

**3/11/09
ROUND-
TABLE:
SCHOOL
DROPOUT...**



⊕ **4 AAC 06.075. High school graduation requirements**

⊕ (a) Each chief school administrator shall develop and submit to the district board for approval a plan consisting of district high school graduation requirements. The plan must require that, before graduation, a student must have earned at least 21 units of credit.

(b) Specific subject area units-of-credit requirements must be set out in each district plan and must require that, before graduation, a student must have completed at least the following:

- (1) language arts - four units of credit;
- (2) social studies - three units of credit;
- (3) mathematics - two units of credit;
- (4) science - two units of credit;
- (5) health/physical education - one unit of credit.

(c) Transfer students who have earned 13 units of credit while in attendance outside the district may, at the discretion of the district, be excused from the district subject area units-of-credit requirements.

(d) Beginning January 1, 2009, the three units of credit in social studies required under (b)(2) of this section must include one-half unit of credit in Alaska history or demonstration that the student meets the Alaska history performance standards. The provisions of this subsection do not apply to a student who

- (1) transfers into an Alaska public school after the student's second year of high school; or
- (2) has already successfully completed a high school state history course from another state.

(e) In this section, "unit of credit" means the credit that a student is awarded for achieving a passing grade in a course of study by meeting the performance standards for a course of study as prescribed by a local school board.

⊕ **History:** Eff. 3/1/78, Register 65; am 6/16/84, Register 90; am 3/24/85, Register 93; am 2/11/89, Register 109; am 4/4/96, Register 138; am 8/21/2005, Register 175

⊕ **Authority:** AS 14.07.020

AS 14.07.060



Dropout Prevention: Recent Research and State Policy Responses

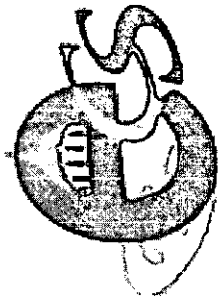
Jennifer Dounay

Education Commission of the States

Presentation to Ready for Life Nevada Dropout Prevention Summit

Las Vegas, Nevada

November 12, 2008



Education Commission
of the States

About ECS

- 50-state education compact est'd 1965
- Nonpartisan, nonprofit
- Serves all state-level education policymakers and their staffs:
 - Governors
 - Legislators
 - State board members
 - State superintendents
 - SHEEOS and higher education boards

Education Commission of the States

Research (and common sense) — and state policy responses

- Middle grades
- HS curriculum: Rigor and relevance
- Curricular supports: Remediation and adolescent literacy
- Structure of day/week/year
- Push/pull: Parental involvement
- Adult advocates for at-risk students
- Early warning systems and use of data

Middle grades

- Balfanz, Herzog, MacIver 2007 study
- Four grade 6 indicators:
 - Failing English
 - Failing math
 - Attendance 80% or below
 - One or more out-of-school suspension (= failing “behavior” grade)

State policy responses

- RI, LA: Supp. ed. programs/coaching for students below grade level in reading, math
- GA: Graduation coaches in middle schools

Rigor and relevance

- Numerous studies (and common sense)
- Rigor: higher expectations (+ supports)
- Rigor + relevance
 - Dual enrollment
 - Early/middle college high school
 - Academics integrated in career/tech. courses
 - Proficiency-based credit
- Relevance: Individual grad. plans

Rigor: Higher expectations (and supports)

- “College/work ready” core = Min.
 - 4 English
 - Algebra I, geometry, Algebra II
 - 3 lab sciences
 - 3 social studies
- At least 8 states to require
- Alignment with college admissions reqts
(some states)

College/work-ready core

- Key to consider:
 - End-of-course or other means to demonstrate attainment of standards
 - High quality, targeted remediation
 - Opportunity for integrated academic/CTE
 - Teacher preparation, professional devt.
 - Public awareness of, support for need
 - **Backmapping from HS to earlier grades!**

Dual enrollment

- RI: Poss. intervention for dist. w/ dropout rate > 15%
 - Course fee waivers for free/reduced lunch
- OR: “Priority” for districts to inform dropouts of Expanded Options
- LA: Articulated credit pilot
- IN: Fast Track to College

Early/middle college HS

- Early college HS: diploma + AA in 5 yrs.
- Middle college: Some PS credits on PS campus
- ECHS: State-level policies in 6 states (CO, MI, NC, PA, TN, TX)
- No ECHS in Nevada?
- Model ECHS policy components:
 - ECS October 2008 report: "Improving Outcomes for Traditionally Underserved Students Through Early College High Schools"
 - search doc 78663 on www.ecs.org

Academics in CTE

- “Math in CTE” program
 - CTE students better than controls
 - Perf. same on CTE skills
- 2001 study of NELS data:
 - Dropout lowest: 3 CTE units: 4 academic units
 - Esp. for at-risk students
 - Dropout increased when CTE ratio rose above this ratio

Academics in CTE (cont'd)

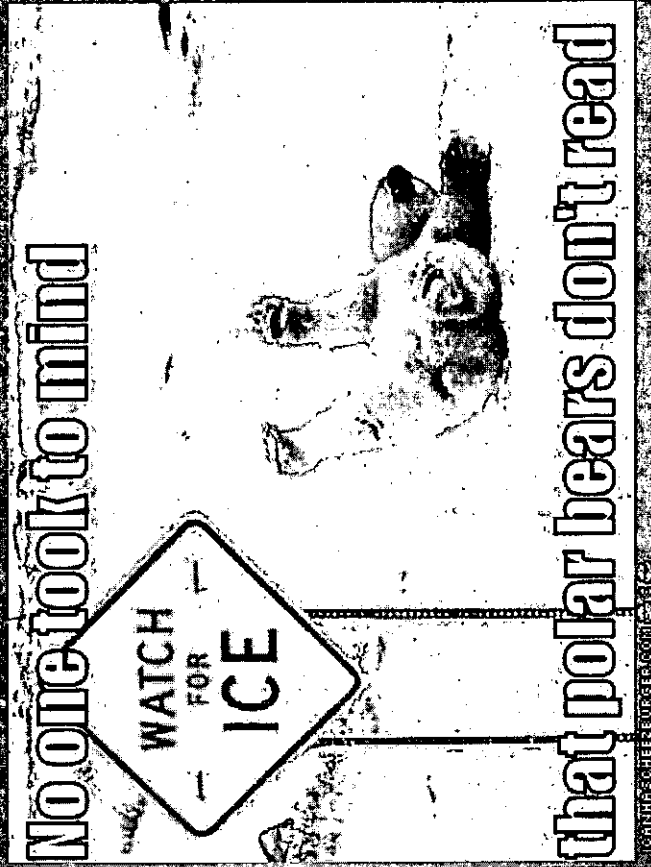
- Key state policy components:
 - Include CTE courses as option in fulfilling grad. reqts.
 - Content stds. (reading/writing/math) that can be integrated into CTE courses
 - Allow demonstration of mastery of stds. via CTE in lieu of academic courses
 - PD for CTE and academic teachers to team teach

Curricular supports: Remediation

- Key state policy components:
 - Students ID'd early in school year, HS career
 - Schools/dist. required to provide
 - Students required to attend
 - Individual learning plan for every ID'd student
 - Program must be evaluated regularly, improved based on evaluation
- October 2008 ECS report: "HS Remediation"
- ECS database

Curricular supports: Adolescent literacy

- Little focus on literacy after grade 3
- Obvious: Literacy is key to success in core academics



Education Commission of the States

Adolescent literacy (cont'd)

- Some key policy components:
 - Students grades 4-12 ID'd for diagnostic reading assts.
 - Literacy stds. aligned with curricula and assts.
 - State supports for local literacy plans
 - Teacher cert. includes adolescent literacy
 - Teacher mentoring/induction in adolescent literacy
 - Teacher PD in meeting adolescent literacy needs
 - Principal incentives to build leadership in adolescent literacy
- ECS 50-state policy database: www.ecs.org/hfdb-al

Alternative pathways to standard diploma

- August 2008 ECS report: "Beyond the GED"
- Key state policy components:
 - Increasing upper statutory age
 - Alternative means to demonstrate competency
 - Flexible (but equally rigorous) credit recovery
 - Online or computer-based
 - Targeted to student need
 - Flexible scheduling and courseloads
 - Indiana School Flex program
 - Funding systems to accommodate flexibility

Push/pull: Parental involvement

- HS parents don't always know what involvement matters
- Areas of policy
 - Developing formal policy
 - Reaching out on academic expectations
 - Accommodating parents' needs
 - Building staff capacity
 - Building parent capacity
 - Developing benchmarks, evaluating impact, revising policies as needed
- August 2008 ECS report (search doc 7848 on www.ecs.org)

Adult advocates for students

- Georgia: Graduation coaches
 - ID at-risk students, keep on track academically
 - AL now piloting program
- Colorado: School Counselors Corps Grant Program
 - Priority to schools w/above avg. dropout rates

Early warning systems/ use of data

- RI: State uses data for program improvement:
 - HS suspensions related to truancy
 - # students re-enrolled in flexible schedule/CC prog.
 - # freshmen with personal literacy plans
 - # students repeating Algebra I or 9th grade math
 - # students repeating 9th grade
 - # students receiving remediation in 9th grade
- RI SEA annual report:
 - Outcomes of district strategies to date
 - How strategies will be modified, based on data

jdounay@ecs.org



Education Commission of the States

S.E.A.C.C.

