

2/18/09

UNIV. OF AK
REPORT
ON
TEACHER
PREP...

Narrative
February 18, 2009

Good morning!

Through the Chair I would like to thank the members of the Education Committee, both House and Senate for your time today.

My name is Pat Jacobson and I am from Kodiak, having lived there nearly 39 years. I taught there for many years and then was elected to the local school board. I am a member of the University of Alaska Board of Regents and chair of the Academic and Student Affairs committee. I am here today to share with you the "Alaska's University for Alaska's Schools" Report per SB241, which was passed in the 25th Legislative session in 2008 and sponsored by my hometown senator, Gary Stevens.

I testified before you last year, on behalf of the University Regents, when you were considering passing this bill into law. The University has always been in support of this bill and the Academic and Student Affairs committee has had frequent updates about what the University was doing, with regard to SB241, roughly every 2 months since the bill's passage.

Before we get started, I would like to ask the Chair if I could take a moment to recognize members from the University who are here to provide any assistance, as well as other distinguished guests.

Mrs. Cynthia Henry, educator, former school board member and borough assembly member from Fairbanks, who is the chair of the University of Alaska Board Of Regents. I can assure you, both she and I, as former educators, care a great deal about this topic and look forward to an ongoing dialog with you.

Chancellor John Pugh from UAS. He is leading the deans of education in development of a 3-5 year plan for teacher preparation.

Mrs. Melissa Hill, Director of Alaska Teacher Placement and, among other duties, in and with the office of K-12 outreach programs at the University of Alaska Statewide in the office of academic affairs.

Mr. Pete Kelly, University of Alaska State Relations. I am sure most of you

know him.

In addition I would like to recognize and thank members from the Department of Education and Early Development for their willingness to openly collaborate and work with the University of Alaska. As the report will indicate, the issues around education are complex and require this kind of synergy between the two leading education entities in the state. I believe Mr. Eddy Jeans, with whom I am sure you are familiar, is also in attendance.

Unless there are other questions, and at the discretion of the chair, we can begin. I trust you have all received copies of the report? I would also like to ask the Chair if I can call on others or if they can interject to provide supplemental information, for the good of the order.

First, I want to assure you of the following:

1. The University's and the president's commitments to education and K-12 Outreach.
2. Staff at UA have taken tremendous care to ensure that the data before you is accurate and reflects the information you requested

As you know this report is in accordance with an act to report on the University of Alaska's efforts on preparing teachers. I am not going to read the report to you, though I will reference some of the information pages as I go through it.

I anticipate taking about 20 minutes to go through the report, provide insights as to the University's next steps and offer recommendations; I hope that will answer many of your questions regarding the report.

First, near the beginning of the actual SB241 bill, it speaks about the desire by the Task Force to improve the dialogue between two of our state agencies with key roles in education delivery. It has been my observation that the relationship between the University and EED has, indeed, taken a dramatic turn for the better in working together. I believe that could be attributed, in part, to SB241, but, frankly, I believe it would have occurred anyway. As I understand it, the collaborative relationship between the Dept. of Labor and the University began to improve after the appointment of Commissioner of Labor Click Bishop, a couple of years ago. And, the relationship between EED and the University began to improve greatly after the appointment of Commissioner of Education Larry LeDoux last summer. I

believe these two commissioners, as well as University of Alaska President Hamilton have a genuine desire to have a positive, collaborative working relationship with each other and that that should be the case – it's an obvious, necessary fit that just hasn't happened to this extent, to my knowledge, ever before.

The Commissioner of Education hit the ground running and embarked on a statewide Education Summit in November, bringing in a wide array of stakeholders from around the state, including people from the Department of Labor. The University had a large presence at that summit and in assisting with it. It was a huge undertaking and I've heard nothing but glowing reports about it – I attended myself and felt it was very worthwhile. I can also tell you that our president and two other regents were also there, and actively participated in the dialog and planning.

With that I would like to begin with an overview of the report.

Through the Chair, the report is broken into the specific areas per the language in SB241. On page 1 you can review the highlights of the report. This will give you a quick overview of key elements I am prepared to cover with you today.

You'll note a couple of key bullets I would like to point out to you in that Highlights Section:

1. Teacher recruitment and retention in Alaska is a complex issue with no magic bullet. I'll explain that a bit more in just a second.

2. If we are to increase the number of Alaskan prepared teachers, more Alaskan students must go to college. I believe it was the president who said we need to create a culture that values education. The University Board Of Regents recognizes and embraces this fact, which is why K-12 Outreach is currently a top priority of the University of Alaska. I'm told it is very unusual for a university to make K-12 a priority in their proposed budget. We have done just that!

Starting on Page 3, you can see the report is divided up into four sections.

**The first section is the TEACHER EDUCATION GRADUATION DATA,
shown in detail on page 4**

This provides an overview of the output or supply; the number of teachers the University is graduating each year in core content areas. Bottom line, there is an average of 190 graduates per year eligible to enter the K-12 teacher workforce. Slightly more than 1/2 are elementary. The University produces an average of 35 special education teachers each year. Special Ed also has a higher rate of turnover and is a federally designated teacher shortage area. And there is an average of 11 certificates in math and 24 in science awarded annually.

**The second section is the GAP ANALYSIS: SHORTAGES IN THE
TEACHING WORKFORCE, shown in detail on page 7**

The data in your report provides an overview of the gap between what the University is turning out and what the needs are. I am pleased to support the fact that we have taken extensive steps to address some of those challenges in collaboration with the Alaska Department of Education and Early Development, one of them being the Alaska Statewide Mentor Project mentioned earlier; another is the Alaska Teacher Placement office. In areas where we may fall short in producing teachers, we do have highly effective programs in place to address recruitment and retention of teachers.

- Teacher shortage areas in Alaska include: special education, mathematics, and science. Each year Alaska school districts hire about 900 to 1100 teachers, the majority of vacancies being in special education and secondary core content areas. The vast majority of the vacant positions is a result of teachers exiting the system, and the minority is from a group referred to as "movers". In 2010 roughly 34% of current teachers will be eligible for retirement. Nearly 2/3 of Alaska's teachers are over age 40.

It was rather disheartening, although not actually surprising to me, as a former teacher, to read that after four years of entering a teaching position, 49% of special education teachers weren't teaching special education any more, and of those, only 8% remained in the Alaska system, but were teaching outside of special education; 35 produced each year, but districts need to hire 100 new special education teachers annually. That number has improved dramatically with an additional 35 special education teachers coming from UAS. You may wish to ask Chancellor Pugh to elaborate later.

It should be noted that simply producing more teachers in these areas may not address the issue of retention. The Alaska Statewide Mentor Project reported that, 'through grant funding, the Mentor Program has been able to increase focus on mentoring special education teachers by pairing special education certified mentors with early career special education teachers. Working with a sub-sample of about a third of all new special education teachers, the Mentor Program has retained over 80% each year.' That's encouraging.

An additional complexity, regarding secondary-math and science teachers, is that there is considerable competition, and, thus, opportunity for these folks elsewhere, as well as in the field of education. As we all know, not everyone who earns a degree goes on to use that degree in that field. As the report indicated 11 math teachers graduate each year, but 48 are needed; 24 science teachers graduate each year, but, 41 are needed across the districts in the state.

Recruitment efforts need to increase, but, ultimately, even if all University of Alaska education graduates took jobs with Alaska schools, districts would still need to recruit from outside the state to fill the gap.

A further complication is that the number of high school students peaked in 2008 and is expected to decline over the next decade. Consequently, as the number of candidates available for postsecondary degrees and training declines, it will become even more challenging for UA to produce a trained workforce for key Alaska jobs.

The third section is EFFORTS TO ATTRACT, TRAIN, AND RETAIN QUALIFIED SCHOOL TEACHERS and begins in detail on page 10 of your report

To increase the number of teachers prepared in Alaska, more Alaskan students will need to enroll and complete degree programs in education. The University has a wide array of programs and activities designed to support teacher recruitment and retention of K-12 educators – you have a listing in your report. And, I repeat, the University has made K-12 Outreach and Bridging Programs a priority for future operating requests to the legislature.

In the category of Teacher recruitment and retention, you will see that the University has over 120 programs in one of three areas including:

1. K-12 Student Outreach and Bridging Efforts
2. Teacher Professional Development

3. Educational Resources and Teacher Recruitment and Retention.

K-12 Outreach and Bridging programs support efforts to attract and prepare more K-12 students for college. These are expansive and again, the University is committed to seeing more Alaskan graduates becoming life long learners. There's another, significant challenge: many of Alaska's high school graduates are not prepared to meet this challenge. The university must expand current efforts to ensure that students who enter the institution accomplish what they set out to do, and in a timely manner. Helping students early is a key step.

