

**ALASKA STATE LEGISLATURE
SENATE EDUCATION STANDING COMMITTEE**

January 29, 2015

3:30 p.m.

MEMBERS PRESENT

Senator Mike Dunleavy, Chair
Senator Charlie Huggins, Vice Chair
Senator Cathy Giessel
Senator Gary Stevens
Senator Berta Gardner

MEMBERS ABSENT

All members present

COMMITTEE CALENDAR

PRESENTATION: ROLE OF THE STATE BOARD OF EDUCATION; FEDERAL
GRANT PROGRAMS AND CORRESPONDING MANDATES

- HEARD

PREVIOUS COMMITTEE ACTION

No previous action to record

WITNESS REGISTER

MIKE HANLEY, Commissioner
Department of Education and Early Development (DEED)
Juneau, Alaska

POSITION STATEMENT: Provided information on the role of the
State Board of Education and answered questions about federal
grants.

SUSAN MCCAULEY, Director
Teaching and Learning Support
Department of Education and Early Development (DEED)
Juneau, Alaska

POSITION STATEMENT: Provided information on federal grants.

KENNY GALLAHORN, Member
State Board of Education
Kotzebue, Alaska

POSITION STATEMENT: Said his role is to learn from today's discussion.

MARGARET MCKINNON, Specialist - Title I/NCLB
Teaching and Learning Support
Department of Education and Early Development (DEED)
Juneau, Alaska

POSITION STATEMENT: Explained requirements for the education of migrant children.

PAUL PRUSSING, Deputy Director
Teaching and Learning Support
Department of Education and Early Development
Juneau, Alaska

POSITION STATEMENT: Answered questions related to Title I grants.

ACTION NARRATIVE

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CHAIR MIKE DUNLEAVY called the Senate Education Standing Committee meeting to order at 3:30 p.m. Present at the call to order were Senators Huggins, Gardner, Stevens and Chair Dunleavy.

PRESENTATION: ROLE OF THE STATE BOARD OF EDUCATION; FEDERAL GRANT PROGRAMS AND CORRESPONDING MANDATES

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CHAIR DUNLEAVY announced that there would be a presentation by Commissioner Hanley of the Department of Education and Early Development (DEED) on the role of the State Board of Education, followed by a discussion of Federal Grant Programs and corresponding mandates. He said the goal of the presentation by the commissioner is to better understand the role, responsibilities, obligations, and interactions of DEED, the commissioner, and the State Board of Education.

MIKE HANLEY, Commissioner, Department of Education and Early Development (DEED), introduced himself.

SUSAN MCCAULEY, Director, Teaching and Learning Support, Department of Education and Early Development (DEED), introduced herself.

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COMMISSIONER HANLEY explained the overall structure of DEED, noting that he is not the head of the department; the State Board of Education is recognized as the head of the department.

CHAIR DUNLEAVY noted the arrival of Senator Giessel.

COMMISSIONER HANLEY said the board is made up of seven voluntary members who are appointed by the governor and confirmed by the legislature. They represent four judicial districts, three at-large members, one of whom must represent a Regional Education Attendance Area (REAA). Not more than four can be of the same party as the governor and all members serve at the pleasure of the governor.

He addressed the role of the State Board of Education. One of their duties is to appoint a commissioner and the governor approves that appointment. He said, in a sense, the commissioner has two bosses.

CHAIR DUNLEAVY noted that in some states the board is elected and acts independent of the governor's office.

COMMISSIONER HANLEY agreed. He said the biggest difference is whether the commissioner is appointed by the board or elected.

He continued to explain that one of the primary responsibilities of the board is to promulgate regulations in response to statutes which require the board to establish and maintain a system of public education. He said they do so with counsel from the Attorney General's Office and with the support of the department. He described the interaction of the board and the department last session over regulations regarding HB 278. The regulations were reviewed by law, went out for public comments, were reviewed by Legislative Legal, and then by the Regulatory Review Committee.

He related that the board is responsible for approving charter schools and residential schools, and submitting a report to the legislature annually. The board also sets graduation requirements and recently increased the math requirement from two to three credits. The board adopts bylaws that determine how DEED is run.

CHAIR DUNLEAVY asked if the board has adopted statewide goals.

