

**ALASKA STATE LEGISLATURE**  
**SENATE EDUCATION STANDING COMMITTEE**

March 8, 2023

3:32 p.m.

**MEMBERS PRESENT**

Senator Löki Tobin, Chair  
Senator Gary Stevens, Vice Chair  
Senator Jesse Bjorkman  
Senator Jesse Kiehl  
Senator Elvi Gray-Jackson

**MEMBERS ABSENT**

All members present

**COMMITTEE CALENDAR**

SENATE BILL NO. 52

"An Act relating to education; increasing the base student allocation; and providing for an effective date."

- HEARD AND HELD

PRESENTATION INSTITUTE OF SOCIAL AND ECONOMIC RESEARCH TEACHER  
TURNOVER, SUPPLY, AND DEMAND

- HEARD

PRESENTATION THE UNIVERSITY OF ALASKA COLLEGE OF EDUCATION  
CONSORTIUM: COLLABORATING TO RECRUIT, PREPARE AND RETAIN HIGH  
QUALITY EDUCATORS FOR ALASKA

- HEARD

PRESENTATION ALASKA TEACHER RECRUITMENT AND RETENTION

- HEARD

**PREVIOUS COMMITTEE ACTION**

BILL: SB 52

SHORT TITLE: EDU INFO; INCREASE BASE STUDENT ALLOCATION

SPONSOR(S): EDUCATION

02/01/23	(S)	READ THE FIRST TIME - REFERRALS
02/01/23	(S)	EDC, FIN
02/01/23	(S)	EDC AT 3:30 PM BELTZ 105 (TSBldg)
02/01/23	(S)	Bills Previously Heard/Scheduled
02/03/23	(S)	EDC AT 3:30 PM BELTZ 105 (TSBldg)
02/03/23	(S)	-- MEETING CANCELED --
02/08/23	(S)	EDC AT 3:30 PM BELTZ 105 (TSBldg)
02/08/23	(S)	Heard & Held
02/08/23	(S)	MINUTE(EDC)
02/10/23	(S)	EDC AT 3:30 PM BELTZ 105 (TSBldg)
02/10/23	(S)	Scheduled but Not Heard
03/08/23	(S)	EDC AT 3:30 PM BELTZ 105 (TSBldg)

**WITNESS REGISTER**

MICHAEL MASON, Staff  
 Senator Löki Tobin  
 Alaska State Legislature  
 Juneau, Alaska

**POSITION STATEMENT:** Provided a summary of changes from version A to version S for SB 52.

DAYNA DEFEO, Director  
 Center for Alaska Education Policy Research (CAEPR)  
 Institute of Social and Economic Research (ISER)  
 University of Alaska Anchorage  
 Anchorage, Alaska

**POSITION STATEMENT:** Offered a presentation on Teacher Turnover, Supply and Demand.

DIANE HIRSHBERG, Director  
 Institute of Social and Economic Research (ISER)  
 University of Alaska Anchorage  
 Anchorage, Alaska

**POSITION STATEMENT:** Answered questions on educator turnover.

AMY VINLOVE, Dean  
 School of Education  
 University of Alaska Fairbanks  
 Fairbanks, Alaska

**POSITION STATEMENT:** Offered the Collaborating to Recruit, Prepare, and Retain High-Quality Educators for Alaska presentation.

KELLY MANNING, Deputy Director  
 Innovation and Education Excellence  
 Department of Education and Early Development (DEED)

Juneau, Alaska

**POSITION STATEMENT:** Co-presented the Alaska Teacher Recruitment and Retention presentation.

SONDRA MEREDITH, Education Administrator

Teacher Certification

Department of Education and Early Development (DEED)

Juneau, Alaska

**POSITION STATEMENT:** Co-presented the Alaska Teacher Recruitment and Retention presentation.

BARBARA ADAMS, Consultant

Adams Analytic Solutions

Fairbanks, Alaska

**POSITION STATEMENT:** Co-presented the Alaska Teacher Recruitment and Retention presentation.

#### **ACTION NARRATIVE**

[3:32:22 PM](#)

**CHAIR LÖKI TOBIN** called the Senate Education Standing Committee meeting to order at 3:09 p.m. Present at the call to order were Senators Kiehl, Stevens, Bjorkman, Gray-Jackson, and Chair Tobin.

#### **SB 52-EDU INFO; INCREASE BASE STUDENT ALLOCATION**

[3:33:30 PM](#)

CHAIR TOBIN announced the consideration of SENATE BILL NO. 52 "An Act relating to education; increasing the base student allocation; and providing for an effective date."