Teacher Professional Development is expansive, there are a variety of programs for science and math teachers, and professional collaborations taking place throughout the university system.

One area that would warrant some attention is in educational resources and teacher recruitment and retention. We can and need to look for ways to grow our own teachers. This is important because studies suggest that teachers trained in Alaska stay in Alaska, and preliminary research is promising in that it suggests Alaska trained teachers demonstrate positive gains in student achievement. Yet, we still need more opportunities for rural training.

The fourth section is THREE TO FIVE YEAR PLAN FOR TEACHER PREPARATION and is found on p 13

Senate Bill 241 (2008) reads, "*The report must include an outline of the university's current and future plans to close the gap between known teacher employment vacancies in the state and the number of state residents who complete teacher training. The information reported under this subsection may also include short-term and five-year strategies with accompanying fiscal notes and outcome measures.*"¹

Our system-wide teacher education planning group is new this past year. The Deans of Education, lead by Chancellor Pugh, and with support and coordination

¹ Source: Sec. 2. AS 14.40.190(b) Laws of Alaska (2008) Source Chapter No. HCS CSSB 241(HES) of the 25th Legislative Session.

from Melissa Hill, have been meeting for the past year with K-12 administrators to talk about ways the University and K-12 can align workforce needs and collaborate on priorities in the area of workforce.

What we know:

Teaching in rural Alaska will continue to have higher rates of turnover, due in part to limited housing, assimilation, etc.. Data also suggests that those teachers and principals trained in state stay longer, as I've indicated, and those trained in rural areas stay longer there, too.

Our University can and must do a better job of recruiting and growing our own teachers. The Alaska Statewide Mentor project is a proven, positive influence and expansion of the program could help to ensure that all teachers receive the support they need in the first two years. There are still factors which are out of the realm of the University, such as compensation, housing and technology infrastructure.

Our workforce, Alaska's workforce and the quality of that workforce rests on the shoulders of our educational institutions; from Early Childhood through K-12 to higher education, but we cannot do it alone. Communities and parents play a vital role and collectively we can all do our part to promote the teaching profession, to recognize the workforce that is training our workforce right out of the gate.

The University's budget request includes funding for supplemental instruction for "gateway" or preparatory college courses, undergraduate research, early alert programs and increased remediation.

Bottom Line: The University needs more resources to help students succeed. We did include a section at the end of your report, which has recommendations and a fiscal note request, which I will address briefly now.

One recommendation would be to invest in education studies and research, which could allow for expanding and updating data collection systems and workforce development studies. Education is an important issue in Alaska. I applaud our state leaders in their effort to have a standing committee on education. Both EED and policymakers require studies and research in education. We fully expect to be leading this effort; however, existing resources are limited and without fully funding the University of Alaska budget and per the legislative language of SB241 of the 25th session, it is evident that current resources do not fund existing staff to conduct such studies – I can assure you that UA will focus on any effort to

improve teacher training and related workforce development to meet the state's needs

Another recommendation would be to invest in Special Education Teacher Preparation, specifically, funding to support adding special ed teacher prep programs at UAF, the only school of education in the university system that does not have a special education program.

Another recommendation is for Expansion of Scholarship Opportunities for Education Majors, having specific emphasis on shortage areas, as well as a review of current loan forgiveness programs, and sustaining and increasing funding for programs that are effective in preparing and supporting teacher recruitment and retention.

I received the final report just a few days before you did. I can tell you that the Board of Regents Academic and Student Affairs Committee will be reviewing it in detail and looking at all of our options. Immediate steps will include having a meeting with the chancellors, provosts and deans to discuss where we go from here. It is evident that change is needed. Important University outcomes include:

1. better cooperation and coordination with EED
2. better outreach and engagement with K-12 educational professionals
3. increasing the numbers of education graduates!!!!

In Next Years Report – here is what you can expect to see

- expansion of the quantified efforts in K-12 outreach
- reports on the effectiveness of specific programs such as the the mentor project
- a fully developed 3-5 year education plan for teacher preparation
- overall larger picture --- a university system that can meet the needs of the newly formed standing committees on education.

In conclusion,

As I stated at the beginning, the University embraced this bill from its infancy and has worked hard and seriously on fulfilling the requirements for this, the first annual report to you. We believe it was and is a very good bill and look forward to reports to and interactions with you in future years. This was just the first year and,

while I believe it was an informative report, I also believe future reports will get better. It was well worth our effort and time.

We would be happy to answer any questions you have.

Thank you.

Article 10. TEACHER EDUCATION LOAN PROGRAM

Sec. 14.43.600. Findings and intent.

(a) The legislature finds that there is a wide and unacceptable disparity between the distribution of Native teachers and Native students in rural elementary and secondary schools in the state. Many rural schools have virtually no Native teachers and no non-Native students. The undesirable effects of this disparity include the following:

(1) there is a serious weakness in the ability of teaching staffs in rural schools to foster a sense of Native traditions and cultures in the Native students;

(2) many rural students are forced to exist in two entirely separate situations: the essentially traditional atmosphere of many Native homes, and the essentially modern atmosphere of the classroom;

(3) almost no Native students return to rural schools to teach, continuing the imbalance and exacerbating its effects; and

(4) there is an annual turnover of 40 percent among teachers in regional educational attendance areas in the state.

(b) The legislature further finds that existing programs have failed to increase the proportion of Natives teaching in rural schools. Therefore, it is the intent of the legislature to establish the teacher education loan program to encourage rural high school graduates to return to rural schools as teachers and relieve the conditions described in this section.

Sec. 14.43.610. Program established.

There is established the teacher education loan program to provide an incentive for rural high school graduates to pursue teaching careers in rural elementary and secondary schools in the state.

Sec. 14.43.620. Teacher education revolving loan fund.

(a) There is created a teacher education revolving loan fund. The fund shall be used to make education loans to students selected under AS 14.43.600 - 14.43.700. Unless the instrument evidencing the teacher education loan has been sold or assigned to the Alaska Student Loan Corporation, repayments of principal and interest on a teacher education loan shall be paid into the teacher education revolving loan fund and shall be used to make new teacher education loans. If estimated funds available are inadequate to fully fund estimated teacher education loans for any fiscal year, additional funding from the general fund may be requested and appropriated for that year.

(b) The commission may sell or assign notes and other instruments evidencing teacher education loans to the Alaska Student Loan Corporation and enter into agreements with the corporation relating to loans, the administration of the education loan fund created under AS 14.42.210 and the payment of and security for bonds of the corporation. Proceeds from the sale or assignment of the notes or other instruments shall be deposited in the teacher education revolving loan fund.

Sec. 14.43.630. Administration.

(a) The teacher education loan program shall be administered by the commission in accordance with regulations adopted by the commission. The commission shall

(1) allocate the loan awards available for teacher education loans annually to local school boards giving a preference to rural school districts; and

(2) develop and distribute to the local school boards an application form for teacher education loans; the form must include a requirement that the applicant supply a high school academic transcript and a statement of intent to enter a teaching career at the elementary or secondary school level in the state.

(b) The local school boards shall select the recipients of the teacher education loans according to the criteria in AS 14.43.650.

Sec. 14.43.640. Conditions of and limitations on loans.

(a) To the extent that they are not in conflict with the provisions of AS 14.43.600 - 14.43.700, the provisions of AS 14.43.100 - 14.43.160 are applicable to loans made under AS 14.43.600 - 14.43.700.

(b) If a borrower meets the conditions provided in (a) of this section and is employed as a teacher in a rural elementary or secondary school, the portion of the loan that shall be paid by the state is the following percentages of the total loan received plus interest up to a total of 100 percent of the total loan:

- | | |
|---|--------|
| (1) one year employment, 15 percent; | = 15% |
| (2) two years employment, an additional 15 percent; | = 30% |
| (3) three years employment, an additional 15 percent; | = 45% |
| (4) four years employment, an additional 25 percent; | = 70% |
| (5) over four years employment, an additional 30 percent. | = 100% |

(c) A loan may not exceed \$7,500 in a school year, exclusive of loan guarantee fees.

(d) Proceeds from a teacher education loan may be used only for undergraduate expenses of books, tuition, required fees, loan guarantee fees, room and board, and the transportation expense for two round trips between the loan recipient's home and school.

(e) Teacher education loans made to a student may not exceed a total of \$37,500.

