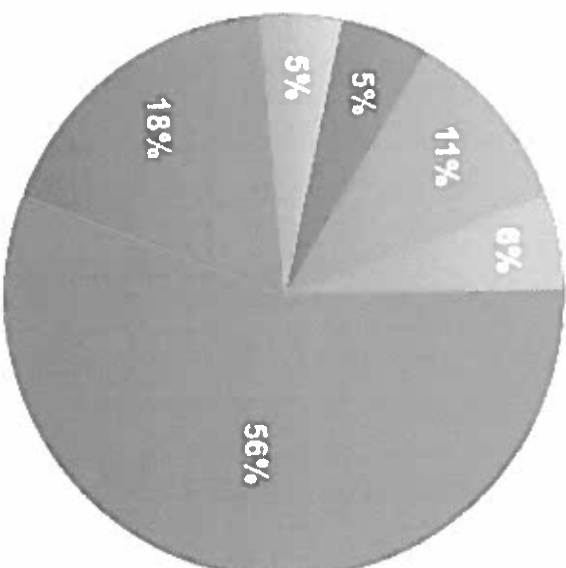
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75%

FY2021 Average
Operating Budgets
Spent on Direct
Instructional Costs

Combined Alaska School Districts FY21 General Fund Budgeted Instructional Expenditures



● Instruction
● Support Services - Students

● Special Ed - Instruction
● Support Services - Instruction

● Special Ed - Support
● School Admin

AS 14.14.17.520 *

- 70% mandate for instruction is no longer in statute – the definition of instruction was based on Function codes 100 Instruction – 400 School Administration. *HB156 repealed this requirement in 2016.



Health Care Costs

Providing health insurance to our employees is essential for retaining and recruiting high-quality staff who can maximize student achievement. Controlling the cost of health care for our essential workers is critical. We encourage solutions to the long-term, escalating costs of health insurance in the state. We support exploration of various mechanisms to decrease health care costs by such measures as: lowering the overall cost of health care in the state of Alaska, allowing employers to purchase health insurance policies across state lines, appropriate controls of the cost of medivacs, and promotion of personal wellness and proactive health care options for example.



Costs are Higher in Alaska

- Alaskan health care costs are the most expensive in the nation.
- High cost of workers' compensation; direct correlation with health care costs.
- Higher energy costs vary widely between urban and rural areas of the State.
- Nationwide increases in liability insurance
- Must provide teacher housing in remote school districts.
- Shipping and transportation costs are very high.

**CPI Increased
by 15% from
2011 to 2020**

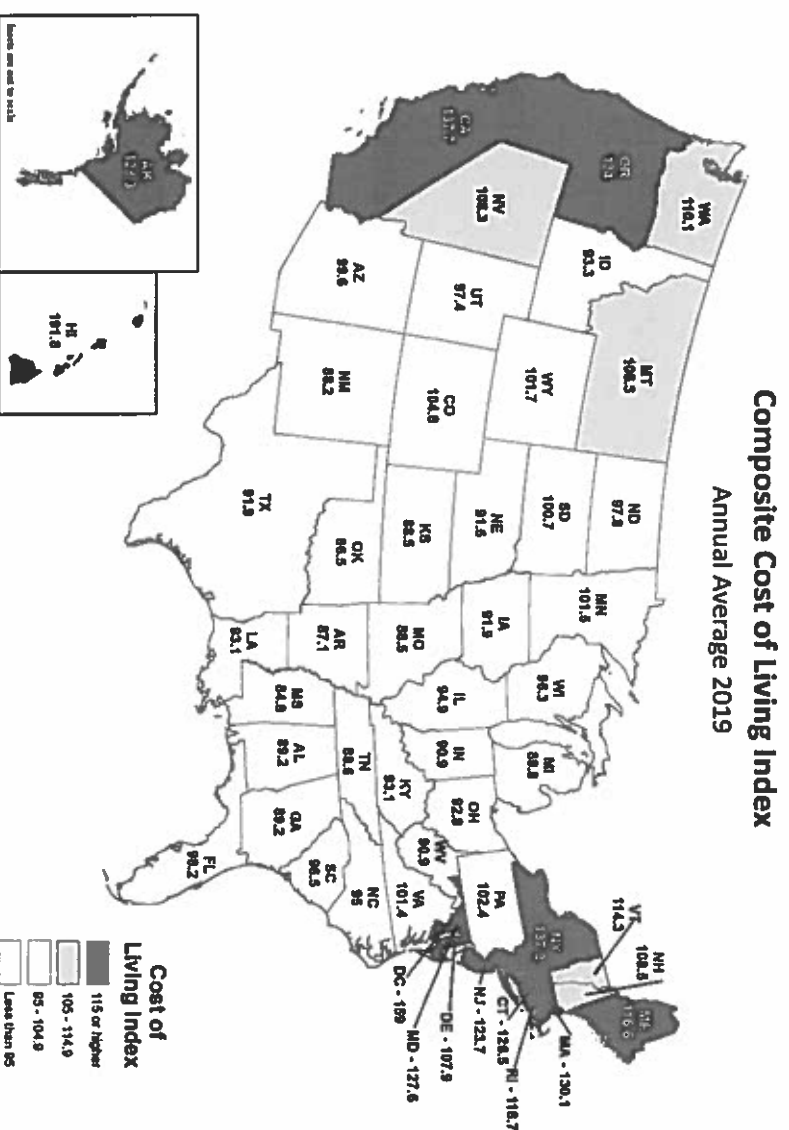
from Bureau of Labor Statistics - Anchorage CPI-U