[3:33:47 PM](#)

CHAIR TOBIN solicited a motion to adopt the proposed committee substitute (CS).

[3:33:49 PM](#)

SENATOR STEVENS moved to adopt the committee substitute (CS) for SB 52, work order 33-LS0369/S, as the working document.

[3:33:57 PM](#)

CHAIR TOBIN objected for purposes of discussion.

[3:34:03 PM](#)

MICHAEL MASON, Staff, Senator Löki Tobin, Alaska State Legislature, Juneau, Alaska, provided a summary of changes from version A to version S for SB 52:

[Original punctuation provided.]

**Senate Bill 52: Increase Base Student Allocation**  
***Summary of Changes: Version A to Version S***

**Section 1** - Amends AS 14.03.120, which governs the reporting requirements for school districts in Alaska, to add a new subsection requiring the Alaska Department of Education and Early Development to create a website that the public can use to view and download relevant information about public education in Alaska. The website must also allow the public to make recommendations relating to improving public education in Alaska.

The special website must display information in a fashion that is easily understood. The website must include information included in the annual report card to parents about the annual progress of each school and school district toward high academic performance by all students. The website must also include a description of resources provided to school districts regarding staff training, progress in aligning curriculum with state education performance standards, and a description of the efforts of the Department of Education and Early Development to assist schools or school districts that receive a low performance designation under AS 14.03.123.

The new subsection allows school district to link to the new website on their websites. The new subsection (m) directs the Department of Labor and Workforce Development to collaborate with the Department of Education and Early Development to gather data on the progress of each high school graduating class in a district. The agencies would gather information on career, postsecondary education, and residency data on each student in the graduating class. The departments must gather the data every five years until 20 years after the high school graduating date of the high school class.

**Section 2** - Amends Section 15 of the Alaska Reads Act to add language requiring the Alaska Department of Education and Early Development to collaborate with the Department of Labor and Workforce Development to

gather data on the progress of each high school graduating class under the new AS 14.03.120(m) authorized in Section 1 of the Act.

**Section 3** - Amends AS 14.07.020(a) to add the collaboration with the Department of Labor and Workforce Development to the duties of the Alaska Department of Education and Early Development.

**Section 4** - Amends the Alaska Reads Act, House Bill 114 from the 32nd Alaska State Legislature, to increase the Base Student Allocation (BSA) by an additional \$1,000 in fiscal year 2024.

The Alaska Reads Act amended AS 14.17.470, the BSA statute, to increase the BSA from \$5,930 to \$5,960. Section 4 of Senate Bill 52 further amends AS 14.17.470 to increase the BSA to \$6,960.

**Section 5** - Amends AS 14.17.470 to increase the BSA to \$7,308. The \$348 increase to the BSA take effect in Fiscal Year 2025.

**Section 6** - Amends AS 14.17.470 to add a new subsection (b) requiring the Alaska Department of Education and Early Development to increase the base student allocation on July 1, 2025, by a percentage equal to the average percentage of increase over the preceding four calendar years in all items of the Consumer Price Index for all urban consumers for urban Alaska prepared by the U.S. Department of Labor. The inflation adjustment takes affect at the start of fiscal year 2026.

**Section 7** - Amends AS 44.31.020 to add the requirement to gather data on the progress of high school graduating classes to the duties of the Alaska Department of Labor and Workforce Development. The Act requires the Department to publish a biennial report on the data gathered on the progress of each high school graduating class.

**Section 8** - Stipulates that Section 3 of the Act takes effect on July 1, 2023.

**Section 9** - Stipulates that Section 2 of the Act takes effect on July 1, 2023.

**Section 10** - Stipulates that the new subsections authorized by Section 1 of the Act take effect on July 1, 2024.

**Section 11** - Stipulates that AS 14.03.120(m) enacted by section 1 of this Act, and sections 6 and 7 of this Act take effect on July 1, 2025.

[3:38:26 PM](#)

CHAIR TOBIN found no further objection and the CS for SB 52, work order 33-LS0369/S, was adopted.

[3:38:43 PM](#)

CHAIR TOBIN held SB 52 in committee.

**PRESENTATION**  
**INSTITUTE OF SOCIAL and ECONOMIC RESEARCH**  
**TEACHER TURNOVER, SUPPLY, AND DEMAND**

[3:39:03 PM](#)

CHAIR TOBIN announced the consideration of a presentation on the Institute of Social and Economic Research (ISER) work on teacher turnover, supply, and demand.