SouthEast Alaska Career Center

205 Baranof Street Sitka, AK 99835

(907)-966-1350 Fax (907)-966-1353

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TO: LOUIE FLORA

FAX #: 465-3472

FROM: KAREN MARTINSEN, DIRECTOR
EDU @ AK.NET

DATE: 3-12-09

OF PAGES: 13

NOTES: DROP OUT !!
FYI - SOME ADDITIONAL RESOURCES
FOR DECISION-MAKERS.

"SEEK (SEACC) YOUR POTENTIAL"

IES PRACTICE GUIDE

WHAT WORKS CLEARINGHOUSE

Dropout Prevention



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next product

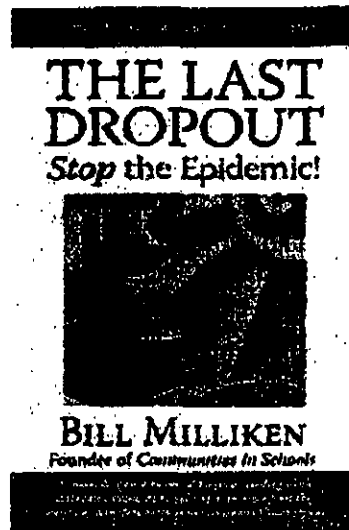
The Last Dropout
by Bill Milliken
Trade Paperback Book

\$8.59

Item # 220862
Plus Shipping & Handling

Qty:

Order



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List Price: \$14.98

Did you know that we're battling an epidemic* . . . ?

- Almost one-third of all high-school students fail to graduate with their class; among minorities, the dropout rate is almost 50 percent.
- Dropouts are more likely than their peers to be unemployed, live in poverty, have poor health, depend upon social services, and go to jail.
- The combined loss of income and revenue to the American economy from a single year's dropout about \$192 billion.
*From *The Silent Epidemic* (Bridgeland, Dittulo, Morrison, 2006)

But there is a solution to the dropout crisis that is proven effective, replicable, and sustainable! Communities in Schools (CIS) reaches more than one million at-risk students and their families annually in more than 3,000 American schools. These kids would fall far below the national average for every measure of student success. 98 percent of CIS-tracked students stayed in school. What makes the difference?

The Last Dropout offers nine key principles that Communities in Schools has tested over three decades. Interwoven are the dramatic life stories of CIS founder E

IES PRACTICE GUIDE

Dropout Prevention

September 2008

Panel

Mark Dynarski (Chair)
MATHEMATICA POLICY RESEARCH

Linda Clarke
CITY OF HOUSTON

Brian Cobb
COLORADO STATE UNIVERSITY

Jeremy Finn
STATE UNIVERSITY OF NEW YORK—BUFFALO

Russell Rumberger
UNIVERSITY OF CALIFORNIA—SANTA BARBARA

Jay Smink
NATIONAL DROPOUT PREVENTION CENTER/NETWORK

Staff

Kristin Hallgren
MATHEMATICA POLICY RESEARCH


Brian Gill
MATHEMATICA POLICY RESEARCH

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U.S. DEPARTMENT OF EDUCATION**

 **NATIONAL CENTER FOR
EDUCATION EVALUATION
AND REGIONAL ASSISTANCE**
Institute of Education Sciences

Dropout Prevention

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CAREER AND TECHNICAL EDUCATION AND THE 15 EFFECTIVE STRATEGIES FOR INCREASING GRADUATION RATES

Compiled by

Jay Smink, Executive Director

Mary S. Reimer, Information Resource Consultant

Early Interventions

- ▶ Family Involvement
- ▶ Early Childhood Education
- ▶ Reading/Writing Programs

Basic Core Strategies

- ▶ Mentoring/Tutoring
- ▶ Service Learning
- ▶ Alternative Schooling
- ▶ Out-of-School Experiences

Making the Most of Instruction

- ▶ Professional Development
- ▶ Learning Styles/Multiple Intelligences
- ▶ Instructional Technologies
- ▶ Individualized Instruction

Making the Most of the Wider School Community

- ▶ Systemic Renewal
- ▶ Community Collaboration
- ▶ Career Education/Workforce Readiness
- ▶ Violence Prevention/Conflict Resolution



National Dropout Prevention Center

College of Health, Education, and Human Development
 Clemson University, 209 Martin Street, Clemson, SC 29631-1555
 Telephone: 864-656-2599 email: ndpc@clemson.edu
 Web site: <http://www.dropoutprevention.org>

A NUMBER OF AK SCHOOLS
 CURRENTLY WORK ON PLANS W/ NDPC
 MARTINSEN SITKA EDUCAK.NET

Alaska's Pathways to Successful Careers

Pre-school through 6

Middle School 7-8

High School 9-12+

Post Secondary

Career
Awareness

Technology

say YES to your Future!

Youth Employability Skills



www.apicc.org



National Statistics on High School Students

- **For every 100 students who enter the 9th grade:**
- 21 – 40% do not complete the 12th gr.
- Many of these could get the skills necessary to prepare for the workforce AND complete
- High school/GED if offered a career academy approach – Career Education should be a component of our drop out prevention plan

The Workforce Gap

Where 9th Graders
Are Headed*

VS.

Where the Jobs Are**



28% will enter a 4-year college



20% require a 4-year college degree



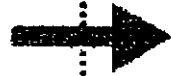
32% will enter an associate degree program or advanced training



65% require an associate's degree or advanced training



10% will lack the skills needed for employment



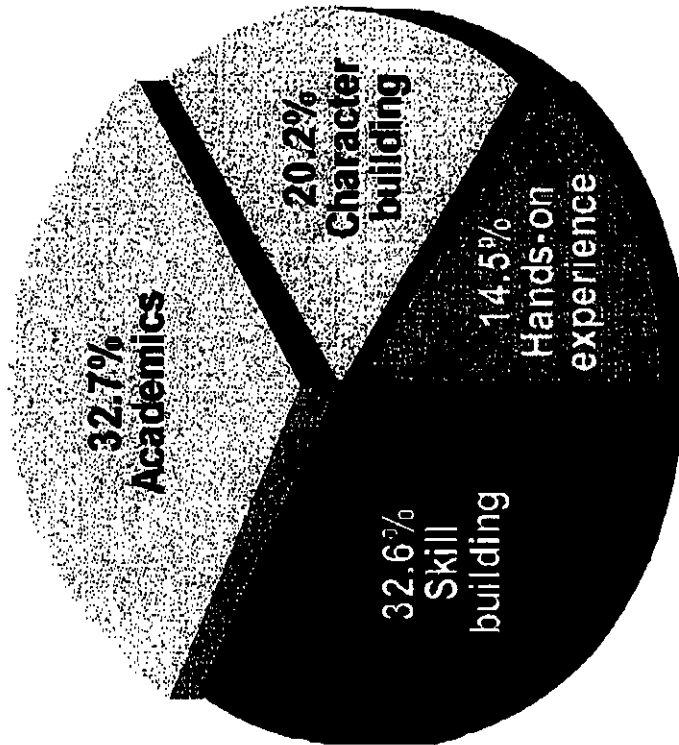
15% require minimum skills for employment