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Factors Affecting the Cost of Operations In Alaska

- Most geographically dispersed state in the nation
- Fuel and supplies must be delivered in the summer when rivers or oceans are open or it must be flown in, increasing total cost
- Impact of reduced and/or eliminated Alaska Marine Highway System
- Increasing reliance on air transportation by school districts for supplies, staff, and students



Keeping up with Education

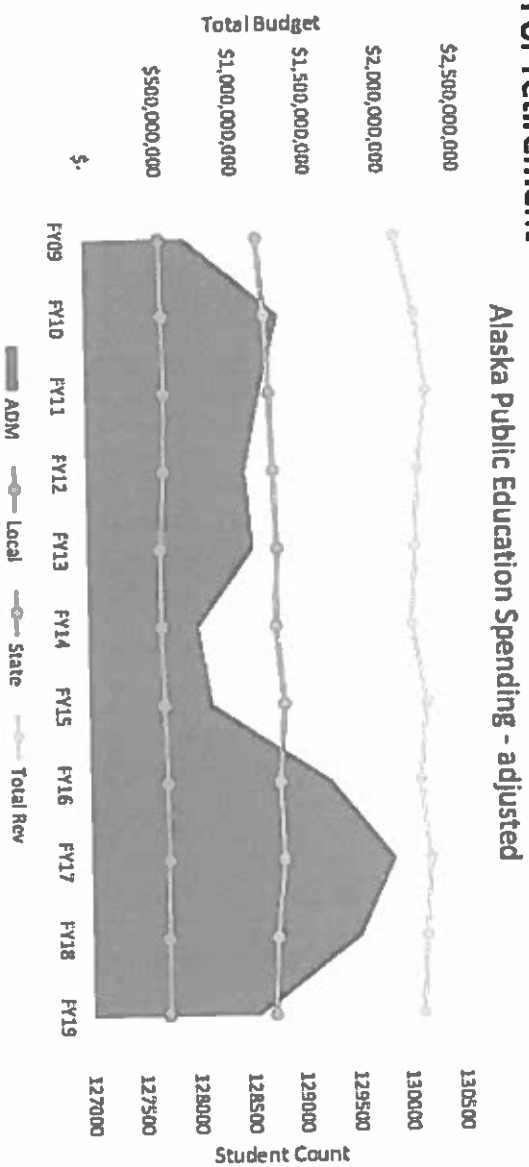
Appears to keep up with inflation, but reality is:

- Adjustments for ADM
- Fails to adjust for increased costs of health or retirement

Schools asked to do more with less

Avoiding litigation:

- Kasayulie – rural inadequacy
- Mat Su – operations v. instruction
- Ketchikan – public education clause