[3:39:28 PM](#)

DAYNA DEFEO, Director, Center for the Alaska Education Policy Research (CAEPR), Institute of Social and Economic Research (ISER), University of Alaska Anchorage, Anchorage, Alaska, said she has been doing higher education research for 15 years. She stated that research and discussions with colleagues, principals, and teachers led her to understand that teacher turnover is complicated. She said she organized the presentation around four takeaway statements from the research. She provided the research behind the statements to the committee.

[3:40:53 PM](#)

MS. DEFEO moved to slide 2 and provided the following information about ISER:

- Over 50 years of studying Alaska's teacher workforce
- Alaska-focused nonpartisan policy focused research
- Intended to help people understand social and economic systems
- Economic and social policy research relevant to Alaskans

[3:41:25 PM](#)

MS. DEFEO turned to slide 3 and said the first takeaway was that teacher shortages are a national concern and not unique to Alaska. Alaska needs to grow its workforce and pay attention to what is happening in other states.

[3:41:58 PM](#)

MS. DEFEO turned to slide 4 and said Alaska hires its teachers from a national market. School districts are the predominant employers of teachers in communities. Therefore, supply and demand for teachers do not operate the same as other labor markets. She said Alaska competes nationally to fill teaching positions. She described how Alaska mirrors the nation in demand, supply, and turnover but differs in competitiveness. Alaska's teacher salaries and benefits have not increased commensurate to other states due to its fiscal crisis. She mentioned that the university still feels the effects of the 2019 teacher preparation program suspension even though the program is now rebuilding.

[3:44:40 PM](#)

SENATOR BJORKMAN asked what Alaska has done to invest more in education.

[3:44:56 PM](#)

MS. DEFEO replied that Alaska had made small increases to per pupil spending that needed to be commensurate with inflation or other states' increases.

[3:45:12 PM](#)

SENATOR BJORKMAN asked if she was referring to a \$30 per pupil increase to the BSA and what percentage increase is \$30 to the BSA.

MS. DEFEO replied that it was a very small increase. She stated that she also intended to give attention to recent bills that propose additional education spending.

[3:45:44 PM](#)

SENATOR STEVENS said school districts in Alaska set teacher salaries. He asked how other states determine teacher salaries. He also asked for a comparison of teacher salaries by district.

MS. DEFEO replied that the question was complicated. Several states legislate salary schedules with a community cost differential multiplier. Those states set salaries to a minimum. It is easy for the minimums to become obsolete if the state is not paying attention. Hawaii is an example of a state that uses

this method. She offered to share salary differential research done in 2015 but opined that the data is old, and a lot has changed. She recommended updating the research before using the data to make decisions.

[3:47:43 PM](#)

SENATOR STEVENS offered his understanding of Ms. DeFeo's answer.

[3:48:00 PM](#)

MS. DEFEO said she would share the report even though it is outdated.

[3:48:39 PM](#)

MS. DEFEO moved to slide 5 and stated her second takeaway was that teacher turnover is expensive. Teacher turnover takes many forms. Teachers retire, change professions, transfer schools, grades, and subjects. Not all turnover is bad but too much harms student achievement.

[3:49:26 PM](#)

MS. DEFEO turned to slide 6 and said she calculated the cost of teacher turnover in 2017. The conservative cost for a district to replace a teacher was \$20,000 and does not consider preparation and teacher productivity. The divided costs were:

Separation	\$2,449
Recruitment	\$1,910
Hiring	\$4,902
Orientation & training	\$11,170
Preparation	Not considered
Teacher productivity	Not considered

[3:50:30 PM](#)

MS. DEFEO moved to slide 7 and said the third takeaway from the research was that there are many reasons why teachers leave. Researchers do not know what is happening in every classroom or inside every teacher's mind, so they look for patterns to make inferences.

[3:51:07 PM](#)

MS. DEFEO advanced to slide 8 and said people could improve some conditions with policy:

#### School-Community Relationships

- Communication
- Support
- Parent engagement

#### Community Characteristics

- Transportation
- Amenities
- Climate

#### Working Conditions

- Physical plant
- Class size
- Workload

#### Salary and Compensation

- Pay
- Benefits

#### School and District Administration

- Support
- Feedback
- Recognition

[3:52:38 PM](#)

SENATOR GRAY-JACKSON said salary and compensation were among the five conditions for improving teacher retention. She asked what percentage each condition contributes to retention.