30% will drop out of the system before completing high school

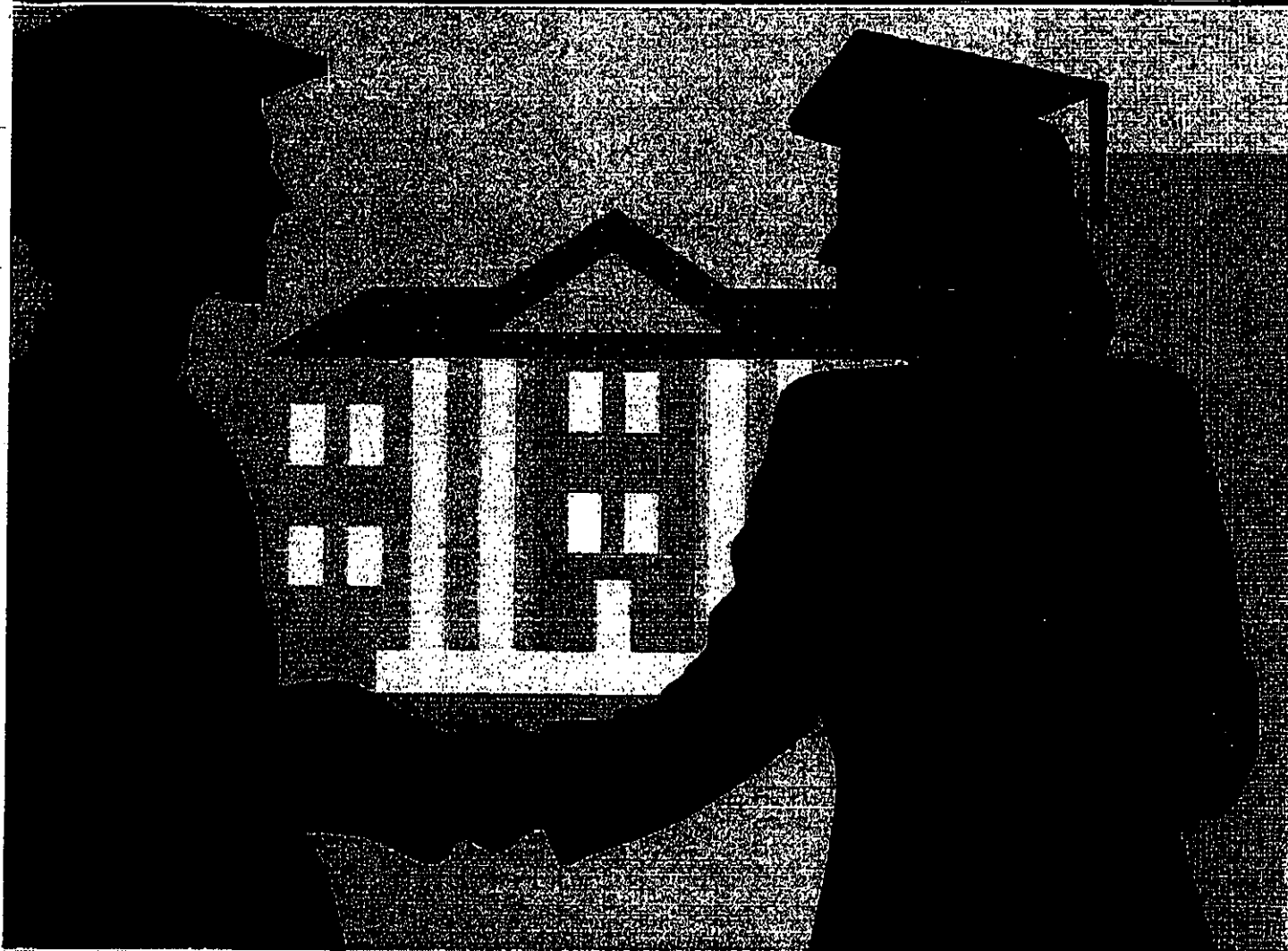


Recipe For Career Success



DROPOUT RISK FACTORS AND EXEMPLARY PROGRAMS

A TECHNICAL REPORT



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 Director: _____
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Communities In Schools

DROPOUT RISK FACTORS AND EXEMPLARY PROGRAMS

A TECHNICAL REPORT

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May 2007

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FYI

Karen M.

Part of the
Early
College
High

Sponsored by the
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Gates Foundation

GATEWAY COLLEGE

Essential Elements of the Gateway to College Model

All funded replication sites have agreed to replicate the program based on the following essential elements:

- Gateway to College serves dropouts or near dropouts from the age of 16 until their 21st birthday (or as allowed by state law). Replication sites must establish firm criteria for eligibility describing the maximum number of high-school credits allowed and other parameters (such as attendance and grades) to avoid offering Gateway to College to students who are not truly at risk.
- Similarly, the program is not designed for students who are so far behind in credits in relation to their age that they could not possibly complete a high school diploma prior to aging out of the program. Students must have the expressed goal to complete a high school diploma.
- Students must meet an eighth grade reading equivalency to enter the Foundation term. Student reading, writing, grammar, and basic math skills must be assessed prior to their acceptance into the program.
- Because Gateway to College is funded through K - 12 per-pupil funds, all students must obtain school district permission to be enrolled, and comply with school district policies for participation. Attendance, student progress, and other measures as required by the K - 12 district must be provided in a timely manner, in order to support effective relationships with the school district and the smooth flow of operating funds.
- Portland Community College will provide tools and objectives for student outreach, orientation, and student selection. These tools and objectives must be used unless different tools and plans are submitted for review and are accepted by the Gateway to College team at PCC.
- The philosophy of Gateway to College is that dropouts deserve a real second chance for educational success. The program is designed so that many doors can lead to Gateway to College, but students who are not yet ready should be directed to better options, so that no student is set up for failure. Gateway to College replication sites must prepare a list of referral options for interested students who are not yet ready to benefit from Gateway to College. These options may include GED programs, ESL/ELL programs, K - 12 alternative program, and community-based programs.

Laurel Dukehart,
Executive Director,
Gateway to
College National Network
503-788-6226



Rev. 8/07

GATEWAY to COLLEGE




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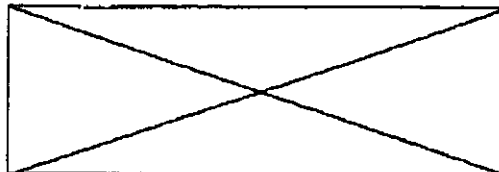
 For Educators and Policy Makers

 For Gateway to College Partners

 For Students and Parents

 Gateway to College National Replication Project

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Nati-
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The Gateway to College® program

serves at-risk youth, 16 to 20 years old, who have dropped out of school students the opportunity to earn a high school diploma while earning coll college success. Students simultaneously accumulate high school and c high school diploma while progressing toward an associate degree or ce

Gateway to College students learn how to succeed in an educational set caring team of instructors and student support specialists with experienc youth. In their first term, students take foundational courses as part of a experience builds their academic and personal skills, preparing them for general student population. During the Foundation term, students take r plus a college survival and success class where students learn how to te tests, and juggle school, work, and family life. After completing the Four career development class to help them focus their academic goals and s begin taking classes on the comprehensive campus.

Gateway to College is changing lives. Students who had little chance of school are earning their diplomas and succeeding in college. They are p and challenging careers. In short, they are reinventing themselves for a l

Gateway to College was developed at Portland Community College in P operating in seventeen colleges nationwide. Seven additional colleges a serving students in the fall of 2009.