(f) Notwithstanding (b) of this section, a borrower who fails to qualify for loan payment by the state because the borrower is required to reside in an urban area of the state in order to receive medical treatment is still entitled to receive loan payments by the state under (b) of this section if the medical condition for which the borrower is receiving treatment did not exist before the borrower received the teacher education loan and the borrower is employed as a teacher in an urban elementary or secondary school.

Sec. 14.43.650. Selection criteria.

(a) To be eligible for a teacher education loan, a student must

(1) be a graduate of a public or private high school in the state, with sufficient credits to be admitted to an accredited college or university;

(2) be enrolled in or show evidence of intent to enroll in a degree program directed at a teaching career at the elementary or secondary school level;

(3) meet the conditions set by the student's local school board with respect to the district's requirements for teachers in particular subject areas;

(4) submit to the local school board an application provided by the commission under AS 14.43.630(a)(2); an application may be submitted six months before graduation from high school; and

(5) not have a past due child support obligation established by court order or by the child support services agency under AS 25.27.160 - 25.27.220 at the time of application.

(b) A local school board shall award teacher education loans giving a preference to applicants from rural schools who meet the qualifications for a loan and taking into account the

applicants' academic records.

(c) A student may not be awarded a teacher education loan under AS 14.43.600 - 14.43.700 if the student receives a loan under AS 14.43.170 - 14.43.175 for the same period of attendance.

Sec. 14.43.700. Definition.

In AS 14.43.600 - 14.43.700, "rural" means a community with a population of 5,500 or less that is not connected by road or rail to Anchorage or Fairbanks or with a population of 1,500 or less that is connected by road or rail to Anchorage or Fairbanks.

AS 14.43.600. Findings and Intent.

(a) The legislature finds that there is a wide and unacceptable disparity between the distribution of Native teachers and Native students in rural elementary and secondary schools in the state. Many rural schools have virtually no Native teachers and no non-Native students. The undesirable effects of this disparity include the following:

- (1) there is a serious weakness in the ability of teaching staffs in rural schools to foster a sense of Native traditions and cultures in the Native students;
- (2) many rural students are forced to exist in two entirely separate situations: the essentially traditional atmosphere of many Native homes, and the essentially modern atmosphere of the classroom;
- (3) almost no Native students return to rural schools to teach, continuing the imbalance and exacerbating its effects; and
- (4) there is an annual turnover of 40 percent among teachers in regional educational attendance areas in the state.

(b) The legislature further finds that existing programs have failed to increase the proportion of Natives teaching in rural schools. Therefore, it is the intent of the legislature to establish the teacher education loan program to encourage rural high school graduates to return to rural schools as teachers and relieve the conditions described in this section.

AS 14.43.610. Program Established.

There is established the teacher education loan program to provide an incentive for rural high school graduates to pursue teaching careers in rural elementary and secondary schools in the state.

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(a) There is created a teacher education revolving loan fund. The fund shall be used to make education loans to students selected under AS 14.43.600 - 14.43.700. Unless the instrument evidencing the teacher education loan has been sold or assigned to the Alaska Student Loan Corporation, repayments of principal and interest on a teacher education loan shall be paid into the teacher education revolving loan fund and shall be used to make new teacher education loans. If estimated funds available are inadequate to fully fund

estimated teacher education loans for any fiscal year, additional funding from the general fund may be requested and appropriated for that year.

(b) The commission may sell or assign notes and other instruments evidencing teacher education loans to the Alaska Student Loan Corporation and enter into agreements with the corporation relating to loans, the administration of the education loan fund created under AS 14.42.210 and the payment of and security for bonds of the corporation. Proceeds from the sale or assignment of the notes or other instruments shall be deposited in the teacher education revolving loan fund.

AS 14.43.630. Administration.

(a) The teacher education loan program shall be administered by the commission in accordance with regulations adopted by the commission. The commission shall

(1) allocate the loan awards available for teacher education loans annually to local school boards giving a preference to rural school districts; and
(2) develop and distribute to the local school boards an application form for teacher education loans; the form must include a requirement that the applicant supply a high school academic transcript and a statement of intent to enter a teaching career at the elementary or secondary school level in the state.

(b) The local school boards shall select the recipients of the teacher education loans according to the criteria in AS 14.43.650.

AS 14.43.640. Conditions of and Limitations On Loans.

(a) To the extent that they are not in conflict with the provisions of AS 14.43.600 - 14.43.700, the provisions of AS 14.43.100 - 14.43.160 are applicable to loans made under AS 14.43.600 - 14.43.700.

(b) If a borrower meets the conditions provided in (a) of this section and is employed as a teacher in a rural elementary or secondary school, the portion of the loan that shall be paid by the state is the following percentages of the total loan received plus interest up to a total of 100 percent of the total loan:

- (1) one year employment, 15 percent;
- (2) two years employment, an additional 15 percent;
- (3) three years employment, an additional 15 percent;
- (4) four years employment, an additional 25 percent;

- (5) over four years employment, an additional 30 percent.
- (c) A loan may not exceed \$7,500 in a school year, exclusive of loan guarantee fees.
- (d) Proceeds from a teacher education loan may be used only for undergraduate expenses of books, tuition, required fees, loan guarantee fees, room and board, and the transportation expense for two round trips between the loan recipient's home and school.
- (e) Teacher education loans made to a student may not exceed a total of \$37,500.
- (f) Notwithstanding (b) of this section, a borrower who fails to qualify for loan payment by the state because the borrower is required to reside in an urban area of the state in order to receive medical treatment is still entitled to receive loan payments by the state under (b) of this section if the medical condition for which the borrower is receiving treatment did not exist before the borrower received the teacher education loan and the borrower is employed as a teacher in an urban elementary or secondary school.

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 - (3) meet the conditions set by the student's local school board with respect to the district's requirements for teachers in particular subject areas;
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 - (5) not have a past due child support obligation established by court order or by the child support services agency under AS 25.27.160 - 25.27.220 at the time of application.
- (b) A local school board shall award teacher education loans giving a preference to applicants from rural schools who meet the qualifications for a loan and taking into account the applicants' academic records.
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In AS 14.43.600 - 14.43.700, "rural" means a community with a population of 5,500 or less that is not connected by road or rail to Anchorage or Fairbanks or with a population of 1,500 or less that is connected by road or rail to Anchorage or Fairbanks.

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The Alaska Legislature established the Teacher Education Loan (TEL) to encourage Alaska high school graduates to pursue teaching careers and to teach in Alaska rural elementary and secondary schools.

- 0% (1.63% APR)¹ in-school interest, 7.2% (7.2% APR)¹ repayment rate
- Low 3% origination fee
- Up to 100% forgiveness benefits to qualifying borrowers
- \$7,500 annual limit

Eligibility

- Nominated by a qualifying Alaska school district
- Must meet criteria set by the nominating school district
- No adverse credit history
- Graduate of an Alaska public or private high school
- Enrolled or intend to enroll in a four-year bachelor degree program in elementary or secondary teacher education, or enrolled in a fifth-year teacher certification program on a full-time basis

How to Apply

Rural school districts annually nominate Alaskans for TEL based on high school academic performance and the students' intent to teach in a rural Alaska school. TEL application forms are sent only to qualified nominees. Applications must be completed and returned by July 1st. Remember:

1. Only rural school districts nominate students.
Rural is defined as A) a community having a population of 5,500 or less, and not on the road or rail system to Anchorage or Fairbanks; OR B) a community having a population of 1,500 or less, and connected by road or rail system to Anchorage or Fairbanks.
2. If you have any questions about Teacher Education Loans, call us toll free at (800) 441-2962.

¹The APR assumes a principal loan amount of \$7500, origination fee of 3%, freshman borrower, and a repayment term of 10 years. The APR does not include the effects of borrower benefits.

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Retention Rates as a Percentage: comparison of first 2 years of Defined Benefit Retirement Plan to the First 2 years of Defined Contribution Plan

Defined Benefit Plan	FY2004	FY2005	FY2006
	Hired	Still Active	Still Active
PERS All others	5,222	3,283	2,882
PERS P/F	246	185	177
TRS	1,371	898	813

Defined Contribution Plan	FY2007	FY2008	FY2009
	Hired	Still Active	Still Active
PERS All others	3,563	2,210	2,027
PERS P/F	223	165	157
TRS	830	515	530

Is this what you are looking for?