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COMMISSIONER HANLEY replied that the board looks at statewide goals periodically. The board has a high-level educational goal: "to develop, maintain, and continuously improve a comprehensive, quality, public education system." The board's mission is tied to this goal: "to ensure quality standards-based instruction to improve academic achievement for all students."

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SENATOR HUGGINS asked about a requirement for civics.

COMMISSIONER HANLEY said there is a difference between graduation requirements and standards. The board has not discussed having a requirement for civics; of the three credits required in social studies, one must be Alaska Studies. He thought a bill had been filed that would add a class on the U.S. Constitution to graduation requirements.

SENATOR STEVENS said it is a resolution, not a bill. [HB 30]

COMMISSIONER HANLEY discussed the duties of the commissioner. To be considered for the role of commissioner, the person must have a master's degree and five years of experience in education, three years of which must be in administration. The commissioner is appointed by, and serves at the pleasure of, the board, and with the approval of the governor. Either the board or the governor can remove the commissioner.

CHAIR DUNLEAVY questioned if the governor can remove the commissioner since the board appoints and oversees the commissioner.

COMMISSIONER HANLEY said the hiring of the commissioner is approved by the governor.

SENATOR HUGGINS noted the approval is in the initial hire. He gave an example of a commissioner who stayed on with the board's approval, but not with the governor's.

COMMISSIONER HANLEY countered that there have been changes in language since then.

CHAIR DUNLEAVY recalled that the above-mentioned instance had to do with a fixed term.

COMMISSIONER HANLEY agreed. He said the language no longer allows for a fixed term. He opined that if a new governor comes

on board, he or she has the right to retain the commissioner or not.

CHAIR DUNLEAVY said he is trying to understand the commissioner's role and relationship with the board, the governor, and the legislature in order to determine under whose authority a regulation or law falls. He maintained that the commissioner works for the board.

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COMMISSIONER HANLEY pointed out that he speaks for the vision of the governor on educational issues. He said the board meets quarterly and provides guidance to the commissioner and has the authority to remove the commissioner. He said he looks to the board to represent Alaska and for guidance.

CHAIR DUNLEAVY mentioned that some of the commissioner's comments are not embedded in law. He compared the superintendent's role to that of the commissioner's. He emphasized that he was seeking that which is embedded in law.

COMMISSIONER HANLEY said his comments were on how he translates the statute and regulations into practice. He stated that AS 14.07.145 says that "The board shall appoint the Commissioner of Education and Early Development subject to the approval of the governor." He said he sees the board and the governor as equal authorities over the position of commissioner.

CHAIR DUNLEAVY asked how the commissioner views the board and whether it is the policy making body of the department.

COMMISSIONER HANLEY said according to statutory authority given to the board, the authority to set policy falls more to statute and regulation. The board's work is guided by statute and they have latitude to affect education regarding grades and graduation requirements, which is quite a bit different than a local school board's authority. A local school board has oversight of the budget, whereas the DEED budget is compiled at the department level and by the commissioner and with the governor. The board has little oversight over the department's budget and less power than a local school board. The board provides direction and vision and discusses shifts and changes in education with the commissioner.

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CHAIR DUNLEAVY referred to AS 14.07.170 (2) where it says "The board may require school boards or school personnel to submit to

the department, in the form the board may require, the district budget or any information or reports that are reasonably necessary to assist the department in carrying out its functions." He asked if that happens.

COMMISSIONER HANLEY said it does. It falls under the responsibility of local school boards to apply 70 percent of their funding to instruction. This funding goes to Facilities and Finance in DEED, which works with districts. Districts that have difficulty reaching 70 percent may go to the board for review and for waivers.

CHAIR DUNLEAVY said he could not find a law that addresses the relationship between legislature, the commissioner and the department.

COMMISSIONER HANLEY thought that was correct.

CHAIR DUNLEAVY noted a requirement of reports from the department to the legislature.

COMMISSIONER HANLEY agreed.

SENATOR HUGGINS inquired about post-secondary's role with the board and the commissioner. He questioned if it was "parallel play."

COMMISSIONER HANLEY said a few years ago the state board and the Board of Regents started to bridge the gap and began working together, mostly on teacher preparation and on dual credit opportunities.

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KENNY GALLAHORN, Member, State Board of Education, said his role is to learn from today's discussion.