MS. DEFEO asked Senator Gray-Jackson if she wanted to know each condition's relative influence on teacher retention.

[3:53:18 PM](#)

SENATOR GRAY-JACKSON responded yes.

MS. DEFEO said she was reticent to provide the numbers because she did not bring files and did not want to misspeak. Although compensation, salary, and benefits matter, they are not the strongest force driving the teacher turnover problem. ISER focuses on them because they are controllable through policy. She said she would provide the percentages.

SENATOR STEVENS said he has heard many teachers leave the profession because of student behavioral problems and lack of administrative support. He asked under which of the five conditions behavioral issues and lack of support would be placed.

[3:54:42 PM](#)

MS. DEFEO replied that school and district administration and school-community relationships strongly contribute to teacher retention and turnover.

[3:55:11 PM](#)

SENATOR STEVENS opined that the administration needs to take more responsibility in handling behavioral issues.

[3:55:30 PM](#)

MS. DEFEO noted that it is difficult to see community-school relationships in ISER's studies, but there has been good qualitative follow-up through teacher surveys.

[3:55:56 PM](#)

CHAIR TOBIN stated she has done some work correlating qualitative and quantitative data. She is curious about the intersectionality of needed administrative and classroom support. She asked if Ms. DeFeo had conducted turnover evaluations on paraprofessionals, support personnel, specialists, and coaches. She wondered how the attrition rates of these school employees impact teacher retention and recruitment.

MS. DEFEO stated that the question was outside of what she came prepared to discuss. She expressed her belief that Dr. Hirshberg intends to address the question.

[3:57:04 PM](#)

DIANE HIRSHBERG, Director, Institute of Social and Economic Research (ISER), University of Alaska Anchorage, Anchorage, Alaska, commented on Senator Steven's question and said a survey of several hundred rural schoolteachers revealed student discipline was less of an issue than lack of support from administrators regarding student discipline, professional development, and working conditions. In response to Senator Tobin's question on paraprofessional turnover, she replied that ISER had not done any systematic work around paraprofessional turnover for several decades. However, it is important to consider the differences between paraprofessionals working in urban and rural communities. Rural communities often have only one or two paraprofessionals in a school. They live in the community and are often the individuals who provide consistency to students because they are the educator that remains when there is high teacher turnover within a school.

[3:59:09 PM](#)

MS. DEFEO turned to slide 9 and stated her final takeaway was that recruitment and retention challenges contribute to workforce shortages but require different solutions. Efforts to recruit and retain teachers need to focus on the fact that what attracts a teacher may differ from what keeps a teacher in a classroom long-term. States, districts, and communities must address recruitment and retention needs from a policy perspective.

[4:00:29 PM](#)

MS. DEFEO moved to slide 10 and said compensation is important but will not fix Alaska's recruitment and retention issue alone. Districts sometimes offer benefits if they do not have the resources to raise salaries. ISER has learned through modeling combinations of wages and benefits that effectiveness varies by situation. For example, offering housing may recruit a teacher but later not help retain the teacher. It is important to remember that recruiting and retaining teachers are separate elements of the teacher shortage problem with distinct challenges.

[4:02:12 PM](#)

SENATOR STEVENS asked if there is any difference in recruitment and retention between Alaskan-educated and out-of-state educated teachers.

[4:02:28 PM](#)

MS. DEFEO replied yes. ISER found that teachers educated in Alaska tend to stay in Alaska long term. The Regional Education Lab Northwest corroborated ISER's findings using a different methodology.

[4:03:02 PM](#)

MS. DEFEO moved to slide 11 and said the term wicked refers to problems that are difficult to solve because of complex interconnectedness. Wicked problems lack clarity in the problem itself and in the solution. Teacher turnover is a wicked problem. It is a symptom of other problems with no right or wrong answers. Her understanding of how wicked the teacher turnover problem is increases as she studies the issues.

[4:04:03 PM](#)

MS. DEFEO advanced to slide 12 and stated that solutions must be multi-faceted and inclusive. She concluded the following:

[Original punctuation provided.]

**The problem itself is:**

- Complex
- Systemic
- Highly variable
- Characterized by distributed responsibility

**Thinking about solutions:**

- There is no silver bullet.
- Efforts will need to be coordinated.
  - Communities
  - Schools
  - Districts
  - State
- The effects of our efforts will not be immediate.
  
- We can't afford not to.

[4:04:55 PM](#) MS

MS. DEFEO turned to slide 13 and provided contact information.