Retention Percentages Calculated from Retirement and Benefit Data by the Office of Rep. Seaton

DB % retention	FY2004	1 yr retention	2 yr retention
PERS All others	hired between	63%	55%
PERS P/F	7/1/03 & 6/30/04	75%	72%
TRS		65%	59%

DC % retention	FY2007	1 yr retention	2 yr retention
PERS All others	hired between	62%	57%
PERS P/F	7/1/06 & 6/30/07	74%	70%
TRS		62%	64%

COMBINED DATA for all employees hired between June 1, 2006 and July 31, 2007

Defined Benefit Plan	FY2007	FY2008	FY2009
	Hired	Still Active	Still Active
PERS All others	2,177	1,449	1,373
PERS P/F	117	96	90
TRS	611	410	423

DB % retention	FY2007	1 yr retention	2 yr retention
PERS All others	hired between	67%	63%
PERS P/F	7/1/06 & 6/30/07	82%	77%
TRS		67%	69%

DB + DC combined #	FY2007	FY2008	FY2009
	Hired	Still Active	Still Active
PERS All others	5,740	3,659	3,400
PERS P/F	340	261	247
TRS	1,441	925	953

DB + DC combined rate	FY2007	1 yr retention	2 yr retention
PERS All others	hired between	64%	59%
PERS P/F	7/1/06 & 6/30/07	77%	73%
TRS		64%	66%

Retention Rate for PERS, TRS, and PERS Peace Officer/Fire Fighter Members

Compiled by the Division of Retirement and Benefits
on February 4, 2009

DB Plan	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009
	Hired	Still Active	Still Active	Still Active	Still Active	Still Active	Still Active
PERS All others	6,268	4,117	3,487	3,153	2,822	2,544	2,520
PERS P/F	292	233	218	205	198	192	193
TRS	1,764	1,170	1,039	964	917	871	923

	Hired	Still Active	Still Active	Still Active	Still Active	Still Active
PERS All others	5,222	3,283	2,882	2,546	2,292	2,240
PERS P/F	246	185	177	171	159	156
TRS	1,371	898	813	797	751	787

	Hired	Still Active	Still Active	Still Active	Still Active
PERS All others	6,035	3,973	3,360	2,943	2,855
PERS P/F	345	263	253	235	234
TRS	1,464	943	885	824	855

	Hired	Still Active	Still Active	Still Active
PERS All others	6,241	4,140	3,493	3,335
PERS P/F	396	318	285	272
TRS	1,505	1,022	924	949



	Hired	Still Active	Still Active
PERS All others	2,177	1,449	1,373
PERS P/F	117	96	90
TRS	611	410	423

	Hired	Still Active
PERS All others	2,023	1,511
PERS P/F	92	79
TRS	539	412

	Hired
PERS All others	1,139
PERS P/F	46
TRS	394

DCR Plan	FY2007	FY2008	FY2009
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	Hired	Still Active	Still Active
PERS All others	3,563	2,210	2,027
PERS P/F	223	165	157
TRS	830	515	530

	Hired	Still Active
PERS All others	3,751	2,657
PERS P/F	292	223
TRS	948	749

	Hired
PERS All others	2,448
PERS P/F	186
TRS	955

DC 07

B14

B15

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B14

B18



**UNIVERSITY
of ALASKA**

Many Traditions One Alaska

**Alaska's University for Alaska's Schools
Prepared for the State of Alaska**

**In Accordance with:
Senate Bill 241 (2008) 25th Legislative Session
Source Chapter No. HCS CSSB 241 (HES)**

AN ACT

**Relating to a report to the legislature on teacher preparation, retention, and recruitment by the
Board of Regents of the University of Alaska**

Prepared by:

**Melissa Hill, Director UA Alaska Teacher Placement
Alexander Hill, UAA Research Analysis Institute of Social and Economic Research
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Gwen White, Director UA Institutional Research and Planning**

In collaboration with:

**John Pugh, Chancellor of UAS
Larry Harris, Dean of the School of Education UAS
Eric Madsen, Dean of the School of Education UAF
Mary Snyder, Dean of College of Education UAA**

Presented by:

**The University of Alaska Board of Regents
Regent Cynthia Henry, Chair of the Board
Regent Patricia "Pat" Jacobson, Chair of the Academic & Student Affairs Committee**

On February 18, 2009

PURPOSE STATEMENT

In 2008, the 25th Alaska State Legislature passed Senate Bill 241. This legislation required the University of Alaska Board of Regents to deliver a report titled "Alaska's University for Alaska's Schools" no later than the 30th legislative day of the first session of each legislature, which for the 26th Legislature is on or before February 19, 2009.

OVERVIEW

The following report describes the efforts the university is making to attract, train, and retain qualified public school teachers. This report includes information on teacher graduation data; a gap analysis documenting the shortage areas in the teaching workforce; a three to five year plan outlining the university's priorities to address the gap; and existing efforts to attract, train, and retain school teachers for Alaska.

HIGHLIGHTS

Teacher preparation, retention, and recruitment at the University of Alaska

- The University of Alaska (UA) on average produces 190 new teachers each year, about half of whom are certified in elementary education, and half in secondary education.
- Teacher recruitment and retention in Alaska is a complex issue not limited to simple solutions that one single entity or agency can resolve; there is no magic bullet.
- The University of Alaska offers a combination of over 120 programs dedicated to K-12 Outreach, including college preparation, professional development, or teacher recruitment and retention.
- To increase the number of Alaska prepared teachers will require more Alaska students going to college. Thus, the University of Alaska has made K-12 Outreach a top priority.

Alaska's Teacher Workforce

- 8,902 public school classroom teachers currently work in Alaska.
- Teacher shortage areas in Alaska include special education, mathematics, and science.
- Each year, Alaska school districts hire roughly 900 to 1,100 teachers.
- Roughly 800 to 900 vacant positions are a result of teachers exiting a teaching position.
- The average teacher salary in Alaska is \$56,757.
- In 2010, roughly thirty-four percent (34%) of current teachers will be eligible for retirement.
- Sixty-five percent (65%) of Alaska's teachers are currently over the age of 40.
- Alaska Native teachers make up six percent (6%) of the teaching workforce.
- Forty-one percent (41%) of special education teachers exit the Alaska school system after four years.

RECOMMENDATIONS

Invest in Special Education Teacher Preparation

Invest in growing the special education teacher preparation programs at the University of Alaska Fairbanks. Currently, UAF is the only school of education in the university system without a special education program. Funding to support this effort would expand the universities' teacher preparation capacity and provide a new source for teachers in a high-demand area for Alaska.

Invest in Education Studies and Research for the State of Alaska

Invest in expanding and updating data collection systems, and workforce development studies in education for the State of Alaska. Expanding the universities' capacity to conduct studies and research in education will enable the following:

- Provide valuable ongoing information and data analysis for the standing Senate and House Education Committees, and ensure future reports meet state expectations.
- Support the State Education Plan prepared by the Alaska Department of Education & Early Development, including the following goals and activities:

Collaborate with Alaska's postsecondary institutions to ensure that education-related degree programs and staff development programs reflect research, best practices, Alaska's diverse cultures, and alignment to academic standards, and are sufficient in scale and scope to meet the public school workforce needs.

Develop a staff development infrastructure that is collaborative, need-based, research proven, and provides opportunities for continuous growth for new and experienced teachers.¹

Expand Scholarship Opportunities for Education Majors

Expand scholarship opportunities for students in high-demand job areas such as education with specific emphasis on shortage areas. Re-evaluate loan forgiveness programs, and sustain and increase funding for programs that demonstrate efficacy in preparing and supporting teacher recruitment and retention.

¹ Source: Alaska Department of Education and Early Development (2008) Draft Alaska Education Plan retrieved from: http://www.eed.state.ak.us/edsummit/pdf/Education_Plan_Draft.pdf.

TEACHER EDUCATION GRADUATION DATA

This section of the report includes aggregate data on University of Alaska graduates eligible to enter the K-12 education workforce as licensed teachers, administrators, counselors, or district office administrators. The data reflects three-year trends in graduate rates reported by Academic Year (AY) starting in 2006 and ending in 2008.

GAP ANALYSIS: SHORTAGES IN THE TEACHING WORKFORCE

The Gap Analysis on the teacher workforce is based on survey data collected from K-12 school administrators. It also includes hiring data for the K-12 education system made available through collaboration between the University of Alaska Anchorage Institute for Social and Economic Research (ISER), the Alaska Department of Labor (DOL), the Alaska Department of Education & Early Development (EED), and the Alaska Teacher Placement (ATP). It provides a general overview of the K-12 education work and highlights turnover data in specific shortage areas.