COMMISSIONER HANLEY provided several examples of the kinds of work the board does that is not driven by statute. They removed the TerraNova tests, approved variable-term residential schools, changed graduation requirements, and worked on "testing out" of credits. The board continues to make a difference in Alaska education.

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SENATOR STEVENS defined "variable-term residential" as a school that draws students from a variety of areas in the state for periods of time.

COMMISSIONER HANLEY agreed. He said at a traditional residential school students would reside all year, such as at Mt. Edgecumbe. There are currently three or four variable-term schools.

SENATOR STEVENS said he would like to hear how they turn out.

CHAIR DUNLEAVY requested a report on the success of variable-term schools.

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CHAIR DUNLEAVY turned to the discussion on federal funds. He hoped to determine the relationships of the state, legislature, and board with the U.S. Department of Education. He wanted to examine federal grants, how they are spent, and the state's obligations.

COMMISSIONER HANLEY said that federal programs fall under the Division of Teaching and Learning Support within DEED.

SUSAN MCCAULEY, Director, Teaching and Learning Support, Department of Education and Early Development (DEED), began a review of funding programs related to the Elementary and Secondary Education Act (ESEA), those related to the Individuals with Disabilities Act (IDEA) - special education, and those related to the Carl Perkins Vocational Education Funds - career and technical education (CTE).

She explained that ESEA funds began in 1965 as part of President Lyndon B. Johnson's "War on Poverty." The funds provide supplemental funding for elementary and secondary education, the emphasis of which is providing each child with a fair and equal opportunity for academic achievement. The seven funding programs are aimed at various populations of students who may not have equal access to education. The intent of the Act was to address shortcomings in their education as a result of variable in their lives.

CHAIR DUNLEAVY said there appears to be an assumption that the states were not doing their job in 1965.

DR. MCCAULEY opined that the shortcomings were in the children's lives; not shortcomings of state departments of education in meeting children's needs. She provided, as examples, the links between poverty or migrant education and educational achievement.

CHAIR DUNLEAVY said he was referring to perceived holes in state coverage.

DR. MCCAULEY pointed out that the funding is supplementary, not primary.

CHAIR DUNLEAVY said he was trying to understand how the relationship with the federal government was established in 1965.

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DR. MCCAULEY reported that the most recent reauthorization of ESEA was in 2001 - No Child Left Behind (NCLB). She said ESEA has not been reauthorized since then. There are seven federal programs under NCLB.

SENATOR GARDNER asked if NCLB must be reauthorized and if it has a sunset date.

DR. MCCAULEY explained that the law, unless amended or reauthorized, stays on the books. The original intent was that ESEA would be reauthorized every 5 years. In 1994 it was reauthorized under the Clinton administration as the Improving America School Act. Then, in 2001 it was reauthorized as No Child Left Behind. Since then adjustments have been made to the Title programs. Under the current administration, waivers are permitted for elements of NCLB. There is discussion and hope for a reauthorization.

CHAIR DUNLEAVY said the law has not been reauthorized, but under the current administration there is a waiver. He asked about components of the law that have changed and how the waiver works.

COMMISSIONER HANLEY explained that the waiver came about when Congress continued to be far from reauthorization. In 2014 the status was that 100 percent of students had to be proficient and many schools were failing. Secretary of Education Duncan offered a waiver from some of the requirements. States were allowed to use their own accountability systems providing flexibility for the Title I funds. Alaska completed an 800-page waiver application and was able to implement a new system called the Alaska School Performance Index (ASPI) - a five-star rating system.

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CHAIR DUNLEAVY assumed that Secretary Duncan had the authority to change the Act.

COMMISSIONER HANLEY commented that several members of Congress believe that Secretary Duncan acted illegally by offering a waiver.

CHAIR DUNLEAVY asked who authorized Alaska to apply for a waiver.

COMMISSIONER HANLEY replied that DEED worked with DOE to pursue the waiver.

CHAIR DUNLEAVY asked about the legislature's involvement.

COMMISSIONER HANLEY said it did not require legislative action. It fit well into the state's authority to act and the board's vision.

CHAIR DUNLEAVY repeated his question about legislative involvement.

COMMISSIONER HANLEY noted that DEED worked with the governor on the waiver.