Mission Statement:

Gateway to College empowers youth who have dropped out of high sch graduate to earn a diploma and dual credit in a supportive college envirc

- [Click here](#) for more information on the Gateway to College national r
- [Click here](#) for more information about the Gateway to College Nation
- [Click here](#) for more information about Gateway to College at Portland

Gateway to College National Network
Portland Community College, Southeast Cente
Mt. Scott Hall, Room 108
2305 SE 82nd Ave., Portland, OR 97216

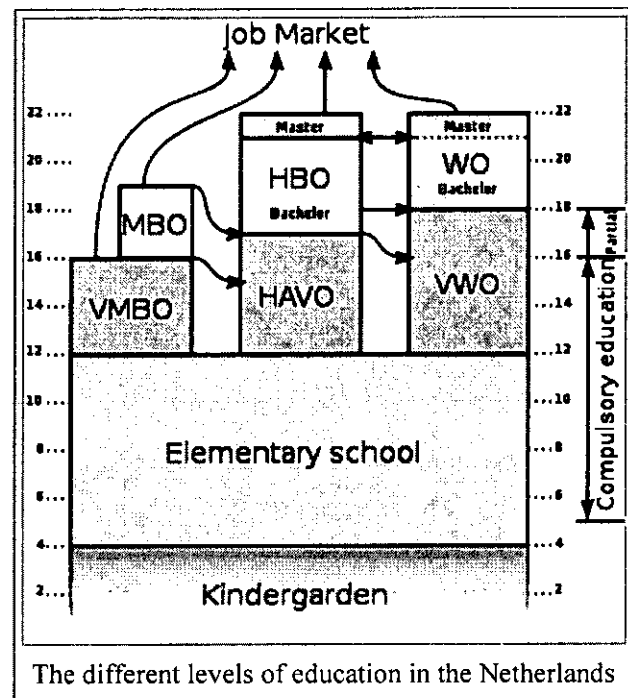
Education in the Netherlands

From Wikipedia, the free encyclopedia

Education in the Netherlands is characterized by division: education is oriented toward the needs and background of the pupil. Education is divided over schools for different age groups, some of these in turn divided in streams for different educational levels. Schools are furthermore divided in public and special (religious) schools. The Programme for International Student Assessment, coordinated by the OECD, ranks the education in the Netherlands as the 9th best in the world as of 2008, being significantly higher than the OECD average.[1]

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 - 2.2.2 Havo
 - 2.2.2.1 profiles
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 - 2.2.4 Vavo
 - 2.3 Tertiary Education
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- 4 Grading
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General overview

Education policy is coordinated by the Dutch Ministry of Education, Culture and Science, together with municipal governments.

Compulsory education (*leerplicht*) in the Netherlands starts at the age of five, although in practice, most schools accept children from the age of four. From the age of sixteen there is a partial compulsory education (*partiële leerplicht*), meaning a pupil must attend some form of education for at least two days a week [2]. Compulsory education ends for pupils age eighteen and up.

Life in the Netherlands

Culture [show]

Economy [show]

Society: [show]

There are public, special (religious), and private schools. The first two are government-financed and officially free of charge, though schools may ask for a *parental contribution* (*ouderbijdrage*).

Government	[show]
------------	--------

Policies	[show]
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Public schools are controlled by local governments. Special schools are controlled by a school board. Special schools are typically based on a particular religion. There are government financed Catholic, Protestant, Jewish and Muslim elementary schools, high schools, and universities. In principle a special school can refuse the admission of a pupil if the parents indicate disagreement with the school's educational philosophy. This is an uncommon occurrence. Practically there is little difference between special schools and public schools, except in traditionally religious areas like Zeeland and the Veluwe (around Apeldoorn). Private schools and public schools both receive equal financial support from the government if certain criteria are met.

There is also a considerable number of publicly financed schools which are based on a particular educational philosophy, for instance the Montessori Method, Pestalozzi Plan, Dalton Plan or Jena Plan. Most of these are public schools, but some special schools also base themselves on any of these educational philosophies.

In elementary and high schools the students are assessed annually by a team of teachers, who determine whether the pupil has advanced enough to move on to the next grade. If the pupil has not advanced enough he or she may have to retake the year (*blijven zitten*, English: *stay seated*); this is an uncommon occurrence. Gifted children are sometimes granted the opportunity to skip an entire year, yet this happens rarely and usually in elementary schools.

All school types (public, special and private) are under the jurisdiction of a government body called *Onderwijsinspectie* (Education Inspection) and can be asked (forced) to make changes in educational policy or risk closure.

Schools

Elementary School

Between the ages of four to twelve, children attend *basisschool* (elementary school; literally, "basic school"). This school has eight grades, called *groep 1* (group 1) through *groep 8*. School attendance is compulsory from group 2 (at age five), but almost all children commence school at four (in group 1). Groups 1 and 2 used to be called *kleuterschool* (nursery). From group 3 on, children will learn how to read, write and do maths. In group 7 and 8 many schools starts teaching English to their students. In group 8 the vast majority of schools administer the *Citotoets* (Cito test, developed by the *Centraal instituut voor toetsontwikkeling*[3] (Central Institute for Test-development)) to recommend what type of secondary education should be followed. In recent years this test has gained authority, but the opinion of the group 8 teacher has remained a crucial factor in this recommendation.

High School

After attending elementary education, children aged 12 years old attend *voortgezet onderwijs* (high school; literally "continued education"). Depending on the advice of the elementary school and the score of the Cito test, pupils are assigned to either vmbo, havo or vwo.

The first year of all levels is referred to as the *brugklas* (litt. *bridge class*), as it connects the elementary school system to the secondary education system. During this year, pupils will gradually learn to cope with differences such as dealing with an increased personal responsibility.

When it is not clear which type of secondary education best suits a pupil, there is an orientation year for both vmbo/havo and havo/vwo to determine this. In addition, there is a second orientation year for havo/vwo when inconclusive.

Furthermore it is possible for pupils who have attained the vmbo diploma to attend two years of havo-level education and sit the HAVO-exam, and for pupils with a havo-diploma to attend two years of vwo-level education and then sit the VWO exam.

Vmbo

The vmbo (*voorbereidend middelbaar beroepsonderwijs*, literally, "preparatory middle-level applied education") education lasts four years, from the age of twelve to sixteen. It combines vocational training with theoretical education in languages, mathematics, history, arts and sciences. Sixty percent of students nationally are enrolled in vmbo. Vmbo itself has four different levels, in each a different mix of practical vocational training and theoretical education is combined.

- *Theoretische leerweg* (literally, "theoretical learning path") is the most theoretical of the four, it prepares for middle management and vocational training in the mbo-level of tertiary education and it is needed to enter havo.
- *Gemengde leerweg* (literally, "mixed learning path") is in between the *Theoretische-* and *Kaderberoepsgerichte Leerwegen*.
- *Kaderberoepsgerichte Leerweg* (literally, "middle management-oriented learning path") teaches theoretical education and vocational training equally. It prepares for middle management and vocational training in the mbo-level of tertiary education.
- *Basisberoepsgerichte Leerweg* (literally, "basic profession-oriented learning path") emphasizes vocational training and prepares for the vocational training in the mbo-level of tertiary education.
- *Praktijkonderwijs* (literally, "practical education") consists out of mainly vocational training. It is meant for pupils who would otherwise not obtain their vmbo-diplomas. After obtaining this diploma pupils can enter the job market without further training.

For all of these levels there is *Leerweg Ondersteunend Onderwijs* (literally, "learning path supporting education"), which is intended for pupils with educational or behavioural problems. These pupils are taught in small classes by specialized teachers.

Havo

The havo (*hogere algemeen voortgezet onderwijs*, literally, "higher general continued education") has five grades and is attended from age twelve to seventeen. A havo diploma provides access to the HBO-level (polytechnic) of tertiary education.

The first three years together are called the *Basisvorming* (literally, "basis forming"). All pupils follow the same subjects: languages, mathematics, history, arts and sciences. In the third year pupils must choose one of four profiles. A profile is a set of different subjects that will make up for the largest part of the pupil's timetable in the fourth and fifth year, that are together called the *Tweede Fase* (literally,

"second phase"). A profile specializes the pupil in an area, and some hbo and wo studies therefore require a specific profile. Students must also choose one to three additional subjects. Furthermore, Dutch and one foreign language (most often English), as well as some minor subjects, are compulsory. In all profiles mathematics is compulsory, but the level of difficulty differs for each profile. Pupils still have some free space, which is not taken by compulsory and profile subjects: here they can pick two subjects from other profiles. Sometimes pupils choose more than two subjects, this can result in multiple profiles.

profiles

- *Cultuur en Maatschappij* (literally, "culture and society") emphasizes arts and foreign languages (French, German and less frequently Spanish, Russian, Arabic and Turkish). In the province of Friesland, West Frisian is also taught. The mathematics classes focus on statistics and stochastics. This profile prepares for artistic and cultural training at the hbo.
- *Economie en Maatschappij* (literally, "economy and society") emphasizes social sciences, economics, and history. The mathematics classes focus on statistics and stochastics. This profile prepares for social science and economics training at the HBO.
- *Natuur en Gezondheid* (literally, "nature and health") emphasizes biology and natural sciences. The mathematics classes focus on algebra, geometry and calculus. This profile is necessary to attend medical training at the HBO.
- *Natuur en Techniek* (literally, "nature and technology") emphasizes natural sciences. The mathematics classes focus on algebra, geometry and calculus. This profile is necessary to attend technological and natural science training at the HBO.