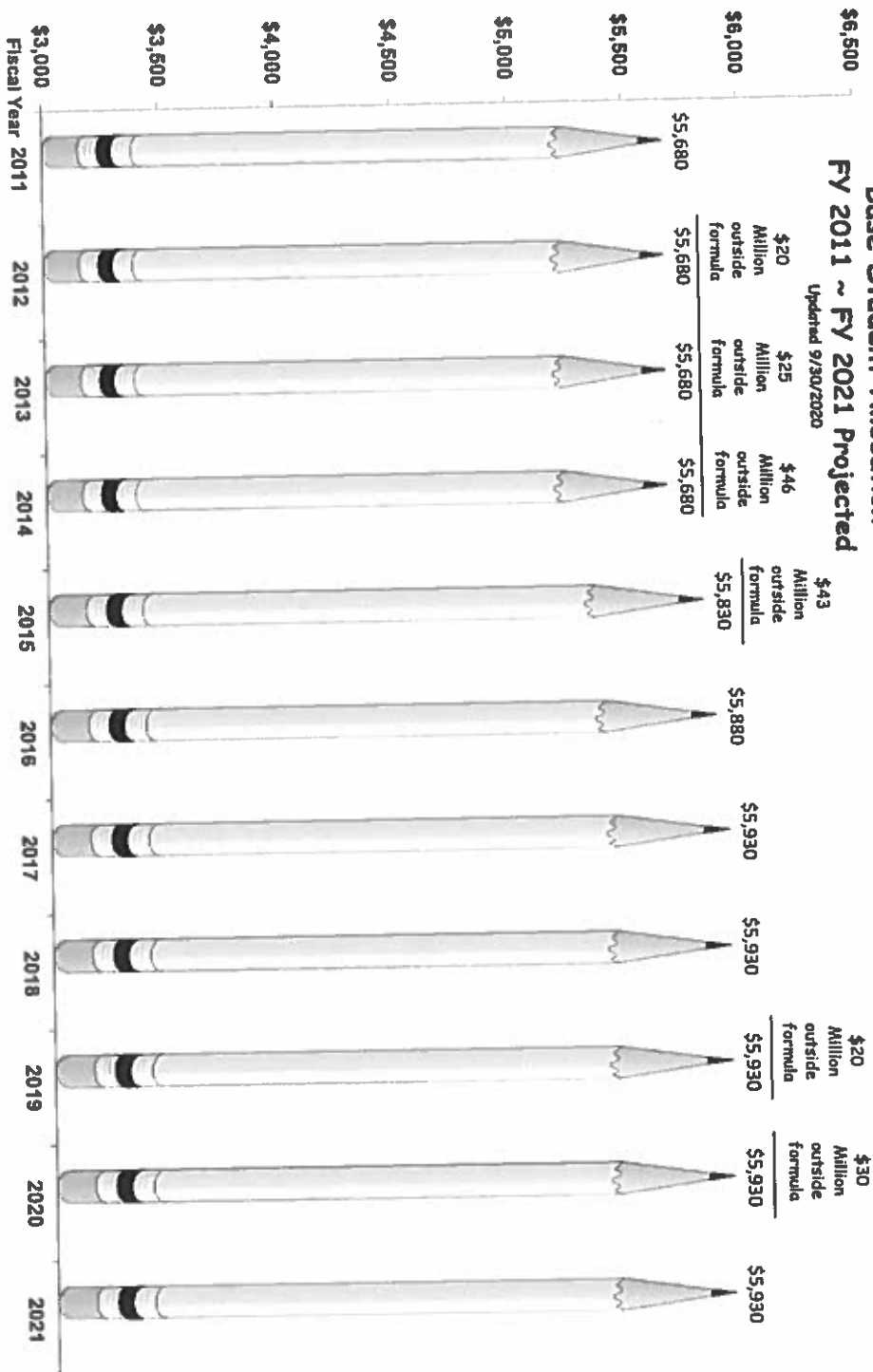
64 *Wheelock (2017) argues that the Public Education Clause has not been challenged, and that "a claim that the state has the responsibility to fund public education at a minimally constitutionally adequate level could succeed" (p. 125).*