[4:05:14 PM](#)

CHAIR TOBIN asked if there was any consideration or research regarding the use and efficacy of incentive programs.

[4:05:33 PM](#)

MS. DEFEO asked Senator Tobin if she was referring to a retention bonuses bill.

CHAIR TOBIN replied yes.

MS. DEFEO replied that she had not studied the bill, but there was some past work on model retention bonuses. The finding showed that bonuses are often too small to make a difference. The bonuses in the proposed legislation are more significant, which is good. However, she questioned whether teachers would leave high-need schools within a district for high-income schools. She opined that administrations should consider whether the purpose of the bonus is to keep a teacher in a particular school or district. In-district and between-district migration of teachers are two different challenges the state faces.

[4:07:02 PM](#)

MS. HIRSHBERG suggested the committee contact Dr. Dale Cope. Dr. Cope has conducted several retention incentive studies in rural school districts where the outcomes indicate incentives were not impactful.

[4:07:43 PM](#)

SENATOR KIEHL said research suggests a natural and healthy amount of teacher turnover is five percent. The big five school districts in Alaska average about 9-10 percent. A quarter of the districts in the state have about 30 percent turnover. He asked what research would suggest as a healthy target for Alaska.

MS. DEFEO replied that the literature debates the amount. Alaska's statewide average relative to other states appears low. She opined that from a research point of view, the turnover gap between urban and rural schools should be closed.

[4:09:16 PM](#)

SENATOR BJORKMAN asked Ms. DeFeo how effective bonuses would be if the state gave them out at the end of the school year while districts gave out pink slips due to a lack of funding.

[4:09:43 PM](#)

MS. DEFEO said that although it is a great question, she has not directly empirically studied the described scenario.

[4:09:53 PM](#)

CHAIR TOBIN commented that Senator Bjorkman highlighted an interesting conundrum. She found no further questions and thanked the presenters.

**PRESENTATION**

**THE UNIVERSITY OF ALASKA COLLEGE OF EDUCATION CONSORTIUM:  
COLLABORATING TO RECRUIT, PREPARE and  
RETAIN HIGH QUALITY EDUCATORS FOR ALASKA**

[4:10:17 PM](#)

CHAIR TOBIN announced the consideration of a presentation by the University of Alaska College of Education Consortium on Collaborating to Recruit, Prepare and Retain High Quality Educators for Alaska.

[4:10:39 PM](#)

AMY VINLOVE, Dean, School of Education, University of Alaska Fairbanks, Fairbanks, Alaska, said she also serves as the chair of the College of Education Consortium, an organization representing three University of Alaska campuses that works to recruit and retain quality educators for Alaska.

[4:11:17 PM](#)

MS. VINLOVE turned to slide 2 and provided a brief overview of teacher preparation programs in the University of Alaska (UA) system. UA offers early childhood, elementary, secondary, and special education programs. There are 12 initial licensure programs offered at UA campuses and via distance delivery to any community in Alaska. A web address to learn about UA education programs is [teachalaska.org](http://teachalaska.org).

[4:12:40 PM](#)

MS. VINLOVE moved to slide 3 and said UA schools of education have Alaska covered. Students are learning to teach, and districts are hiring them statewide. The pie chart shows the placement of interns over the past three years. The state's southcentral region employs most students due to population density, campus, and school district locations. UA graduates are also hired and teach in districts across the state.

[4:13:20 PM](#)

MS. VINLOVE moved to slide 4 and stated that there are various entry points for students to become teachers. When a student is ready to become a teacher, UA is ready to receive them. Recruitment efforts target high school students, first-year college students, people with some college, and people with degrees.

[4:14:23 PM](#)

MS. VINLOVE turned to slide 5 and spoke to the following points on UA accreditation:

[Original punctuation provided.]

**CAEP Standard 4: *Evaluating our graduates in the workplace***

- Graduate surveys
- Employer surveys
- Case studies (including impact on student learning data)

**CAEP Standard 5: *Continuous improvement and quality assurance***

- External advisory committees
- Continuous improvement data review meetings
- Tracking program improvements and data driven changes

[4:15:58 PM](#)

MS. VINLOVE moved to slides 6-8 and said Alaska's next generation of teachers need support. Alaska has high quality bachelor programs but completing the programs can be difficult for people for various reasons. She provided four examples of real students, the barriers they faced, and the support they received. Three key areas for support are money, community and district encouragement, and human centered work and school schedules that acknowledge family responsibilities.