Vwo

The vwo (*voorbereidend wetenschappelijk onderwijs*, literally, "preparatory scientific education") has six grades and is attended from age twelve to eighteen. A vwo diploma provides access to wo training, although universities may set their own admittance criteria (e.g. based on profile or on certain subjects). The vwo shares the profiles system described above with the HAVO route. The distinctions that can be made are that the difficulty level is higher, and that the Tweede Fase lasts three years instead of two.

The vwo is divided in *Atheneum* and *Gymnasium*. A **Gymnasium** programme is similar to the Atheneum, except that Latin and Greek are typically compulsory until the third year. Not all schools teach the ancient languages throughout the entire Basisvorming. Latin may start in either the first or the second year, while Greek may start in second or third. At the end of the third year, a pupil may decide to take either or both languages in the Tweede Fase, where the education in ancient languages is combined with education in ancient culture. The subject that they choose, although technically compulsory, is subtracted from their free space.

Vwo-plus, which is also known as Atheneum-plus, Vwo+ or Lyceum, offers extra subjects like philosophy, extra foreign languages and courses to introduce students to scientific research.

Some schools also have TVWO (tweetalig VWO, bilingual VWO) this means that the pupils get 50% of the lessons in English. In some places they get 50% in German instead of English.

Vavo

Vavo (*voortgezet algemeen volwassenen Onderwijs*, literally, "prolonged general adult education") is ghvmbo, havo or vwo taught for adults.

Tertiary Education

Mbo

Mbo (*middelbaar beroepsonderwijs*, literally, "middle-level applied education") is oriented towards vocational training. Many pupils with a vmbo-diploma attend mbo. Mbo lasts one to four years. After mbo (4 years!), pupils can enroll in hbo or enter the job market.

Hbo

With an mbo (4 years!), havo or vwo diploma, pupils can enroll in hbo (*Hoger beroepsonderwijs*, literally "higher applied education"). It is oriented towards higher learning and professional training, which takes four to six years. The teaching in the hbo is standardized as a result of the Bologna process. After obtaining enough credits (ECTS) pupils will receive a 4 years (professional) Bachelor's degree. They can choose to study longer and obtain a (professional) Master's degree in 1 or 2 years.

Wo

See also: List of universities in the Netherlands

See also: Academic Degree

With a vwo-diploma or a propedeuse in hbo, pupils can enroll in wo (*wetenschappelijk onderwijs*, literally "scientific education"). Wo is only taught at a university. It is oriented towards higher learning in the arts or sciences. The teaching in the wo, too, is standardized due to the Bologna process. After obtaining enough credits (ECTS), pupils will receive a Bachelor of Arts, Bachelor of Science or Bachelor of Laws degree. They can choose to study longer in order to obtain a Master's degree of different fields. At the moment, there are four variants: Master of Arts, Philosophy, Sciences, and Master of Laws. A theoretical Master typically lasts one year, however the majority of practical (e.g. medical), technical and research Masters require two or three years.

History of education

Compulsory education for children was implemented in the Netherlands in 1901. The main purpose of the law was to counter child labour, the first moves for which are credited to legislator Samuel van Houten, whose *kinderwetje* (literally, "children's little law") of 1874 made child labour under the age of 12 illegal.

The original law of 1900 only affected children aged 6 to 12, but in 1969 the law was expanded to 9 years of compulsory education, and in 1975 it became 10 years.

Before 1968 the system was different and consisted of:

- *Kleuterschool* - kindergarden (ages 4 to 6)
- *Lagere school* - primary education, (ages 6 to 12) followed by either;
 - *ITO* (invidual technical education) - now *VMBO - praktijkonderwijs* (ages 12 to 16)
 - *Ambachtschool* (vocational training) - comparable with *VMBO - gemengde leerweg* , but

- there was more emphasis on thorough technical knowledge (ages 12 to 16)
 - *ULO* - now *VMBO* - *theoretical learning path* (ages 12 to 16)
 - *MULO* - now *VMBO* (ages 12 to 16)
 - *HBS* (*Hogere Burgerschool* - mixed) - comparable *VWO* - *Atheneum* (ages 12 - 17)
 - *MMS* (*Middelbare Meisjesschool* - girls only) - comparable with *HAVO* (ages 12 - 17)
 - *Gymnasium* - secondary education - comparable with *VWO* - *Atheneum with compulsory Greek and Latin added* (ages 12 to 18)
- *MTS/HTS* - middle and higher level applied/technical training, similar to a polytechnic college
- University - only after completing *HBS/MMS/Gymnasium/HTS*

This was all changed that year with the *Wet op het Voortgezet Onderwijs* (literally, *law on secondary education*), better known as the *Mammoetwet* (literally, "*mammoth act*"). This piece of legislation got its peculiar name after ARP-MP Anton Bernard Roosjen^[1] was reported to have said „Let that mammoth remain in fairyland”. This law passed in 1963 at the initiative of legislator Jo Cals and created a system on which the current one is based.

Before the *Mammoetwet* a student wanting to complete *gymnasium-β* would have to pass exams in;

- 6 languages (all consisting of three separate parts, an oral book report, a written essay, and a written summary);
 - Ancient Greek
 - Latin
 - French
 - German
 - English
 - Dutch
- 5 sciences
 - Physics
 - Chemistry
 - Biology
 - Mathematics - consisting of two out of the following three sub-fields; (a student would be exempted from one based on a draw)
 - analytic geometry and Algebra
 - trigonometry
 - solid geometry

Next to these courses history and geography were also compulsory courses and taught until the final year, but students would not take exams in them.

The *Mammoetwet* introduced four streams (*LTS/VBO*, *MAVO*, *HAVO* and *VWO*), of which *VBO* and *MAVO* were fused into *VMBO* in 1999.

The *Mammoetwet* was reformed significantly in the late 1990s. *Basisvorming* standardized subjects for the first three years of secondary education and introduced two new compulsory subjects (technical skills and care skills). The remainder of secondary school training was reformed with the *Tweede Fase*, which gave rise to the *HAVO* and *VWO profiles* described above; specific aims of this reform were also the introduction of information management skills and integration between different subjects.

Grading

In The Netherlands, grades from 1.0 up to 10.0 are used, with 1 being worst and 10 being best. Generally one decimal place is used and a +/- means a quarter, rounded to either 0.8 or 0.3. Thus, a 6.75 could be written as 7- and count as an 6.8, whereas a 7+ would be a 7.25 and count as an 7.3.

The grade scale with the labels:

- 10 (perfect)
- 9 (excellent)
- 8 (very good)
- 7 (more than sufficient)
- 6 (sufficient)
- 5 (insufficient)
- 4 (strongly insufficient)
- 3 (very strongly insufficient)
- 2 (bad)
- 1 (very bad)

Depending on the grade, several honors are available: total average of grades 8 with no grade under 7 and finishing in time: *cum laude*. For an average better than 7, but not meeting the criteria for *cum laude*, *met genoegen* (with honor), is sometimes awarded. This honor system is typically only used at universities.

Usually 5.5 and up constitute a pass whereas 5.4 and below constitute a fail. If no decimal places are used, 6 and up is a pass and 5 and below a fail. Sometimes, when no decimal place is used, an additional grade, 6-, is used as "barely passed". This is what would have been a 5.5 if a decimal place were used.

Grading systems compared

Converting the numbers of the Dutch grading system into the letters of systems such as those used in the United States and Great Britain, is difficult. It can really only be done if one can compare the frequency distribution of grades in the two systems.

The grades 9 and 10 are hardly ever given on examinations (on average, a 9 is awarded in only 1.5%, and a 10 in 0.5% of cases).

As the incidence of a 9 or 10 in *hoger algemeen voortgezet onderwijs* (literally: "higher general continued education") (HAVO) examinations is considerably lower than that of the top marks in the American or British grading system, it would be a mistake to equate a 10 to an A, a 9 to a B, and so forth. If the 8, 9 and 10 are taken together, as in the table above, they represent the top 5 to 15% of examination results. If, in a grading system based on letters, the A represents the top 10% or thereabouts, grade A may be regarded as equivalent to grades 8 and above.

It also has to be noted, very clearly, however that the HAVO represents the second level in the Dutch secondary education system that is tiered from an early age. The UK for example has no real equivalent to this, and is organised completely differently, with many candidates who would most likely have been sent through the HAVO system either doing A-levels and scoring relatively modest grades, or taking a more vocational path via the GNVQ system that introduces a less academic tone already at age 16. A thorough exploration of other systems is not warranted here, but care must be taken not to assume too

much in the equivalences of qualifications that play different roles, in different systems, in the context of different traditions.