Alaska K-12 Funding

Base Student Allocation FY 2011 ~ FY 2021 Projected

Updated 9/30/2020



Current BSA
\$5,930

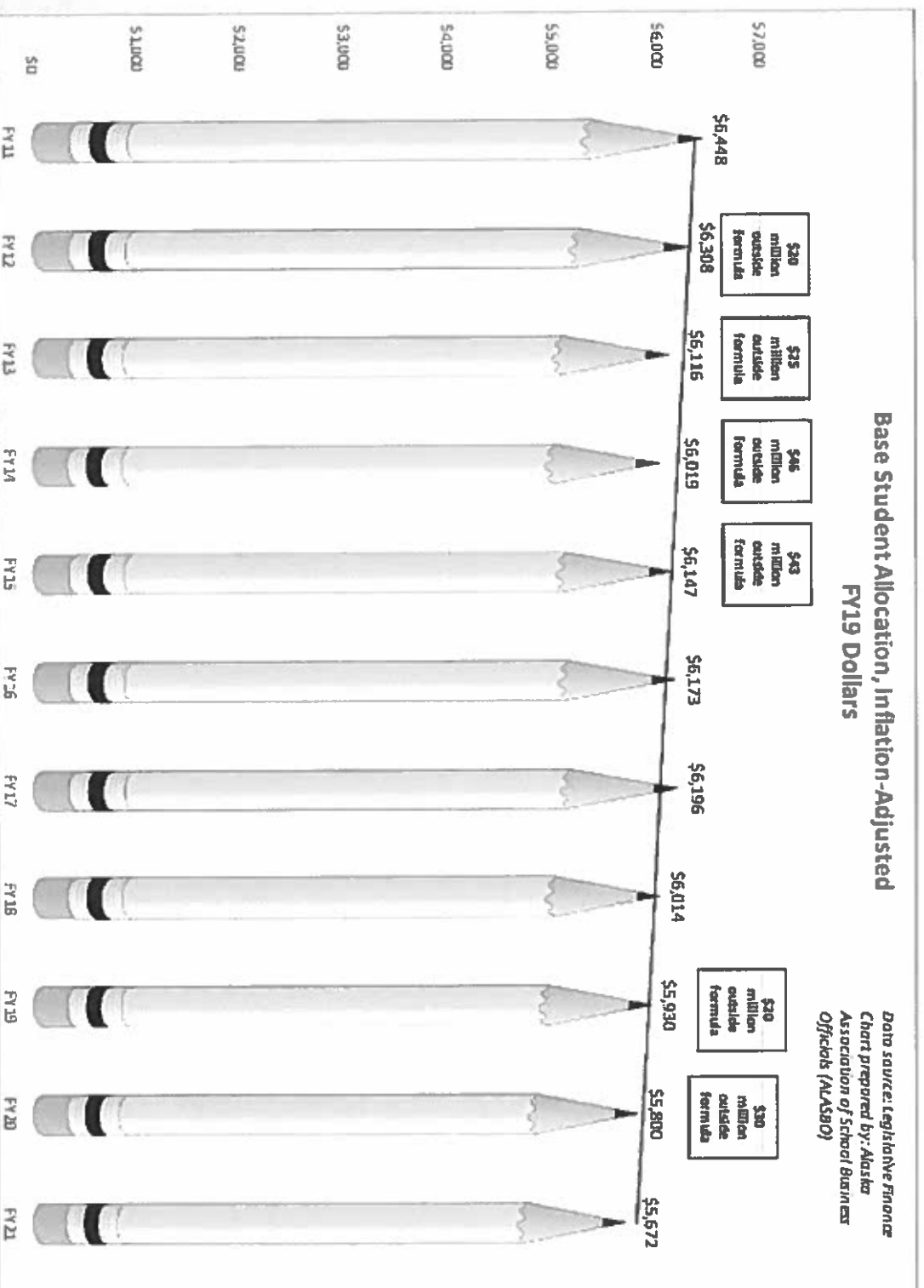
BSA Increased
4.4% from
2011 to 2021



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Inflation Adjusted BSA



Other Funding Issues

Transportation

- Funding hasn't been adjusted since 2015
- Increased costs tied to minimum wage – 18% since 2015
- Even with decreasing enrollment, routes are difficult to reduce