CHAIR DUNLEAVY requested to know what the waiver contained and how it differed from NCLB.

COMMISSIONER HANLEY explained that NCLB contained one level of proficiency all students had to meet and it did not measure growth. The state did not agree with that approach. As long as the state had rigorous standards, an approved accountability system, and student learning attached to teacher evaluations, then the state could obtain a waiver. He said the state had already taken steps in those three areas. The ASPI score is now based on proficiency, as well as student growth, attendance, and the graduation rate, all of which more accurately measure how a school is doing.

CHAIR DUNLEAVY asked if it was a profound change from what Alaska had under NCLB.

COMMISSIONER HANLEY said no; it is a more effective accountability model and not a paradigm shift. He said he was a principal and teacher for 20 years and experienced frustration at the limited accountability method. Now there are doable ways to improve schools and there is ownership by schools.

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SENATOR GARDNER asked if other states' waivers are similar to Alaska's.

COMMISSIONER HANLEY replied that Alaska researched other states during the third round of waivers and found something that works for urban and rural Alaska. Since then, changes have been made to adequately measure alternative schools.

CHAIR DUNLEAVY asked the commissioner to respond to the criticism that Alaska's system has been radically changed with new standards and assessments and teacher accountability.

COMMISSIONER HANLEY responded that he would say that the waiver does not represent a radical change. The state already had adopted standards - what is expected at each grade level. He related that low NAPE scores demanded a response. He pointed out that assessments measure standards; assessments had to be changed to measure the standards - what is taught. Alaska raised the bar.

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CHAIR DUNLEAVY asked if those changes will address the low-score issues and if a timeline is in place.

COMMISSIONER HANLEY said he is confident that the new standards will have an impact. He added that standards are not the only factors that impact students' lives and education. He concluded that the new standards have been in place for three years and this year the new assessments will take place creating a new baseline. He predicted that scores will drop at first due to a higher bar.

CHAIR DUNLEAVY said that was not the expected change.

COMMISSIONER HANLEY explained that expectations are now higher. He predicted that scores would increase eventually.

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SENATOR STEVENS commented on Common Core and he agreed that it is not a radical change. He asked if the commissioner would agree that Alaska Standards are significant, but not radical.

COMMISSIONER HANLEY agreed. He gave an example of how old standards have been "shifted downward" under the new standards.

SENATOR HUGGINS referred to Senator Stevens' example and opined that the written test example is "dumbed down."

He thought the NCLB waiver was an interesting concept. He concluded that the education system still has a way to go.

COMMISSIONER HANLEY agreed and said he would be asking for a re-authorization to the waiver process. Senator Murkowski is currently working on one.

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CHAIR DUNLEAVY related that the authority to get grants was ceded by the legislature to DCCED and to the board. The legislature's role is to approve the expenditures. The department decides whether there is a waiver, but in the end the legislature approves the funding.

COMMISSIONER HANLEY said yes.

CHAIR DUNLEAVY suggested that future changes be discussed with the legislature.

COMMISSIONER HANLEY said there has not been an increase in requests for authority for receipts due to the waiver or the department's recent actions. There was only one situation that required the department to request funding and that was for a residential school. The waiver did not require additional federal funding requests.

CHAIR DUNLEAVY predicted that the legislature may not agree to receiving funds associated with a waiver.

COMMISSIONER HANLEY repeated that there were no funds tied to the waiver. No additional authority was needed. He stated that a healthy balance is in place.

CHAIR DUNLEAVY said it was questionable whether Duncan had the authority to change the NCLB.

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DR. MCCAULEY restated that the purpose of Title I funds is to ensure that all students have the opportunity to receive a fair and equal education.

SENATOR STEVENS asked for a definition of "disadvantaged."

DR. MCCAULEY replied that the funding mechanism for Title I is based on poverty.

She described the largest program - Title I A - which provides financial assistance to local educational agencies and schools with numbers and high percentages of children from low-income families. The goal is to help students living in poverty meet high academic standards. She related that all State Education Agency (SEA) and Local Education Agency (LEA) are eligible for formula-driven funds based on census data and free and reduced lunch data.

SENATOR HUGGINS asked for a definition of "high number."

DR. MCCAULEY explained the funding formula: federal law requires if a school has 75 percent or more of children in poverty must be served with Title I funds; 35 percent is the floor, but the district has discretion to set their own floor.