The conversion of the lowest passing grade may present another problem. A grade of 4 is a clear fail, although one 4 at the examination is acceptable if high grades are obtained in all the other subjects. A 5, on the other hand, is 'almost satisfactory'. For purposes of assessing a pupil's progress throughout the year, a 5 is usually considered to be good enough, provided the pupil does better on the next test. For examinations, a 5 is unacceptable only as an average, but is condoned in one or two subjects. Its use is comparable to that of the D in many systems: a weak pass, but as an average too low for admission into a higher cycle of education. Note again that the "gearing" of the education system need not be the same. There is no reason to expect the overall difficulty to be the same, or to expect systems to favour the exact same types of candidates, it is also not reasonable to assume that lowest-passing-grades will always equate, because, amongst more obvious reasons, the Dutch system allows resits and considers them more normal, whereas sundry other systems tend to send candidates away with whichever grade they obtain however comparatively unsatisfactory that may be.

Taking the A-Level system applied in much of the UK and commonwealth as an example, grades E for A-level are in principle fairly unimpressive, and although they correspond to a "pass" would not constitute a passing level in a Dutch VWO class (the equivalent grade for HAVO could be debated, while philosophies and methods are still completely different). The class of candidates obtaining grades D and E for their A-levels would not be likely to pass their VWO examinations and be admitted to Universities in The Netherlands. This said, they would be more likely to return and retry, while British candidates would be more likely to simply proceed to a lower level of further/vocational education. This raises arguments about how well less able candidates may have done in a course more geared to their level.

For the award of the HAVO diploma, the average final grade should be a 6. In view of the high frequency of 6s, coupled with the fact that it is the minimum requirement for admission into a higher cycle of education, there are good grounds for equating a 6 with a C, which has a similar frequency and purpose.

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- [^] Trouw (Dutch)
 - Ministerie van Onderwijs, Cultuur en Wetenschap. Algemene informatie over de leerplicht, retrieved June 23, 2006.

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TwinCities.com

Bill would allow Minnesota high school seniors to get diplomas despite failing state graduation tests

3-year exemption on state exams gets first OK from House panel

By Megan Boldt
mboldt@pioneerpress.com

Posted: 03/12/2009 12:01:00 AM CDT

A proposal to give Minnesota students their high school diplomas even if they fail graduation tests got its first legislative green light Wednesday.

The bill, which would allow students to graduate in the next three years without passing the tests, was approved in the House K-12 Education Policy and Oversight Committee.

There are a few caveats. Students could graduate only if they get remediation, retake a failed test at least twice and meet other graduation requirements.

"Frankly, until we get things right in our K-12 system, I'd rather move kids forward ... than kick them to the streets without a diploma," said Rep. Carlos Mariani, DFL-St. Paul, author of the bill.

Lawmakers gave the state Education Department the go-ahead in 2005 to create more rigorous graduation tests.

What has educators and lawmakers most worried is

that only 35 percent of last year's juniors passed the tougher math test. This year's juniors are the first required to pass it in order to get their high school diplomas next spring.

The reading and writing exams have not raised as much alarm — 71 percent of students passed the reading exam last spring, and 90 percent passed writing.

"I don't think the problem is in the school," said Rep. Tim Faust, DFL-Hinckley. "I think the problem is in the test."

Some lawmakers and business representatives said exempting students from passing the graduation tests sends the message that Minnesota is not serious about its academic expectations.

They also argued the exemption does nothing to promote the ultimate goal of creating a world-class work force in the state.

"Is it fair to give students a diploma when we know they don't have the preparation they need?" asked Jim Bartholomew, education policy director for the Minnesota Business Partnership.

Supporters of the exemption argue it is just a short-term solution to work out the kinks in the new tests and say standards will not be lowered.

Addressing the short-term concerns and not the long-term vision for Minnesota's assessment system has Gov. Tim Pawlenty and the state Education Department worried.

But supporters of the temporary exemption say any changes to the testing system will cost money, and the Legislature likely will not make financial decisions until the end of the legislative session in May.

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Secondary Education Guide

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What Employers Want

As jobs in the United States continue to become more complex, employers are asking their employees to have command of increasingly higher skills. Employers provide specific on-the-job training to nearly 80 percent of the workforce, according to the American Society for Training and Development. That's why employers are looking for job candidates who possess the foundational skills that make them easier to train on the job.

Educators teach students foundational skills through daily classroom instruction. The challenge for educators is to teach the application of these foundational skills. Students who have abilities in Applied Mathematics, Reading for Information, and Locating Information are the type of highly trainable candidates that employers seek. These candidates have more success on the job and are able to learn job-specific skills faster.

The best way for students to achieve higher skills on the job is to have strong foundational workplace skills. WorkKeys® helps ensure that individuals are ready for work—and for life.

Work and College Readiness

If students are going to be adequately prepared for the workforce, they need to understand the requirements for jobs they are considering. WorkKeys helps students determine the skill levels and education required for various jobs. The chart below shows information for three of the more than 13,000 job profiles in the WorkKeys database. To see more jobs and skill levels go to www.act.org/workkeys/education/index.html.

	Receptionist	Machine Operator	Accountant
Education	High school	High school and training or AA degree	4-year degree
Salary	\$22,090	\$30,430	\$57,310
WorkKeys Skill Levels			
<i>Math</i>	3 4 5 6 7	3 4 5 6 7	3 4 5 6 7
<i>Reading</i>	3 4 5 6 7	3 4 5 6 7	3 4 5 6 7
<i>Locating Information</i>	3 4 5 6	3 4 5 6	3 4 5 6



“WorkKeys has helped us overcome the communication gap that exists between education and business. It has allowed businesses to communicate what kind of skills they need from our students.”

Melanie Gray, Perkins and School-to-Career Coordinator, Delta-Montrose Area Vocational-Technical Center and Delta County School District, Colorado

Benefits for Educators

Educators use WorkKeys to:

- Identify gaps between student skills and employment needs
- Develop more rigorous coursework to improve workforce readiness
- Align curricula to address the job skills employers need
- Develop more efficient teaching strategies
- Analyze and report their institution's success in preparing students
- Build a foundation for counseling students about courses and employment interests

Teachers play a vital role in helping students understand the importance of acquiring solid workplace skills. They also can guide students in selecting rigorous courses based on the students' interests and career goals. WorkKeys helps educators ensure that students enter the work world with the foundational skills needed in any field they choose.



Benefits for Students

- Enables students to realize the importance of their studies
- Increases chances that graduates will be hired
- Improves students' success in entry-level and subsequent jobs
- Builds students' confidence that skills meet the needs of local employers
- Determines skill improvement and training needs
- Enables students to rank above other job applicants who do not have needed skills
- Improves chances of better entry-level salaries through increased skills
- Shows prospective employers concrete proof of skills achieved

Benefits for Guidance Counselors

Guidance counselors use WorkKeys to:

- Tailor counseling to individuals by focusing on their skills and realistic employment opportunities
- Compare students' skill levels with those required for occupations
- Connect information about the requirements of local jobs with education and training services available in the community
- Establish business/education partnerships that enable students to gain practical experience and training in the workplace

How Educators Implement the WorkKeys System

Pre/Post Testing

WorkKeys scores are a useful tool to help educators demonstrate their students' ability to benefit from education and training. Students can take WorkKeys assessments when they begin high school, typically in 9th grade. Teachers and counselors can identify the



appropriate coursework and training for the students based on their pre-testing scores.

WorkKeys post-testing can be done with students in 11th or 12th grade. The same assessments

should be used in pre- and post-testing to show the direct relationship of curriculum impact and learning. The WorkKeys Scale Scores are sensitive to subtle score changes and can be used to show growth over time and to provide group comparisons in outcomes measurement.

WorkKeys in the United States

Many states and school districts throughout the United States use the WorkKeys system. In Illinois and Michigan, every high school junior is required to take two WorkKeys tests as part of a statewide assessment program. In Kentucky, WorkKeys is an optional, state-paid assessment for students in grades 10, 11, and 12. Virginia accepts WorkKeys Reading for Information as one of the assessments required to receive a high school diploma. Other states are considering statewide testing programs that incorporate WorkKeys into their testing. And many high schools have aligned curricula in

their programs to meet the WorkKeys skill levels needed for immediate job placement upon graduation.