Bond Debt Reimbursement

- Currently only for bonds passed prior to 2015
- Shifts responsibility to municipalities
- Effects State aid for school construction (AS 14.11.025)



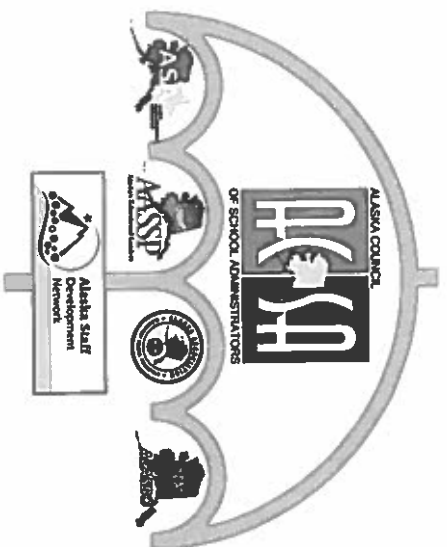
Additional Education Business Resources

- Legislative Budget & Audit Reports:
<http://lba.akleg.gov/documents/publications/>
- DEED Uniform Chart of Accounts:
https://education.alaska.gov/publications/chart_of_accounts.pdf
- Alaska Association of School Business Officials (ALASBO):
<http://www.alasbo.org/>
- Comparison of Alaska K-12 Expenditures to National Averages:
<http://www.alasbo.org/wp-content/uploads/2019/04/White-Paper-Alaska-compared-to-US-Average-JAN-2020-final.pdf>



Sam Jordan

Grants and Outreach Administrator
Alaska Staff Development Network





Who We Are



Kathy Blanc



Kelly Tonsmeire



Sam Jordan



Noelle Derse



**Alaska Staff
Development
Network**



Ceann Murphy



Cheryl Bobo



Tammy Morris



Leading Together for Alaska's Students



Alaska's Trusted Statewide Resource for Professional Development for nearly **40 years**

Our Mission: To provide Alaskan educators with multiple pathways to refine instructional practice and maintain certification.

- Nearly 6000 overall registrations annually
- Serving 2,000 educators annually with online classes
- Offer 70 self paced quality professional development courses
- Offer 8 webinar series yearly that serve over 700 Alaskan educators
- Host largest PK-12 professional development conference in Alaska with 1 in 10 Alaskan educators in attendance.



No Cost

Live Remote

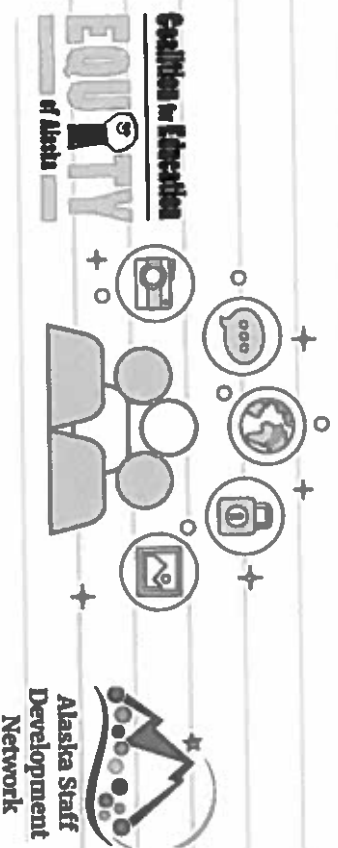
Teaching Support

Sessions

**March 23 - April = 3,871
registrations
56 online workshops**

**August = 400 registrations
16 no-cost support sessions**

**Coalition for Education Equity
(CEE) partnership for sessions on
strategies for teaching reading
and math in communities
without internet.**



Leading Together for Alaska's Students



Annual Effective Instruction Conference

- Served 1,200+ Alaskan educators from 46 districts in 2021
- Largest statewide PK-12 Conference in Alaska
- Virtual format reached out to more rural Alaskan educators than ever

Alaskan Education Conferences

Simple View of Reading



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Alaska Staff
Development
Network