EFFORTS TO ATTRACT, TRAIN, AND RETAIN QUALIFIED SCHOOL TEACHERS

Programs and activities that directly impact K-12 teachers employed in Alaska include professional development, curriculum and resources, mentoring, and research efforts sponsored through the University of Alaska system. This section highlights many of the programs UA offers.

THREE TO FIVE YEAR PLAN FOR TEACHER PREPARATION

Senate Bill 241 (2008) reads, "*The report must include an outline of the university's current and future plans to close the gap between known teacher employment vacancies in the state and the number of state residents who complete teacher training. The information reported under this subsection may also include short-term and five-year strategies with accompanying fiscal notes and outcome measures.*"²

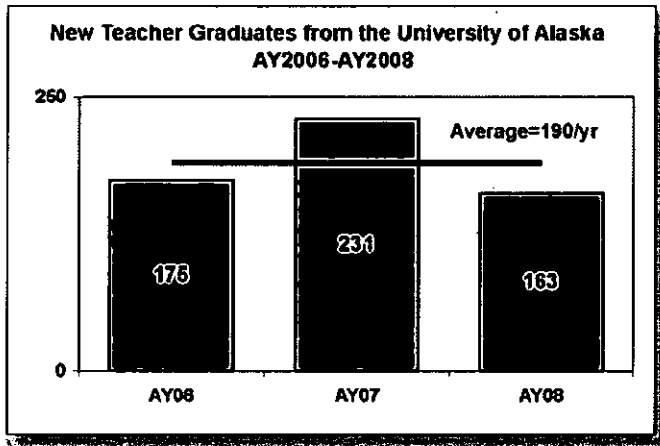
² Source: Sec. 2. AS 14.40.190(b) Laws of Alaska (2008) Source Chapter No. HCS CSSB 241(HES) of the 25th Legislative Session.

TEACHER EDUCATION GRADUATION DATA

New Teachers for Alaska

The University of Alaska graduated 175 new teachers in Academic Year (AY) 2006, 231 in AY07, and 163 in AY08. This number reflects bachelor's degrees, master's degrees, and licensure degrees in elementary, secondary, and early childhood for the three universities:

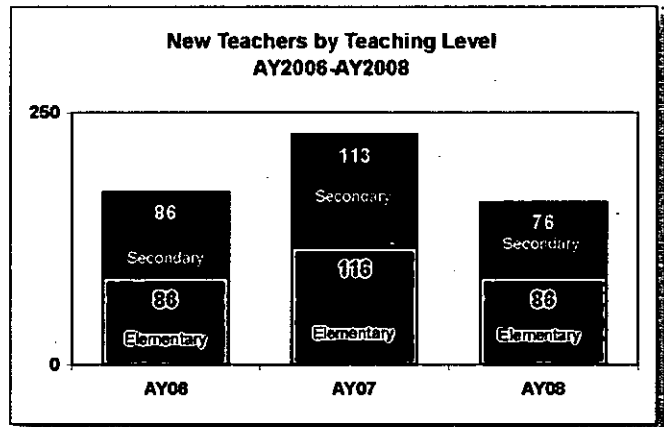
University of Alaska Anchorage, University of Alaska Fairbanks, and University of Alaska Southeast. The increase from AY06 and AY07 reflects a variance due in part to the use of the start and end dates necessary to eliminate duplicate counts of graduates.



The three-year average of 190 graduates per year reflects the most accurate number of graduates eligible to enter the K-12 teacher workforce each year.

Of the teacher graduation count, the total breakdown by grade level shows that annually the University of Alaska graduates slightly more elementary teachers than secondary teachers each year. This trend may be the result of several factors, including that students can earn a bachelor's degree in elementary education in four years. A degree in elementary education is also offered at all three campuses and is available onsite or via distance delivery.

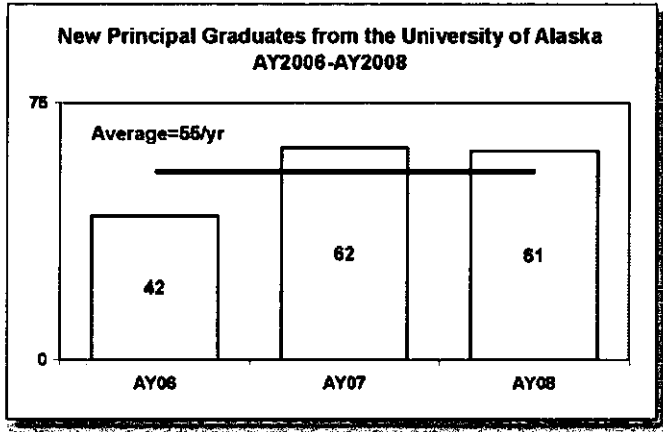
The majority of the secondary degree programs in education typically require five years of college before a student is eligible to teach. Most secondary programs require students to transfer into a master's program with a bachelor's degree in a core content area. Students with advanced degrees in mathematics and science in Alaska have many more employment opportunities in the state compared to a student graduating with a degree in elementary education.



Note: Does not include UA K-12 Art or K-12 Music graduates

New Principals for Alaska

The University of Alaska graduated 42 new principals in Academic Year (AY) 2006, 62 in AY07, and 61 in AY08. The average number of graduates completing a licensure program for administration is 55. However, not all graduates seek an administrative position following graduation; some continue as classroom teachers, mentors, or pursue district office positions.



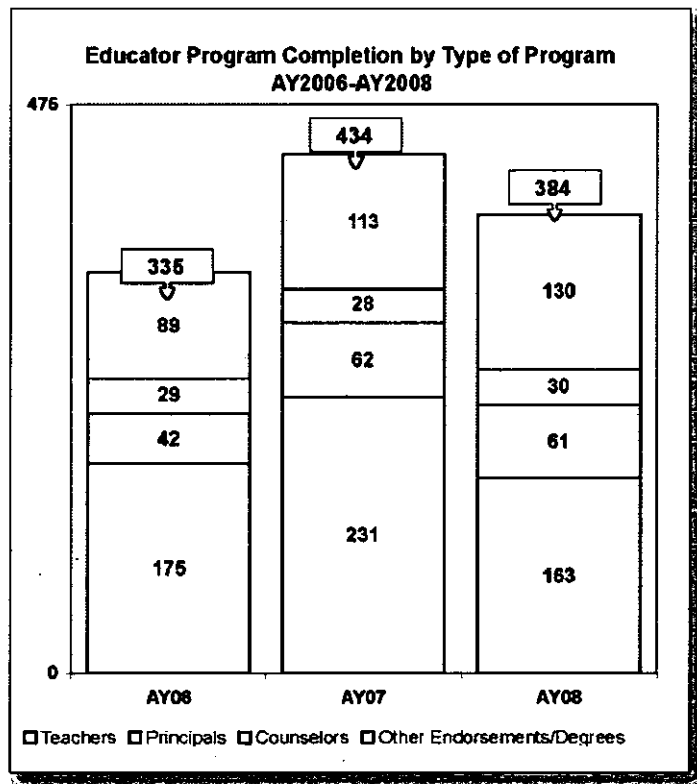
The University of Alaska Anchorage is currently the only campus offering a principal licensure program. The University of Alaska Southeast in Juneau will be launching a new program in 2009. The summer cohort has 20 new applicants, some of whom are former and current Alaska Statewide mentors.

Other Endorsements & Degree Programs

Each campus offers a variety of endorsement programs that lead to an advanced degree or, in some cases, a certificate of completion. Some of these programs are designed for current teachers who seek to add an endorsement and/or complete a master's degree while also fulfilling requirements for state certification.

The University of Alaska Anchorage offers degree programs in Special Education, Reading, and the state's only Superintendent degree program. UAA also has an affiliated speech language pathology program with East Carolina University (ECU). UAA provides the preparatory coursework via distance delivery to candidates applying to the ECU graduate program to become a speech-language pathologist.

The University of Alaska Southeast Masters of Arts in Teaching prepares teachers statewide, and enrollment in that program has increased 24% between 2006 and 2008. In addition, UAS expect to graduate in AY09 an additional 30 special education teachers.