National Career Readiness System

WorkKeys also is the foundation for the nationwide Career Readiness System that links qualified individuals with employers who recognize the value of skilled job applicants. This comprehensive employment tool—available via the Internet—offers four components.

Certification: The National Career Readiness Certificate verifies that an individual has the foundational skills necessary to be successful entering employment or a training program.

Certificate Registry: This Internet-based system at www.MyWorkKeys.com allows an individual to view WorkKeys scores, apply for a certificate, and order paper copies, as well as enabling employers to verify that an individual has a certificate.

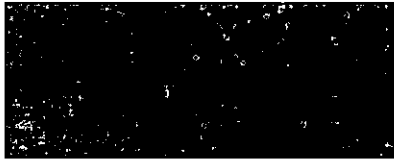
Talent Bank: Individuals who qualify for a National Career Readiness Certificate can use the Talent Bank to post credentials for employers and search job postings in a national job database.

Job Bank: Employers who use the National Career Readiness Certificate can post job opportunities and search for qualified candidates.

For more information, go to www.NationalCareerReadiness.org.



NATIONAL
CAREER READINESS
SYSTEM



"In West Michigan, students in 64 high schools take WorkKeys Applied Math and Reading for Information to demonstrate their ability to apply what they've learned in a work setting. If they scored well on these tests but are unable to apply their knowledge in the workplace, Kent ISD provides remedial education free of charge to fulfill our commitment to 'guarantee' the basic math and reading skills of graduates. Now, with ACT's National Career Readiness Certificate, our schools are committed to creating a career-ready workforce to improve the earnings potential of graduates and the economic vitality of our region."

Ronald Koehler, APR
Assistant Superintendent,
Organizational and
Community Initiatives,
Kent Intermediate School
District

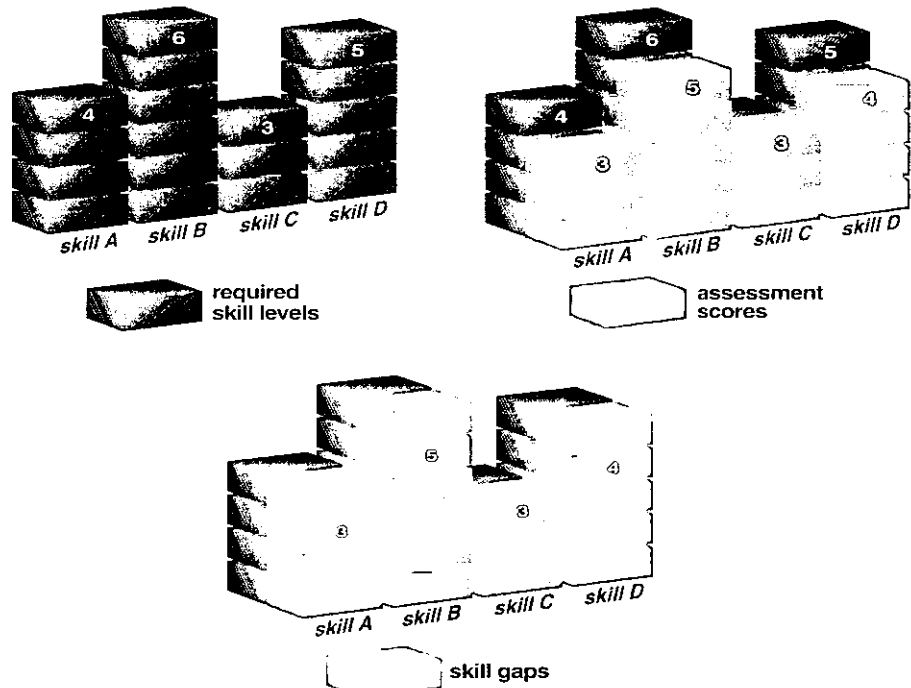
What is WorkKeys?

WorkKeys is a job skills assessment system measuring "real world" skills that employers believe are critical to job success. These skills are valuable for any occupation—skilled or professional—and at any level of education.

Students who use WorkKeys to document their readiness for work have an edge with the growing number of employers nationwide who accept or require that job applicants have WorkKeys scores. Several states also have adopted WorkKeys to ensure that students have needed skills.

How WorkKeys Works

Students can use their WorkKeys scores to determine how their skills measure up to those required in the workforce. And, educators can use the scores to see how well they are preparing graduates for different occupations. The example below identifies where an individual's skills do not match those needed for a particular job.



WorkKeys Assessments

Foundational Skills

- Applied Mathematics
- Applied Technology
- Business Writing
- Listening
- Locating Information
- Reading for Information
- Observation
- Teamwork
- Writing

Personal Skills

- Performance
- Talent
- Fit

Test Administration and Scoring

Millions of WorkKeys assessments are administered through high schools and other educational institutions each year. The criterion-referenced assessments can be used singly or in combination, and each takes about one hour to complete. Standard scoring is included in the price of the tests. Results for paper-and-pencil tests are usually available from ACT within ten working days and instant score reports are available for computer-based tests.

Schools receive both individual and group WorkKeys reports following each test administration. The individual report indicates a student's skill level for each assessment administered, along with a description of the tasks associated with the skill level and strategies to improve performance in that skill. Group reports help the school track performance for all students who took the assessments.

WorkKeys and ACT

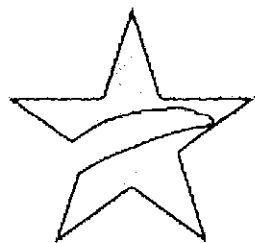
WorkKeys has been developed by ACT, an international leader in educational assessment and workforce development services for more than forty years, best known for the ACT® college entrance exam. WorkKeys is used by thousands of companies and schools across the United States and internationally.

For more information about WorkKeys, call 1-800/WORKKEY (967-5539) or visit our website at www.workkeys.com.

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ACT

Using Your WorkKeys® Scores

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Using your ACT WorkKeys® Scores

What is the WorkKeys® System?

The Workkeys system, developed by ACT:

- Describes job skill requirements
- Measures an individual's skills
- Matches people to jobs

The WorkKeys skills are transferable skills – those commonly needed on jobs. The skill areas include:

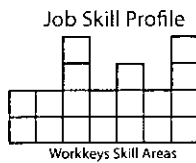
- Applied Mathematics
- Applied Technology
- Business Writing
- Listening
- Locating Information
- Observation
- Reading for Information
- Teamwork
- Writing

There is a separate assessment for each skill area. Tasks on the assessments are based on workplace situations, but do not require job-specific knowledge.

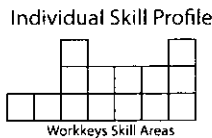
Each WorkKeys skill area has a separate measurement scale divided into levels. These scales are used for scoring assessments and for profiling jobs and occupations.

The System in Action

To determine what skills are needed for a job or occupation, employees actually doing the job list their tasks and identify the skill levels required for completing them. This process is called job profiling.

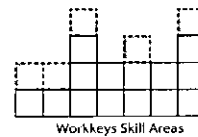


An individual's skill levels are measured by WorkKeys assessments.



By comparing profiles and scores, skill gaps can be identified and targeted instruction can be used to decrease those gaps.

Focus Instruction to Fill the Gaps



What are your scores?

READING FOR INFORMATION	APPLIED MATHEMATICS	LOCATING INFORMATION

Plan for Your Future

In today's high performance workplaces, no skill = no job.

How do your skills stack up to those required for careers you want to explore?

If you are satisfied with your skill levels, then use your skill reports to:

- Tell employers what you can do
- Describe your strengths in terms of skills that are important in the workplace

Would you like to improve your skills? Then use your skill reports to:

- Plan education and training to fill in your skill gaps
- Focus your education on reachable goals

Remember, your scores are used to compare your skills to those needed for jobs. They are not used to compare you to other people.