Alaskan Education Conferences

ASLI - Supporting Rural and Small School Leadership


2021 ALASKA SCHOOL LEADERSHIP INSTITUTE

PREPARING FOR THE FALL FORECAST

ON THE REBOUND:
RETHINKING OUR CLASSROOMS &
RECOVERING FROM LEARNING LOSS

VIRTUAL CONFERENCE
JUNE 2-4

KEYNOTES:
JOHN HATTIE
PETER DEWITT
NANCY FREY
LEXIE DOMARADZKI

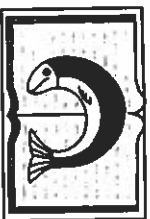


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**Alaska Staff
Development
Network**

ASDN is the lead professional learning partner with multiple school districts



- Strengthening Indigenous Learning & Academics (SILA) Bering Strait School District
- SISamat (Four) Strategies for Iñupiat Success Project North Slope Borough School District
- QUYURRAMTA: All Of Us Together Project Lower Kuskokwim School District
- MaCSA: Math and Computer Science Advancement Project Yukon Koyukuk School District
- IPRARS: Increasing Performance and Retention in Alaska's Rural Schools YKSD, AGSD, NWABSD, Nenana City SD



Leading Together for Alaska's Students



**Alaska Staff
Development
Network**

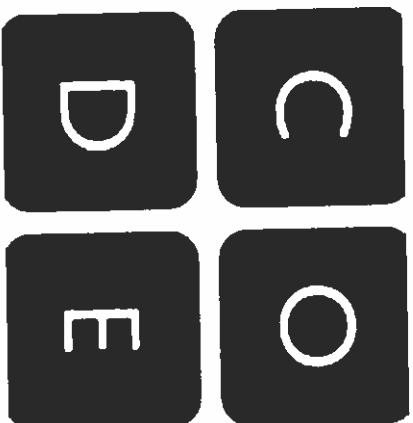
District Partnerships Continued

Gaining Early Awareness and Readiness for Undergraduate Programs
(GEAR UP)

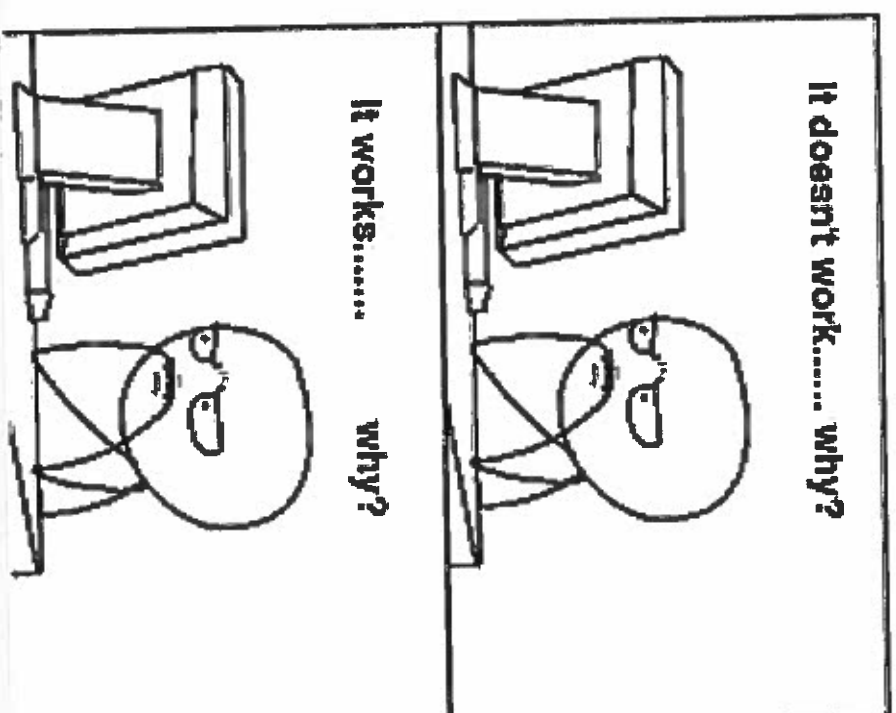
- Lower Kuskokwim School District / Bering Strait School District
- 7-year project
- Focuses on college and career readiness