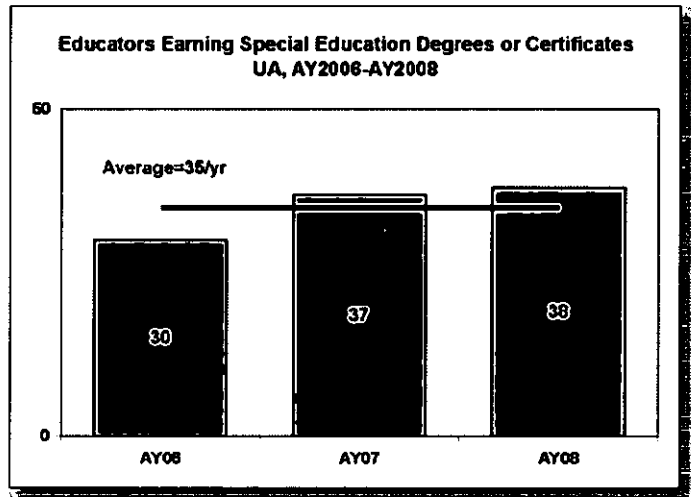


The University of Alaska Fairbanks offers the only terminal degree for educators through the Interdisciplinary Studies Ph.D. program. The UAF Elementary Licensure Program is a post baccalaureate, year-long elementary licensure program. UAF also offers Masters of Education degrees in Curriculum and Instruction, Cross-Cultural Education, Language and Literacy, Guidance and Counseling, and Reading. UAF is seeking to expand their teacher preparation program to include Special Education. The University of Alaska campuses in both Fairbanks and Anchorage offer degrees in Counseling and Guidance. Over the three-year average, collectively they graduate 29 counselors a year.

Over half, fifty-three percent (53%) of the University of Alaska education graduates are new teachers. According to trend data, each year the state of Alaska can expect 190 new teachers prepared to enter the K-12 education teacher workforce. However, not all students enroll in high demand teacher certification areas, nor do all graduates go on to teach after completing a degree in education.

New Special Education Teachers

The University of Alaska produces an average of 35 special education teachers each year. Special education teachers have a higher rate of turnover compared to other teaching positions; thus, administrators must replace teachers who leave a district or the teaching profession, and replace vacant positions in special education when teachers move from a special education position to a regular classroom teacher position within their district. As a result, special education teachers are in high demand each year. According to the Alaska Department of Education and Early Development, Special Education is also a federally designated teacher shortage area.



Additional information is provided in the following sections on special education teacher turnover rates in Alaska. Enrollment in special education programs at UA is growing.

New Math & Science Teachers

Secondary teaching degrees awarded by the University of Alaska in mathematics and science over the three-year period averages out to 11 mathematics certificates and 24 science certificates a year.

Number of UA Graduates in Mathematics and Science UA, AY2006-AY2008				
	AY06	AY07	AY08	3 Year Average
Mathematics	9	14	9	11
Science	23	35	13	24

* Data gathered from UA Teacher Preparation programs, not reflected in UA Institutional Research Student Banner data.

GAP ANALYSIS: SHORTAGES IN THE TEACHING WORKFORCE

Understanding the Alaska Teaching Workforce

- 8,902 public school classroom teachers currently work in Alaska.
- Teacher shortage areas in Alaska include special education, mathematics, and science.
- Each year, Alaska school districts hire roughly 900 to 1,100 teachers.
- Roughly 800 to 900 vacant positions are a result of teachers exiting the system.
- The average teacher salary in Alaska is \$56,757.
- In 2010, roughly thirty-four percent (34%) of current teachers will be eligible for retirement.
- Sixty-five percent (65%) of Alaska's teachers are currently over the age of 40.
- Alaska Native teachers make up six percent (6%) of the teaching workforce.

Annually, Alaska districts hire roughly 900 to 1,100 teachers for vacant positions in every teaching subject. However, special education and secondary content areas are in disproportionately high-demand. Of the estimated 1,000 new positions, roughly 150-200 reflects

“movers” – teachers who leave one school district for another, rather than exiting the system. Movers are common in Alaska as teachers migrate from district to district. The majority of vacancies are often in rural Alaska, yet the majority of the Alaska teachers live in urban areas.

**Average Number of Teachers by School District Region
FY06 to FY08**

Number of Teachers by Region	Number of Teachers
Urban	5,580
Southeast	411
Road System/Other	236
Off the Road System/Rural	1,864
Total	8,091

Source: ISER tabulations of DEED Certified Staff Accounts.

Urban: Anchorage, Fairbanks, Kenai, Juneau, and Mat-Su

Southeast: All districts from Yakutat to Ketchikan (including Haines and Skagway)

Road System/Other: Denali, Alaska Gateway, Copper River, Delta Greeley, Nenana, and Valdez

Off the Road System/Rural: All other districts, typically accessible only by air

The Economics of Education in Alaska

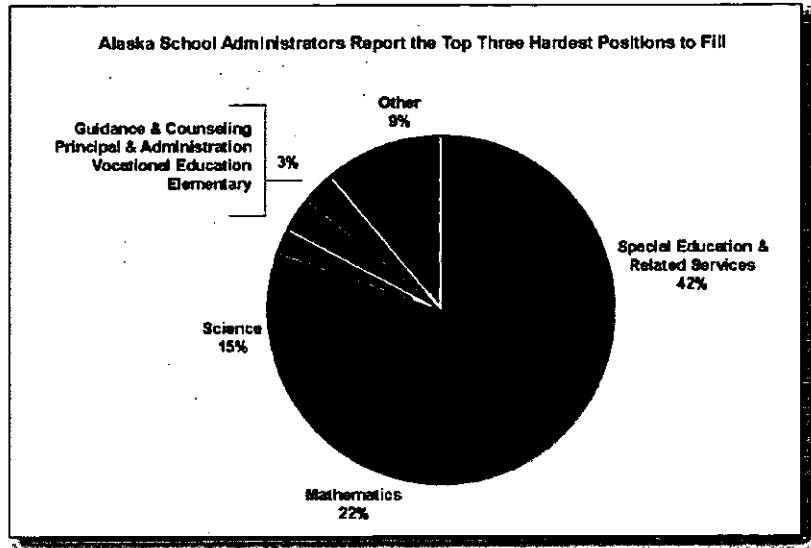
In 1998 the Alaska Department of Labor Economic Trends reported, “Jobs with local school districts in kindergarten through 12th grade number over 20,000— nearly seven percent of all wage and salary jobs in Alaska. No other industry in Alaska is more ubiquitous than education. Often local education is the single largest employer in a community. In fact, two of the state's 10 largest employers are school districts. In many communities, one of the few employers is the local school district.”³

Further, the report finds education dollars represent economic activity in the state and in all of the communities education is present. Local education spending in Alaska is not only an investment in education but also has immediate economic impacts statewide. Ten years later, the report's findings still hold true, however the analysis needs to be updated to reflect the current economic impact of education accurately.

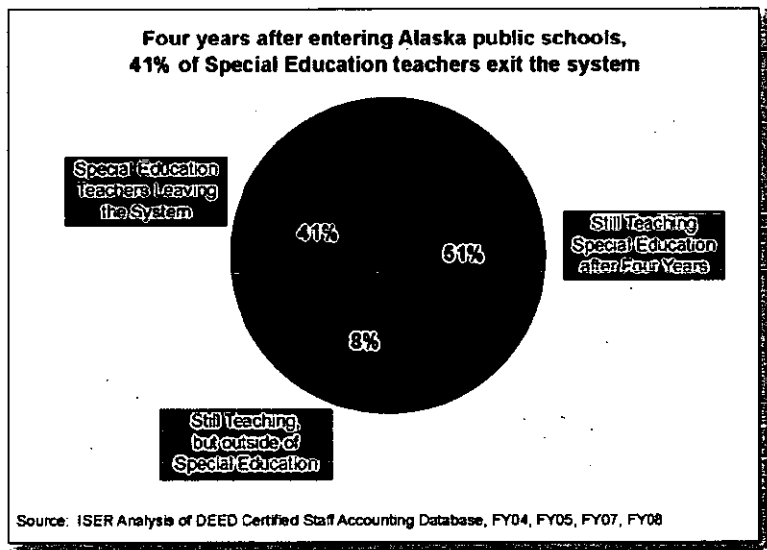
³ Alaska Economic Trends (1998) Kelm, Diana, Editor Alaska Dept. of Labor. February 1998, Volume 18, Number 2

Gap Analysis for Special Education, Mathematics, and Science

Special education vacancies are unquestionably the hardest to fill. This trend is equally common on a national level. While the need for special education teachers is not unique to Alaska, teaching in Alaska, especially rural Alaska, remains unique compared to the rest of the United States. In a recent survey conducted by Alaska Teacher Placement (M. Hill, 2008) school administrators reported the hardest K-12 education positions to fill



include special education and related services at forty-two percent (42%) of the total responses, followed by mathematics (22%) and science (15%). Additional studies could be conducted to better understand the complexities of these trends.