SENATOR HUGGINS requested the number of Title I schools and students in the Mat-Su School District area.

DR. MCCAULEY reiterated that districts have discretion to set their own threshold.

She continued to explain the formula.

CHAIR DUNLEAVY asked for the total amount of Title I money.

DR. MCCAULEY noted the total of \$38,150,000 listed on the bottom of the slide.

She explained how the funds must be used. Districts must develop a plan that identifies strategies to address the needs of low-achieving students such as: tutoring, instructional materials, small-group instruction, parent involvement, and professional development. The funds can be used for non-low-income students, as well.

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DR. MCCAULEY addressed Title I A - School Improvement Grants (SIG), which go to LEA's for assistance with school improvement for the lowest performing schools. She explained that the LEA's apply for competitive grants. The total Title IA funds were for \$1,500,000.

She turned to Title I C - the education of migrant children.

SENATOR GARDNER asked for a definition of "early learning" in the context of SIG's.

DR. MCCAULEY said the department is waiting to find that out due to a new round of funding and changing regulations.

She related that the focus of Title IC is migrant students.

CHAIR DUNLEAVY asked how Alaska qualifies for these funds.

DR. MCCAULEY deferred to the program administrator to answer.

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MARGARET MCKINNON, Administrator, Title I/NCLB, Teaching and Learning Support, Department of Education and Early Development, explained the requirements for the education of migrant children who qualify as fishing, agriculture, and dairy families.

SENATOR GARDNER asked if a family that frequently moves between a rural setting and a city qualifies as a migrant family.

DR. MCKINNON said they must also be engaged in one of the allowable activities.

CHAIR DUNLEAVY asked how many families qualify.

DR. MCKINNON replied that there are between 10,000 and 11,000 children who qualify in Alaska.

SENATOR STEVENS suggested it is mostly from subsistence fishers.

DR. MCKINNON noted that commercial fishers also qualify.

CHAIR DUNLEAVY maintained that 10,000 to 11,000 individuals "filled out the form in a manner that they qualify."

DR. MCKINNON said they were identified by districts as meeting the eligibility requirements. She explained the process is to identify the students and verify their eligibility.

SENATOR HUGGINS noted school is out in the summer when there is fishing.

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DR. MCCAULEY said the amount of funding for Title I C was \$6,875,000.

She explained that Title I D is made up of prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk. The funding goes to districts that have students in correctional institutions, and LEA's are eligible based on the number of students served. The funds provide supplementary education and transitions services. The amount of that funding was \$250,000.

She addressed Title II A - teacher and principal training and recruiting in order to improve teacher and principal quality, such as from professional development. SEA's and LEA's are eligible based on formula-driven funds. The amount of funding provided was \$10,000,000 million.

SENATOR STEVENS asked if the mentoring program is in this category.

DR. MCCAULEY replied that the mentoring program is mainly funded by general funds, but is an allowable activity under Title II A funds.

SENATOR HUGGINS asked about the results of the funding for highly qualified teachers.

CHAIR DUNLEAVY asked if he is requesting a report on mentoring outcomes.

SENATOR HUGGINS requested a definition of "highly qualified" K-12.

[4:40:54 PM](#)

DR. MCCAULEY related that Title II B - mathematics and science partnerships - are competitive grants. SEA's are eligible for formula funds based on funding under Title I, and LEA's are eligible to submit application for competitive grants. There must be a partnership between an institution of higher education and a high-need district for the purpose of creating opportunities for enhanced and ongoing professional development of mathematics and science teachers. The total amount of that funding was \$750,000.

CHAIR DUNLEAVY requested a definition of SEA and LEA.

DR. MCCAULEY reiterated those definitions. She added that SEA's and LEA's are both eligible for all federal funds mentioned so

far. The department's primary role is to get the funds out to districts.

She continued with Title III language instruction for limited English proficient (LEP) and immigrant students. The purpose of the funds is to increase English proficiency and academic achievement for those students. SEA's and LEA's are both eligible for the funds; LEA's must have a minimum number of LEP students to qualify. The funding must be used for language instruction and professional development for those who work with LEP students. The amount of funding the department has received is \$1,200,000.