Leading Together for Alaska's Students

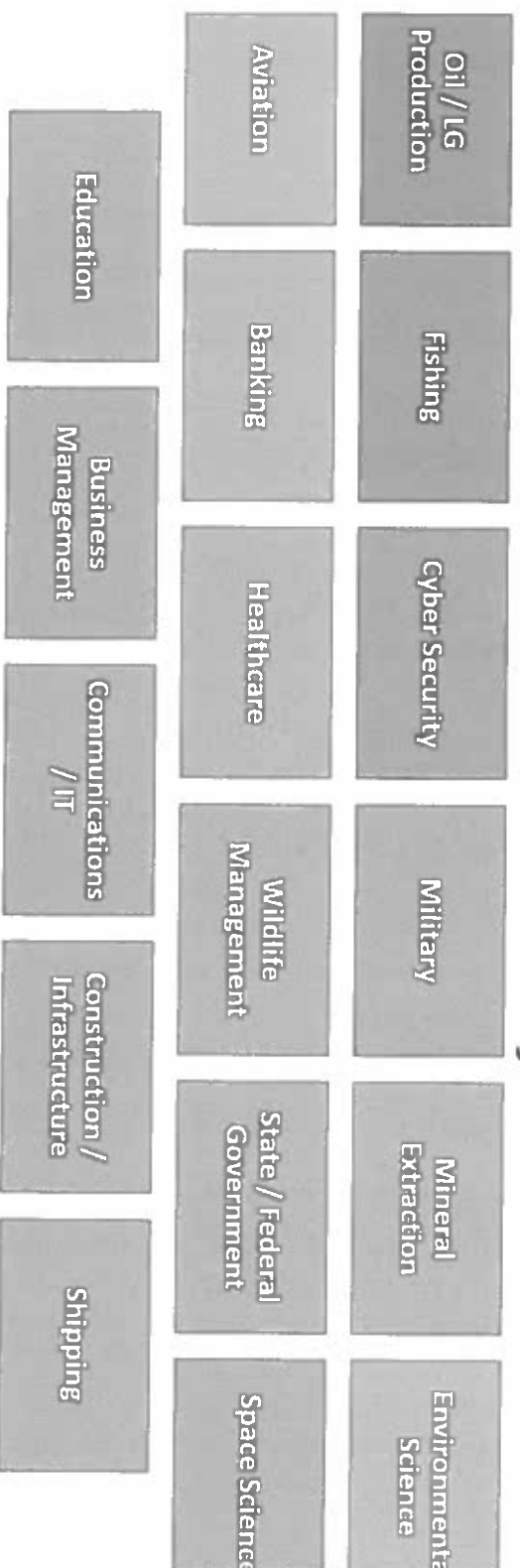


Code.org
Regional
Partnership



Leading Together for Alaska's Students

Industries increasingly driven by computer science in Alaska...



- **Alaska currently has 981 open computing jobs (3.5 times the average demand rate in Alaska).**
- **The average salary for a computing occupation in AK is \$81,560**





Code.org
Regional Partner

2019/2020 Impact Report



"I was pretty nervous and worried that I would be embarrassed by my lack of knowledge. This training was amazing and not at all what I thought it would be like - it provided me with the opportunity and the time to explore coding as curriculum for my students."

— Computer Science
Fundamentals attendee

Expanding Computer Science Access In Alaska's K-12 Schools

The Alaska Staff Development Network is proud to report that we nearly doubled our goal for providing professional development on the highly rated, proven Code.org computer science curriculum to Alaskan educators. This means that 3,615 more students will have access to computer science curriculum to

(Alaska Five Star)