According to a recent report by the Institute of Social and Economic Research at UAA, (A. Hill & Hirshberg, 2008) special education teacher turnover is higher compared to statewide turnover. Four years after entering a teaching position, forty-nine percent (49%) of special education teachers were no longer teaching special education, and of those, only eight percent (8%) remained in the Alaska system, but teaching outside of special education. However,

simply producing more teachers in these areas may not address the issue of retention. The Alaska Statewide Mentor Project (ASMP) reported, "Through grant funding, ASMP has been able to increase focus on mentoring special education teachers by pairing mentors with special education certifications to work with early career special education teachers. Working with a sub-sample of about a third of all new special education teachers, ASMP has retained over 80% each year."⁴

⁴ Source: Alaska Statewide Mentor Project Research Summary 2004-08, Barbara L. Adams, Ph.D. Fall 2008

The table below shows the average number of teaching positions, vacancies, and filled vacancies from 2006 to 2008 in the following three key shortage areas: special education, mathematics, and science. The average number of new University of Alaska graduates prepared in those fields (last row in the table), coupled with the difference between the average number of new teachers needed and the supply (UA graduates) shows that even if every University of Alaska graduate takes a job with Alaska schools, districts across the state would still need to recruit from outside the state to fill the gap.

Special Education Gap

After accounting for the teachers who move within the state, districts need to hire about 100 new special educators each year. UA graduates, based on a three year average, account for roughly 35 new special educators each year; – thus, districts need to find at least 64 teachers from outside of Alaska.

Mathematics Gap

Mathematics shows the greatest percentage gap. Districts need an average of 48 new mathematics teachers each year, and the University of Alaska prepares roughly 11, which equates to one-fourth the number needed.

Science Gap

The science numbers, aggregated across all science areas, demonstrates the universities' capacity to prepare teachers. Across the state, districts need to hire 41 new science teachers, and the University of Alaska graduates 24. However, Superintendents report their hardest-to-fill fields includes the physical sciences. Again, for a variety of reasons, many outside of the university's sphere of influence, newly prepared teachers might not accept a position after completing a teacher preparation program

Shortage Teacher Assignments in Alaska Average, AY2006-AY2008			
	Special Education	Math	Science
Average Number of Teaching Positions Districts Must Fill			
Total Teacher Positions	1,068	593	494
Filled by:			
Teachers Continuing in their Districts	907	516	432
Alaska Teachers Changing Districts (movers)	63	29	21
Number of New Teachers Needed:	99	48	41
Filled by:			
Experienced Teachers New to Alaska	47	16	16
New Teachers	51	32	25
The number of University of Alaska Graduates			
Average Number of UA Teacher Graduates	35	11	24

EFFORTS TO ATTRACT, TRAIN, AND RETAIN QUALIFIED SCHOOL TEACHERS

To increase the number of teachers prepared in Alaska, more Alaska students will need to enroll and complete degree programs in education. The University of Alaska has an array of programs and activities designed to support teacher recruitment and retention of K-12 educators. In addition, the university has made K-12 Outreach and Bridging Programs a priority for future operating requests to the legislature. This section lists over 100 programs, activities, and initiatives underway at the university in this area. Expansion of the data collection methods for future reports will include a more comprehensive analysis of these efforts.

K-12 Student Outreach and Bridging Efforts

UA Geography Program National Geographic Society Traveling Maps	UAF
Engineering Career Academy	UAF
Lego Robotics	UAF
Boys Project: Developing group mentoring model for Black adolescents	UAF
History Day at UAF	UAF
Jazz Camp	UAF
Fairbanks Summer Arts Festival	UAF
USA Artists Visiting Artist Residency	UAF
Che'ghutsen Systems of Care	UAF
Alaska Summer Research Academy	UAF
Alaska Statewide High School Science Symposium	UAF
TASK Teaching Alaskans/Sharing Knowledge Professors in the Classroom	UAF
Science Potpourri	UAF
Rural Student Services	UAF
Interior-Aleutians Campus Early College	UAF
Tech Prep	UAF
Upward Bound	UAF
2008 Elders' Academy	UAF
UA Geographic Alliance	UAF
Partnership with Alaska Geographic Association	UAF
UA Geographic Alliance Glacier Girls Program	UAF
UA Geographic Alliance Stories of Culture and Place	UAF
Finance Camp for Middle School & High School	UAF
Shelton Leadership Institute	UAF
TVC Tech-Prep	UAF
TVC Hutchison High School partnership	UAF
Interior Alaska Career Academy at TVC	UAF
Fairbanks Youth Facility TVC career exploration session/yearly	UAF
TVC Workforce Scholarship for Fairbanks Students	UAF
TVC Career Tech Expo	UAF
TVC "brush-up" Math for High School Exit Exam	UAF
TVC & Effie Kokrine Charter School - Early College program	UAF
TVC and Delta Junction Workforce Development TVEP	UAF
RAVE: Rural Alaska Vocational Exploration	UAF
TVC Career Exploration in Diesel/Heavy Equipment	UAF
Explore Alaska Museum	UAF

Alaska's University for Alaska's Schools

Geophysical Institute UAF Science Education Outreach Network	UAF
Science for Alaska Lecture Series	UAF
UAF Summer Youth Programs Jump Start	UAF
Fairbanks Suzuki Institute	UAF
Visual Arts Academy	UAF
Earn and Learn	UAF
4-H Statewide: Nome, Mat-Su, Cordova, Kodiak, Anchorage, Eielson and Juneau	UAF
Spanish for Young Adventurers	UAF
Cooperative Extension Summer Youth Activities	UAF
Bristol Bay Campus Natural History of Salmon/Salmon Camp for HS students	UAF
Kuskokwim Campus Educational Talent Search	UAF
Summer Science Field Camps	UAF
Summer KuC Jr. Bridge Sciences STEM	UAF
NW Campus Partnership with Chugach School District Summer EXCEL Camp	UAF
UAF Rural Alaska Honors Institute	UAF
Health Programs	UAF
K-12 Outreach Elementary School, I Know I Can Program & I'm Going to College	UAS
Summer Theatre Arts Rendezvous Program, STAR	UAS
High School Dual Enrollment	UAS
JDHS Career Expo/SERRC Academy/Apprentice Fair/Independent Living	UAS
JDHS Geometry Bridge Math	UAS
Do the Math	UAS
Juneau Science Fair	UAS
Tech Prep	UAS
Alaska Native Early Scholars	UAS
Latseen	UAS
Native Oratory	UAS
Alaska Native Oratory Society, AKNOS	UAA
Alaska Native Science and Engineering Program, ANSEP	UAA
ANSEP Engineering Jump Start	UAA
Undergraduate Research and Scholarship, OURS	UAA
Career Connections	UAA
College Readiness Project	UAA
Disability Support Services, DK-12 Student Outreach Program	UAA
Doyon Foundation Education Summits	UAA
Education Talent Search, ETS	UAA
Engineering Academy	UAA
I'm Going to College	UAA
Native K-12 Student Outreach Program Triple-O Program	UAA
Natives in Early Transition, NET	UAA
Secondary School Student Enrollment	UAA
Tech Prep Program	UAA
Upward Bound	UAA
UAA Preview Days	UAA
Tanana Child Development Center	UAA
Alaska Native Science and Engineering Program Summer Bridge Programs	UAA
Della Keats/UDOC Summer Enrichment Program	UAA

Alaska's University for Alaska's Schools

NIDDKD Summer Enrichment Program	UAA
Culinary Boot Camp	UAA
Theater for Young People	UAA
Community Service Arts for Visual Integration and Educational Work, AVIEW	UAA
College Goal Sunday (Systemwide)	UAA
Community Campaign for Title I Schools in Anchorage	UAA
Reading with the Seawolves	UAA
UA I Know I Can and I am Going to College	Systemwide
UA College Savings Plan	Systemwide
February FAFSA Frenzy, FFF Students & Families focus on Financial Aid	Systemwide