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DR. MCCAULEY said Title IV B - 21st Century Community Learning Centers - is for establishing or expanding activities in community learning centers that provide academic enrichment during non-school hours for children. An examples of these centers are Boys and Girls Clubs. The amount of funding was \$5,630,000 million.

CHAIR DUNLEAVY asked if there is any data to show the success of this grant.

DR. MCCAULEY said the data collected shows completion of the activities. The grants provide data by individual program and are not aggregated.

CHAIR DUNLEAVY concluded that the delivery was evaluated; not the outcome.

DR. MCCAULEY clarified that the department's primary role is to monitor for compliant use of funding.

CHAIR DUNLEAVY said it is unknown if there is a model that is helping students with academics.

DR. MCCAULEY deferred to the program administrator to answer.

PAUL PRUSSING, Deputy Director, Teaching and Learning Support, Department of Education and Early Development, answered questions related to Title I grants. He stated that the model is the 21st Century Community Learning Center. He said there is a strong connection between after school programs and increased student achievement. Improvements are shown by the measures written in the applications.

CHAIR DUNLEAVY asked if that was a "no."

MR. PRUSSING said it was a "yes." All Boys and Girls Clubs are showing positive results for student success.

SENATOR STEVENS pointed out that in small villages the schools are used for many purposes. He asked if Boys and Girls Clubs are primarily in large communities. He inquired if there was funding for Title IV B in smaller communities.

DR. MCCAULEY responded that the larger districts receive funding under the program.

MR. PRUSSING clarified that Boys and Girls Club is just one of the non-profits that is eligible to apply for the funding. The majority of the applicants are districts.

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DR. MCCAULEY turned to Title VI - flexibility and accountability. The purpose of the funding is to allow departments and districts to target federal funds to federal programs that most effectively address the unique needs of states and localities. There are three areas of funding: Title VI A - improving academic achievement; Title VI B(1) - small, rural school achievement program (SRSA); and Title VI B(2) - rural and low-income schools program (RLIS).

She said the purpose of Title VI A - improving academic achievement - is to pay the costs of development and implementation of state assessments and standards that are required by ESEA. All SEA's are eligible for \$3 million of funding, with additional funding prorated based on census data. They are required to develop, implement, and disseminate information about state assessments and standards.

CHAIR DUNLEAVY asked if the grant covers assessments that are being developed.

DR. MCCAULEY said it pays about 50 percent of those costs.

She explained that funds for Title VI B(1) - small, rural school achievement program (SRSA) - can be applied for under Title VI B(1) or under Title VI B(2). It is for the purpose of addressing the unique needs of rural school districts that lack personnel and resources needed to compete effectively for federal grants. It provides for the flexible use of monies from all of the grant programs for very small districts.

CHAIR DUNLEAVY summarized that it is a grant that helps districts spend other grant money.

DR. MCCAULEY restated that grant funds are available, as well as the flexible use of other grant funds. She gave an example of \$20,000 in grant funds for Mt. Edgecumbe within DEED's budget, as the only example of Title VI B(1). The amount of funding is so small it won't have much impact, unless the funds are pooled together.

She said Title VI B(2) for rural and low-income school programs (RLIS), are for districts that don't qualify under Title VI B(1) because of a population that exceeds the definition of "small, rural." The only example of this is the Lower Kuskokwim School District, which includes Bethel. The grant provided for the flexible use of monies from all of the grant programs for this district in the amount of \$88,000.

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SENATOR GARDNER inquired if the two grant programs could be considered waivers for other Title funds.

DR. MCCAULEY agreed; they allow the pooling of funds for any of the allowable activities.

SENATOR GARDNER gave a hypothetical example where a small qualifying school under Title VI B(2) could pull monies from other Title grants and use them all for a pressing need, such as language instruction. It provides for the flexible use of monies from all of the grant programs for very small districts.

DR. MCCAULEY said that was correct.

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DR. MCCAULEY explained Title X - homeless education program - (McKinney-Vento Homeless Education Assistance Act of 2001). The focus is on homeless students and funds are available to SEA's based on the number of students identified and to LEA's through the competitive grant process. She shared a broad list of acceptable activities, such as transportation, clothing, and laundry. She said the amount of funding that has been received is \$170,000.

CHAIR DUNLEAVY asked how many homeless children have been identified in Alaska.