[4:19:10 PM](#)

MS. VINLOVE advanced to slide 9 and said UA education programs have three initiatives that address these long-standing problems:

[Original punctuation provided.]

**Internship Scholarships**  
**Registered Apprenticeships**  
**Grow-your-own programs**

[4:19:30 PM](#)

MS. VINLOVE turned to slide 10, UA Teacher Internship Scholarships:

[Original punctuation provided.]

\$1M+ in new UA funding to address the affordability barrier to high quality teacher preparation

For candidates who hold a bachelor's degree:

**Award:**

Tuition and fees for one year post-bac preparation program

\$10,000 living stipend

**Priority areas for both awards:**

- Alaska residents
- Internship in predominantly Indigenous schools
- Special education or secondary STEM endorsement area

For candidates (including district employees of any level) who hold an AA degree or have completed 60 credits that count towards a BA in education licensure:

**Award:**

- Tuition and fees for final 60 credits of initial licensure BA degree program

- \$10,000 living stipend during final internship year

[4:20:36 PM](#)

CHAIR TOBIN asked who provides the scholarship funding.

MS. VINLOVE replied that the funding comes from an appropriation made to UA at the systemwide level. President Pitney allocated it to the three schools of education to disseminate through the scholarship process.

[4:20:57 PM](#)

CHAIR TOBIN said many districts in Alaska have higher costs of living. She asked if there had been any feedback on the \$10,000 living stipend, as it seemed low.

[4:21:07 PM](#)

MS. VINLOVE replied that the New Mexico legislature offers \$35,000 to support intern teachers. Alaska has \$1 million to distribute. Tuition, fees, and the stipend equate to about \$30,000 per student, allowing the university to support 30 to 50 students annually. Applicant feedback has been positive because Alaska internships were typically unpaid. There is a national trend to braid funding streams and offer paid internships.

[4:22:15 PM](#)

CHAIR TOBIN asked if there would be an award for reading specialists since Alaska needs them.

[4:22:28 PM](#)

MS. VINLOVE replied that the scholarships are for initial licensure programs. Reading is not an initial licensure program. Embedded within early childhood licensure programs are the components of the science of reading discussed in the READS Act.

[4:23:07 PM](#)

MS. VINLOVE turned to slide 11 and said that in January 2022, the US Department of Labor approved teaching as an "apprenticeable position," opening new funding streams and opportunities for teacher preparation. The new programs have apprenticeships in schools and are competency-based. The UA College of Education Consortium has a subcommittee focused on learning how to build out the registered apprenticeship programs. It anticipates having two apprenticeship programs ready by fall. The programs will be available to districts across Alaska.

[4:24:33 PM](#)

MS. VINLOVE moved to slide 12 and said UA has been building its knowledge base to shape its grow-your-own programs for 50 years. She addressed the following points:

- Identifying attributes of successful GYO programs
  - Money
  - Time (and realistic expectations)
  - Encouragement
  - Quality preparation
- Facilitating cross-district sharing and the development of district-specific program enhancements to maximize success

[4:26:03 PM](#)

MS. VINLOVE turned to slide 13 and stated quality pathways matter. The consortium is constantly trying to recruit teachers from within Alaska. Fast-track and emergency-certified teachers are three times more likely to leave the classroom within three years:

[Original punctuation provided.]

“Underprepared teachers are less efficacious, and those from underrepresented backgrounds leave the field particularly quickly, driving teacher turnover, dampening student outcomes, and draining the nation’s pool of new teachers of color. Patterns of negative outcomes for students are especially strong in underserved communities, where underprepared teachers are most likely to find positions.”

MS. VINLOVE said there are substantial consequences for skipping quality preparation. Not all certification pathways lead to long-term workforce stability.

[4:27:18 PM](#)

MS. VINLOVE turned to slide 14 and said standardized minimum competency exams stand in the way of licensure for some students. Students are required to pass competency exams before they are allowed to start their internship year. UA suspended this requirement during Covid, and students who had not passed the exam could begin their internships. Research supports a policy change. The consortium recommends the removal of passing the Praxis exam from licensure requirements.

[4:28:41 PM](#)

SENATOR STEVENS said the consortium's work is admirable, and he appreciates UA's years of work increasing the number of students who graduate. He asked how many teachers need to be hired annually in Alaska versus how many teachers UA produces.

MS. VINLOVE replied that Alaska needs about 1,200 new teachers each year. The UA system prepares around 250. It would like to increase the number to 500 to improve teacher retention and student outcomes.