Teacher Professional Development and Educational Resources

Interior Native Educators Cross-Cultural Studies	UAF
National Park Service Cross-Cultural Studies	UAF
Teachers Domain Alaska Cross-Cultural Studies	UAF
Fairbanks School District Theatre/Film Studies	UAF
Fairbanks North Star Borough Office of Public History Teaching American History	UAF
Math Fix	UAF
UA Geographic Alliance	UAF
Partnership with Alaska Geographic Association	UAF
Math in a Cultural Context MCC	UAF
MapTEACH: Mapping Technology Experiences with Alaska's Cultural Heritage	UAF
UA Geographic Alliance Google Earth Collaboration	UAF
UA GeoPortal	UAF
GIS Teacher in-Service	UAF
Alaska in Maps	UAF
Global Learning and Observations to Benefit the Environment, GLOBE	UAF
Future Farmers of America, FFA	UAF
Reindeer Research Program, RRP	UAF
School of Education & Statewide Mentor Collaborative	UAF
School of Education and Fairbanks SD host the State Writing Consortium 2009	UAF
Geophysical Institute UAF Science Education Outreach Network	UAF
Experimental Discoveries in Geoscience Education, EDGE	UAS
Teacher and Counselor Retreat	UAS
UAS School of Education Professional Education Center	UAS
Alaska Educational Innovations Network, AEIN	UAA
Office of Professional and Continuing Education, PACE	UAA
International Polar Year K-12 Outreach Educator Resource Guide	Systemwide
Community and Technical College and Career and Technical Education	Systemwide

Teacher Recruitment and Retention

Reach to Teach	UAF
Preparing Indigenous Teachers & Administrators for Alaska Schools, PITAAS	UAS
Alaska Statewide Mentor Project	Systemwide
Future Teachers of Alaska	Systemwide
Alaska Teacher Placement, Recruiting Teachers for Today and Tomorrow	Systemwide

THREE TO FIVE YEAR PLAN FOR TEACHER PREPARATION

The University of Alaska is committed to meeting the workforce needs of Alaska public schools. Producing quality teachers and administrators for Alaska who are likely to remain teaching in Alaska is the primary concern for the Teacher Education Planning Group. Additionally, the Teacher Education Planning Group is tasked with development and implementation of a three-to-five year plan. This group has established the following priorities to be addressed in the UA Teacher Education Statewide Plan for Teacher Preparation. This effort will maximize resources and increase collaborations internally and system-wide. The group has engaged stakeholders in education, industry, and state agencies in this effort. Collaborations are focused around the workforce needs of Alaska.

Senate Bill 241 (2008) states, "*The report must include an outline of the university's current and future plans to close the gap between known teacher employment vacancies in the state and the number of state residents who complete teacher training. The information reported under this subsection may also include short-term and five-year strategies with accompanying fiscal notes and outcome measures.*"⁵

Members of the Teacher Education Planning Group

- John Pugh, Chancellor of UAS, Lead
- Melissa Hill, Director of ATP at Statewide Office of Academic Affairs
- Dean Larry Harris, School of Education UAS
- Dean Eric Madsen, School of Education UAF
- Dean Mary Snyder, College of Education UAA

Priorities for the Teacher Education Planning Group

The following priorities are to be addressed over the next three to five years under SB241.

1. **Expansion of Special Education Teacher Preparation Program**
2. **Recruitment of New Teacher Through Outreach**
3. **Program Access Through Distributed Teaching and Learning**
4. **Focus Efforts in Science, Technology, Engineering and Mathematics, STEM**
5. **Early Childhood Education**

⁵ Source: Sec. 2. AS 14.40.190(b) Laws of Alaska (2008) Source Chapter No. HCS CSSB 241(HES) of the 25th Legislative Session.

1. Special Education

According to data collected through the statewide supply and demand studies and school district administrators, special education is the hardest position to fill and has the highest turnover rate. The Teacher Education group will work collaboratively to implement a cross-MAU endorsement and degree program in special education system-wide offered via distance. Funding for Special Education would provide a faculty member at UAF to ensure that each program has the capacity to support the needs of school districts. UAF is the only campus that does not have a special education program in the school of education. This funding will respond to the highest need identified by former Fairbanks Northstar Borough School District Superintendent Ann Shortt, current Superintendent Nancy Wagner, and virtually all other Alaska superintendents.

2. Recruitment Efforts

It has become apparent schools and colleges of education need to focus more on recruiting students in high-demand jobs as early as intermediate grades to encourage college and high school students to become teachers. Education units need to connect with other departments on campus and with school districts to set up recruitment activities. Each campus may need to look at their existing recruiting resources and engage their enrollment and student services offices in this effort. The MAUs will work collectively to develop a system-wide marketing effort that each of the schools of education would implement.

3. Program Access Through Distributed Teaching and Learning

Serving students in rural areas where the need for teachers is greater due to teacher turnover is a priority for the State and University. Data suggests that teachers trained in their region have a higher retention rate. Providing access to education to students in rural areas will require resources from distance education programs and school districts to build infrastructure to deliver courses and monitor practicum students via distance.

4. STEM Resources

Science and Mathematics are core areas under No Child Left Behind. Additionally, those positions are the second "hardest to fill" according to survey data from K-12 school administrators. Meeting the needs in secondary core content areas will require increased faculty awareness and the capacity to engage STEM colleagues across the campuses in a dialog about ways to produce more STEM teachers. This effort will require the campus administration to enlist the assistance of the appropriate deans and directors who supervise faculty and researchers in the STEM areas.

5. Early Childhood Education

Better coordination and alignment is needed to develop career paths in programs, and increase the university's involvement in early childhood education. This alignment and articulation will provide students with programs that will meet their needs, as well as those of the State. However, compensation is a barrier the state may want to examine to increase recruitment and retention of early childhood providers. The University of Alaska applauds the State's effort to increase the number of children receiving early childhood services, and welcomes collaboration with the Alaska Department of Education & Early Development on this very important issue.

Long Term Goals of the Planning Group

1. Establish the UA Teacher Education consortium or taskforce, which will continue to meet with school districts and industry representatives to engage these stakeholders in the planning effort.
2. Develop an ongoing, long-range planning process for Teacher Education based on the priorities identified by stakeholders and the University of Alaska Board of Regents.
3. Work with school districts and policymakers to research current recruitment and retention challenges, best practices, and alignment of K-12 and college ready.
4. Develop an integrated, cross-MAU marketing campaign to recruit students into the teaching profession with the goal of increasing enrollment in and awareness of the advantages of completing a teacher preparation program. Similar to the "Hot Jobs" and other industry career guides, education needs to develop resources and materials for education.

RECOMMENDATIONS & FISCAL NOTE REQUEST

Invest in Education Studies and Research for the State of Alaska

Invest in expanding and updating data collection systems, including workforce development studies in education for the State of Alaska. Expanding the university's capacity to conduct studies and research in education will enable the following:

- Provide ongoing valuable information and data analysis for the standing Senate and House Education Committees, and ensure future reports meet state expectations.
- Support the State Education Plan prepared by the Alaska Department of Education & Early Development, including the following goals and activities:

Collaborate with Alaska's postsecondary institutions to ensure that education-related degree programs and staff development programs reflect research, best practices, Alaska's diverse cultures, and alignment to academic standards, and are sufficient in scale and scope to meet the public school work force needs.

Develop a staff development infrastructure that is collaborative, need-based, research proven, and provides opportunities for continuous growth for new and experienced teachers.⁶

⁶ Source: Alaska Department of Education and Early Development (2008) Draft Alaska Education Plan retrieved from: http://www.eed.state.ak.us/edsummit/pdf/Education_Plan_Draft.pdf.

Invest in Special Education Teacher Preparation

Invest in growing the special education teacher preparation programs at the University of Alaska Fairbanks. Currently, UAF is the only school of education in the university system that does not have a special education program. Funding to support this effort would increase the number of special education teachers for the state of Alaska.⁷

Expand of Scholarship Opportunities for Education Majors

Expand scholarship opportunities for students in high-demand job areas such as education with specific emphasis on shortage areas. Re-evaluate current loan forgiveness programs, and sustain and increase funding for programs that demonstrate efficacy in preparing and supporting teacher recruitment and retention.

University Receipts Received in One Year and Expended in the Succeeding Fiscal Year

Regarding the request, "The University of Alaska shall, in the report required under 24 AS 14.40.190(a) [AS 14.40.190], report the amount of university receipts received in one year and expended in the succeeding fiscal year. The University of Alaska shall, in the report required under 24 AS 14.40.190(a) [AS 14.40.190], report the amount of university receipts received in one year and expended in the succeeding fiscal year."⁸

This information can be found in Note #7 of the Financial Statements submitted by the University of Alaska finance department.

Requests for Additional Information

For additional copies of the report, information on specific items, or questions, please contact Melissa Hill at the University of Alaska at (907) 450-8400.

⁷ Reference: University of Alaska Fiscal Year 2010, Operating & Capital Budget Request, pg. 17

⁸ Source: Sec. 2, AS 14.40.190(b) Laws of Alaska (2008) Source Chapter No. HCS CSSB 241(HES) of the 25th Legislative Session.