DR. MCCAULEY said she does not know; however, the qualifying districts are Anchorage, Mat-Su, Kenai, and Fairbanks.

CHAIR DUNLEAVY requested a definition of "homeless."

DR. MCCAULEY replied that the definition of homeless is when a student does not have a permanent home; it includes couch-surfing youth. To qualify for the funds, the district must have a homeless education coordinator and a homeless liaison who identifies homeless students. Students and families are not responsible for paperwork; educators and the department are.

SENATOR HUGGINS asked if the school would need to have two personnel to fill the positions in order to be eligible for the grant.

DR. MCCAULEY replied that the coordinator is a DEED staff and the liaison is a district employee. She did not know if they are full-time positions.

SENATOR HUGGINS asked if the coordinator and liaison are paid by the grant.

DR. MCCAULEY understood that the required staff are funded through grant funds.

SENATOR HUGGINS asked how much money is available after salary costs.

CHAIR DUNLEAVY commented that the positions are probably split-funded.

DR. MCCAULEY agreed. She said the positions usually have responsibilities affiliated with several Title programs.

CHAIR DUNLEAVY requested information about the amount of money received from each grant and the total state match.

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DR. MCCAULEY said there are two federal programs that are not under ESEA. The first is Title VI - Individuals with Disabilities Act - or, special education. The program ensures that all children with disabilities have available to them a free, appropriate public education. All SEA's and LEA's are eligible for funding based on average daily membership and the number of students living in poverty. The program entails a complicated area of federal law with many requirements. The

state receives \$36,000,000 for the general program and \$1,100,000 for the preschool program.

CHAIR DUNLEAVY asked when Individuals with Disabilities Education Act (IDEA) came into existence.

DR. MCCAULEY said in 1975 the Education of All Handicapped Children Act was enacted; it became IDEA in 1990.

CHAIR DUNLEAVY asked what ages are covered.

DR. MCCAULEY said birth to 21 years.

She turned to the final program - Carl D. Perkins Vocation and Applied Technology Education Act. They are referred to as CTE funds and the purpose is to develop the academic, vocational, and technical skills of secondary students and post-secondary students who elect to enroll in vocational and technical education program. The eligibility for SEA funding is based on the state's population in certain age groups, and per-capita income. LEA's must have a sufficient number of students to generate a minimum allocation of \$15,000. They must develop plans to strengthen the academic and career/technical skills of CTE students. Total funds received were \$4,215,000 million.

CHAIR DUNLEAVY asked if there are any plans to change this grant.

DR. MCCAULEY said there are no planned federal changes to the program. In Alaska there is a conversation as to how to best use the funds. The challenge is that programs must have sufficient size, scope, and quality to be effective. There is on-going conversation in DEED about how to meet local needs, especially in small districts.

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CHAIR DUNLEAVY asked if there are other grants going to schools.

DR. MCCAULEY explained that there are two other federal grant programs, but they are not of the same nature; school lunch and Head Start. They are very different in method of allocation and monitoring.

CHAIR DUNLEAVY requested a copy of all the grants and the state match. He inquired about the possibility of adding more money to CTE and what process could be used if the governor wanted to change an educational policy or grant.

COMMISSIONER HANLEY responded that changes can be made statutorily. Very few would be done by changing regulations. Hypothetically, if Carl Perkins changed and the state could expand CTE, the department would have to have receipt authority, but it would not require legislative action. The governor's vision to increase opportunities in this fiscal climate involves collaborating with private enterprise for job training, and expanding private/public partnerships.

CHAIR DUNLEAVY asked how it would play out if the governor requested a change and the board did not agree with it.

COMMISSIONER HANLEY said it would be subject to approval by the governor. He explained that he works with the governor and follows the guidance of DEED authority and the board. He concluded that they are all part of the executive branch that is headed by the governor. There is some alignment between the board and the governor's vision.

[5:12:29 PM](#)

SENATOR STEVENS talked about homeless students and recognized that teachers go beyond what is expected.

COMMISSIONER HANLEY suggested looking at the packet that shows how federal programs impact individual districts.

[5:14:37 PM](#)

There being nothing further to come before the committee, Chair Dunleavy adjourned the Senate Education Standing Committee at 5:14 p.m.