[4:30:11 PM](#)

SENATOR STEVENS asked that UA keep the legislature apprised of what it can do to help more Alaskans become teachers. He knows there are paraprofessionals in his district who would be great teachers, but they cannot afford to leave their families.

[4:30:44 PM](#)

SENATOR BJORKMAN said the committee previously heard a proposal to allocate more money to various teacher certifications. He asked if the governor's office had talked with her regarding teacher certification.

MS. VINLOVE replied no.

[4:31:18 PM](#)

CHAIR TOBIN said the consortium's work is exciting, and she looks forward to discussing how the legislature can support the internship program by offsetting the high cost of living.

**PRESENTATION**  
**ALASKA TEACHER RECRUITMENT AND RETENTION**

[4:31:38 PM](#)

CHAIR TOBIN announced the consideration of a Department of Education and Early Development (DEED) presentation on Alaska Teacher Recruitment and Retention.

[4:32:15 PM](#)

KELLY MANNING, Deputy Director, Innovation and Education Excellence, Department of Education and Early Development (DEED), Juneau, Alaska, advanced to slide 2:

[Original punctuation provided.]

**Mission**

An excellent education for every student every day.

**Vision**

All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

- Alaska Statute 14.03.015

**Purpose**

DEED exists to provide **information, resources, and leadership** to support an excellent education for every student every day.

[4:33:00 PM](#)

MS. MANNING moved to slide 3, Strategic Priorities: Alaska's Education Challenge, and spoke to the following:

[Original punctuation provided.]

**Five Shared Priorities:**

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
- 4. Prepare, attract, and retain effective education professionals.**
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.

[4:33:23 PM](#)

MS. MANNING turned to slide 4:

[Original punctuation provided.]

**Agenda**

- Background
- History & Structure
- Current efforts
- Planned Outcome
- Timeline

[4:33:49 PM](#)

SONDRA MEREDITH, Education Administrator, Teacher Certification, Department of Education and Early Development (DEED), Juneau, Alaska, moved to slide 4 and

said the following are highlights that the department has compiled from reports that districts submit annually:

**Background**

- Annually, Alaska has approximately:
- 14,000 certified teachers;
- 7,500 teachers; and,
- 900 new teachers.

[4:35:26 PM](#)

MS. MEREDITH moved to slide 6 and said the following is incidental information collected from human resource positions across the state:

[Original punctuation provided.]

- Decreased number of applicants for vacant positions
- Increased number of first day vacancies
- Increased use of emergency certificates to fill vacancies

[4:36:40 PM](#)

MS. MEREDITH moved to side 7 and spoke to the following:

[Original punctuation provided.]

**Governor's Working Group on Teacher  
Recruitment and Retention (TRR)**

1. Formed Working Group: April 2020
2. Held Monthly Meetings: May 2020-March 2021
3. Goal: practical, professional policy recommendations
4. TRR Action Plan Complete: April 2021
5. Shared Recommendations: April - December 2021

[4:48:11 PM](#)

MS. MEREDITH moved to slide 8 and said access to all teacher recruitment and retention information was available at the website [www.education.alaska.gov\trr](http://www.education.alaska.gov/trr).

[4:39:30 PM](#)

ARBARA ADAMS, Consultant, Adams Analytic Solutions, Fairbanks, Alaska, advanced to slide 9 and said DEED contracted her to work on teacher recruitment and retention. Adams Analytic Solutions created a teacher's survey from 40 years of cataloged research. It identified issues that teachers felt were important. From the survey came 18 recommendations organized into six essential areas. She spoke to the following 18 recommendations:

Create Educator Induction Program Framework (Align)  
Retirement Task Force  
Independent Audit of Recruitment  
Measure Working Conditions  
Financial Literacy on Retirement (Education)  
Recruitment Task Force  
Financial Opportunities  
Modernize the Certification System  
Restructure ATP  
Organizational Health System  
Reciprocity for all states  
Grow Your Own Programs  
Administrator Mentoring  
AK History and Culture Coursework  
Alternative Certification Pathways  
Principal Assessment (Teacher Feedback)  
Paraprofessional Pathways  
Resources for Alternative Programs

[4:45:55 PM](#)

MS. ADAMS moved to slide 10 and said the six essential areas create "alignment across the system that supports local control to recruit and retain educators to provide an excellent education for every student every day." The six areas are:

- Strengthening working conditions
- Enhancing recruitment efforts
- Streamlining certification
- Creating paraprofessional pathways
- Restructuring retirement options
- Developing leadership