2019/2020 School Year Accomplishments

Number of 10 person
Code.org curriculum
trainings provided

28

ALASKAN SCHOOL DISTRICTS
WITH AT LEAST
ONE TEACHER TRAINED IN
COMPUTER SCIENCE

37/54

FEMALE STUDENT
PARTICIPATION
RATE FOR
COMPUTER SCIENCE

50%

NEW TEACHERS
TRAINED THROUGH
CODE.ORG

284

ALASKAN STUDENTS
WITH CODE.ORG
ACCOUNTS

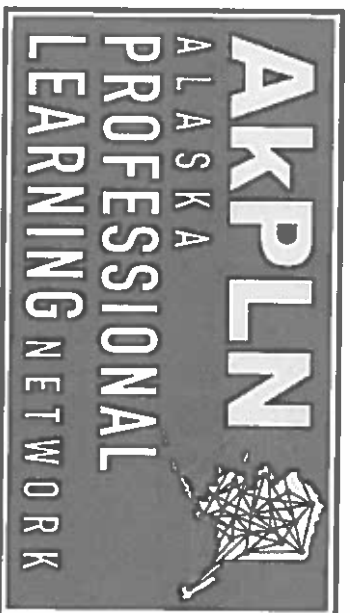
17,824

Now in year 3, this project has provided 60 computer science professional development trainings to over 580 Alaska educators.

Alaska



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Alaska Professional Learning Network (AKPLN)

- Online professional collaboration
- More than 2,500 Alaskan educators have joined
- Offered by the Alaska Staff Development Network (ASDN) in partnership with the Coalition for Education Equity (CEE)



OUR ALASKAN SCHOOLS

The great things happening in Alaska's schools

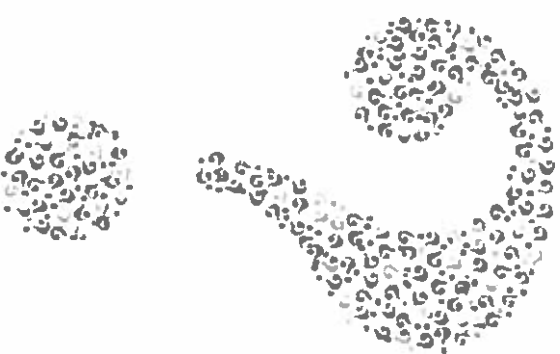


**"The Great Things Happening
in Alaska's Schools"**

ouralaskanschools.edublogs.org



Leading Together for Alaska's Students

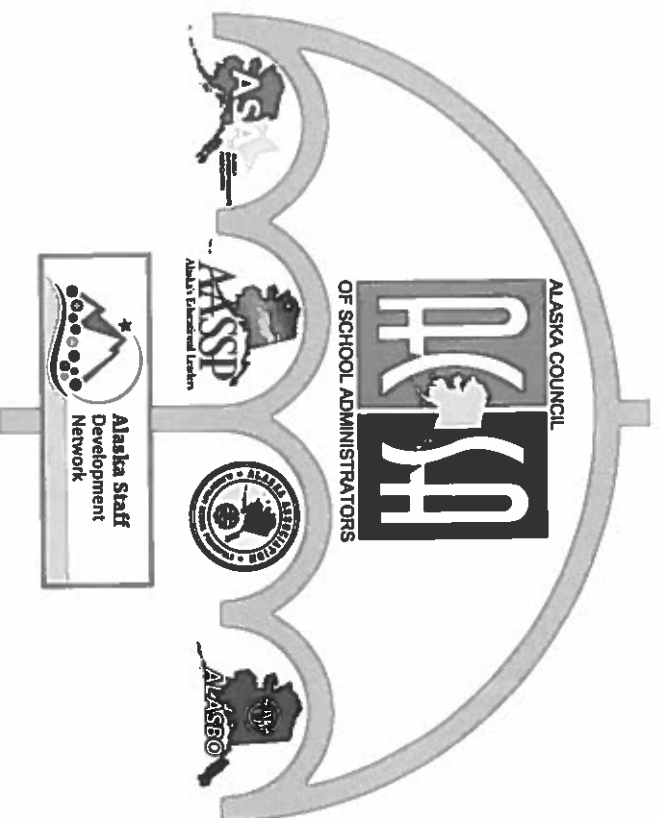


Questions?



Leading Together for Alaska's Students

Thank you!



Dr. Lisa Skiles Parady
Executive Director

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#AKSuptChat
#NorthToTheFuture
#AKPrincipals
@AASSP_AK