[4:46:19 PM](#)

MS. ADAMS turned to slide 11 and spoke to the efforts to move forward on potential solutions as follows:

- Implementation of the Teacher Recruitment and Retention (TRR) Action Plan
- Hold convenings and working groups (Zoom)
  - Small groups - volunteer by topic
  - Whole group - invite to all
- Contract studies to compile, align, analyze, and recommend
  - Practices, policies, and programs in the state and out of the state
  - Sharing examples of positive practices
- Outcome: Playbook
- Timeline

[4:48:18 PM](#)

MS. ADAMS moved to slides 12-13 and said the committee began meeting last spring. All meeting notes, resources, and recordings are available online at [aklearns.org/trr](http://aklearns.org/trr). The work of the committee includes:

**Organizational Health Cadre**  
**Alternative Certification Team**  
**Recruitment Task Force**  
**Retirement Working Group**  
**Whole Group Induction Meetings**

- Focus on alignment across the education system
- Sharing current positive practices
- Updates via emails
- Regular 1-1 conversations with stakeholder leadership

[4:49:02 PM](#)

MS. ADAMS turned to slide 14 and said the chart is a list of compiling studies she has requested:

[Original punctuation provided.]

Contract: Working Conditions  
 Description: Tools for districts to measure and improve  
 Progress: Draft complete

Contract: Financial Opportunities  
 Description: Options for districts  
 Progress: Available

Contract: Teacher Feedback on Principals  
 Description: Options for districts that protect teachers  
 Progress: Available

Contract: Retirement Restructuring  
Description: Options for legislature  
Progress: Started 12/2022

Contract: District Recruitment (a)  
Description: Audit of current practices  
Progress: Started 12/2022

Contract: District Recruitment (b)  
Description: Audit of contractual practices  
Progress: Started 12/2022

Contract: Innovative Recruitment Strategies  
Description: Proactive ideas for legislature, state,  
districts, etc.  
Progress: Available

Contract: Paraprofessional Pathways  
Description: Options to expand participation and  
success Progress: Available

[4:51:33 PM](#)

MS. ADAMS advanced to slide 15 and said the playbook would be very accessible online with links and hyperlinks:

[Original punctuation provided.]

- Compiled options within state and across states
  - From contractors
  - Informational vs. recommendations
- Action steps - Implementation Strategies
  - From committees
  - Fall under practical, professional, or policy categories
- Playbook
  - Focus on alignment, action, solutions
  - Target different areas of the system
    - i.e., districts, state, legislature, partners
- Support local control with aim of students at the center

[4:51:55 PM](#)

MS. ADAMS turned to slides 16-17 and said the timeline shows the order of the information that presenters shared with the committee during the hearing. The timeline begins with establishing the governor's working group in Spring 2020.

Contract work started midway through the timeline. The timeline ends with the playbook being finalized and shared in Fall 2023.

[4:52:27 PM](#)

SENATOR BJORKMAN said that on March 7, 2023 there was an initiative from the governor's office to commit millions of dollars to innovative teacher licensure. He asked if DEED has had conversations with the governor's office regarding the initiative.

MS. MANNING replied DEED is in communication with the governor's office providing data and information.

[4:53:06 PM](#)

SENATOR BJORKMAN asked if there had been specific conversations with the governor's office about the program.

[4:53:16 PM](#)

MS. MANNING replied that she had not been a part of those conversations and could not speak to the conversations at the commissioner's office.

[4:53:25 PM](#)

MS. MEREDITH said there had been requests for data, but she does not know what conversations have taken place within the commissioner's office.

[4:53:40 PM](#)

SENATOR BJORKMAN asked Ms. Meredith if she oversaw teacher licensing for the state.

[4:53:44 PM](#)

MS. MEREDITH replied yes.

[4:53:50 PM](#)

CHAIR TOBIN asked Ms. Adams if there had been conversations regarding the use of incentive programs to entice teacher retention and what were the ideas and amounts discussed.

[4:54:13 PM](#)

MS. ADAMS replied yes. The TRR action plan recommended financial incentives. The commissioned study showed that many financial incentives were small compared to other states. The amounts from the governor's office align with the financial incentives suggested in the report. In response to Senator Bjorkman's question, she stated she has had no contact with the governor's office, but the financial incentives report is available.

4:55:15 PM

CHAIR TOBIN thanked the presenters.

4:56:44 PM

There being no further business to come before the committee, Chair Tobin adjourned the Senate Education Standing Committee meeting at 4:56 p.m.