Entry Level Occupations: NOW

Occupation Title	O*NET #	AM	LI	RI	US Median Wage	Alaska Median Wage
Bakers	51-3011.00	4	4	4	\$21,510.00	\$32,500.00
Barbers	39-5011.00	3	4	3	\$21,860.00	N/A
Bill and Account Collectors	43-3011.00	4	4	4	\$27,800.00	\$35,600.00
Brickmasons and Blockmasons	47-2021.00	4	4	4	\$41,900.00	\$67,000.00
Bus Drivers, School	53-3022.00	3	4	3	\$23,670.00	\$29,600.00
Bus Drivers, Transit and Intercity	53-3021.00	3	4	3	\$30,670.00	\$29,100.00
Carpet Installers	47-2041.00	4	4	3	\$33,390.00	\$35,200.00
Cement Masons and Concrete Finishers	47-2051.00	4	4	4	\$31,330.00	\$55,800.00
Concierges	39-6012.00	4	4	4	\$23,500.00	\$23,600.00
Construction Laborers	47-2061.00	3	4	3	\$25,250.00	\$39,700.00
Counter and Rental Clerks	41-2021.00	4	4	4	\$18,440.00	\$20,800.00
Customer Service Representatives	43-4051.00	4	4	4	\$27,200.00	\$32,200.00
Dental Assistants	31-9091.00	4	4	4	\$29,010.00	\$36,700.00
Drywall and Ceiling Tile Installers	47-2081.00	4	4	3	\$34,680.00	\$49,000.00
Electrical Power-Line Installers and Repairers	49-9051.00	4	4	4	\$49,700.00	\$66,800.00
Emergency Medical Technicians and Paramedics	29-2041.00	4	4	4	\$25,630.00	\$45,000.00
Fire Fighters	33-2011.00	4	5	4	\$38,690.00	\$29,500.00
First-Line Supervisors/Managers of Housekeeping and Janitorial Workers	37-1011.00	4	4	4	\$30,050.00	\$35,500.00
Floral Designers	27-1023.00	3	4	3	\$20,770.00	\$25,300.00
Hairdressers, Hairstylists, and Cosmetologists	39-5012.00	3	3	4	\$20,500.00	\$27,900.00
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	49-9021.00	4	5	4	\$36,670.00	\$54,700.00
Helpers—Carpenters	47-3012.00	3	4	3	\$21,740.00	\$33,300.00
Home Health Aides	31-1011.00	3	3	3	\$18,550.00	\$25,200.00
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	37-2011.00	3	4	4	\$19,110.00	\$26,300.00
Landscaping and Groundskeeping Workers	37-3011.00	3	4	4	\$20,640.00	\$25,600.00
Licensed Practical and Licensed Vocational Nurses	29-2061.00	4	4	4	\$34,650.00	\$43,200.00
Manicurists and Pedicurists	39-5092.00	3	3	3	\$18,130.00	\$18,300.00
Massage Therapists	31-9011.00	3	4	4	\$32,270.00	\$51,100.00
Meat, Poultry, and Fish Cutters and Trimmers	51-3022.00	3	4	3	\$19,470.00	\$19,700.00
Nursing Aides, Orderlies, and Attendants	31-1012.00	3	4	4	\$21,220.00	\$29,900.00
Painters, Construction and Maintenance	47-2141.00	3	3	3	\$30,520.00	\$41,100.00
Personal and Home Care Aides	39-9021.00	3	4	4	\$17,020.00	\$28,400.00
Pharmacy Technicians	29-2052.00	5	5	5	\$24,160.00	\$33,800.00
Plumbers, Pipefitters, and Steamfitters	47-2152.00	4	4	4	\$41,870.00	\$59,300.00
Police and Sheriff's Patrol Officers	33-3051.00	4	4	5	\$45,600.00	\$56,100.00
Police, Fire, and Ambulance Dispatchers	43-5031.00	3	4	4	\$29,380.00	\$38,500.00
Postal Service Mail Carriers	43-5052.00	3	4	4	\$45,880.00	\$45,000.00
Printing Machine Operators	51-5023.00	4	4	4	\$30,430.00	\$41,300.00
Real Estate Sales Agents	41-9022.00	5	4	5	\$36,950.00	\$57,100.00
Receptionists and Information Clerks	43-4171.00	3	5	4	\$22,000.00	\$28,100.00
Refuse and Recyclable Material Collectors	53-7081.00	3	3	3	\$26,950.00	\$36,500.00
Retail Salespersons	41-2031.00	4	4	4	\$18,790.00	\$22,800.00
Roofers	47-2181.00	4	4	4	\$31,300.00	\$45,600.00
Security and Fire Alarm Systems Installers	49-2098.00	4	5	4	\$34,660.00	\$44,300.00
Security Guards	33-9032.00	3	3	4	\$20,520.00	\$27,500.00
Stock Clerks and Order Fillers	43-5081.00	3	4	3	\$20,090.00	\$26,500.00
Taxi Drivers and Chauffeurs	53-3041.00	3	4	4	\$19,790.00	\$21,800.00
Tellers	43-3071.00	4	4	4	\$21,150.00	\$25,000.00
Tour Guides and Escorts	39-6021.00	4	4	4	\$19,280.00	\$22,600.00
Truck Drivers, Heavy and Tractor-Trailer	53-3032.00	3	4	3	\$33,870.00	\$42,800.00
Water and Liquid Waste Treatment Plant and System Operators	51-8031.00	5	5	5	\$34,850.00	\$41,100.00
Welders, Cutters, Solderers, and Brazers	51-4121.00	4	4	4	\$30,800.00	\$48,700.00

Occupations Requiring Postsecondary Training: NEXT

Occupation Title	O*Net #	AM	LI	RI	US Median Wage	Alaska Median Wage
Air Traffic Controllers	53-2021.00	4	5	5	\$102,390.00	\$78,700.00
Appraisers and Assessors of Real Estate	13-2021.00	5	4	5	\$43,790.00	N/A
Audio and Video Equipment Technicians	27-4011.00	4	4	4	\$33,130.00	N/A
Automotive Body and Related Repairers	49-3021.00	4	5	4	\$34,790.00	\$48,600.00
Bookkeeping, Accounting, and Auditing Clerks	43-3031.00	4	4	5	\$29,040.00	\$36,200.00
Broadcast Technicians	27-4012.00	4	4	4	\$29,130.00	\$32,900.00
Bus and Truck Mechanics and Diesel Engine Specialists	49-3031.00	5	5	5	\$36,150.00	\$49,000.00
Carpenters	47-2031.00	5	5	4	\$35,140.00	\$51,600.00
Construction Managers	11-9021.00	6	5	5	\$70,770.00	\$79,900.00
Cooks, Restaurant	35-2014.00	4	4	4	\$19,700.00	\$23,900.00
Dental Hygienists	29-2021.00	3	4	5	\$59,340.00	\$84,700.00
Detectives and Criminal Investigators	33-3021.00	4	5	5	\$54,510.00	\$64,300.00
Electrical and Electronic Engineering Technicians	17-3023.00	6	5	5	\$47,140.00	\$63,700.00
Electricians	47-2111.00	4	4	4	\$42,220.00	\$63,600.00
Electronic Home Entertainment Equipment Installers and Repairers	49-2097.00	4	4	4	\$28,010.00	\$38,600.00
Executive Secretaries and Administrative Assistants	43-6011.00	4	4	4	\$35,550.00	\$37,100.00
Flight Attendants	39-6031.00	3	4	4	\$45,990.00	N/A
Food Service Managers	11-9051.00	5	4	5	\$40,600.00	\$30,600.00
Insurance Sales Agents	41-3021.00	5	5	6	\$42,030.00	\$39,700.00
Legal Secretaries	43-6012.00	3	4	5	\$37,390.00	\$41,400.00
Loan Officers	13-2072.00	5	4	5	\$49,180.00	\$64,900.00
Locksmiths and Safe Repairers	49-9094.00	4	4	4	\$30,580.00	\$37,200.00
Lodging Managers	11-9081.00	5	4	5	\$39,100.00	\$38,400.00
Machinists	51-4041.00	4	4	4	\$34,090.00	\$49,300.00
Medical and Clinical Laboratory Technicians	29-2012.00	4	4	4	\$31,440.00	\$43,000.00
Medical Secretaries	43-6013.00	3	4	4	\$27,030.00	\$29,900.00
Occupational Health and Safety Specialists	29-9011.00	5	4	5	\$52,640.00	\$78,200.00
Paralegals and Legal Assistants	23-2011.00	4	4	6	\$40,450.00	\$44,400.00
Photographers	27-4021.00	3	4	5	\$26,610.00	\$38,500.00
Property, Real Estate, and Community Association Managers	11-9141.00	5	4	5	\$41,450.00	\$54,400.00
Radiologic Technologists and Technicians	29-2034.00	4	4	4	\$44,730.00	\$57,500.00
Respiratory Therapists	29-1126.00	4	5	5	\$44,180.00	\$57,300.00
Secretaries, Except Legal, Medical, and Executive	43-6014.00	4	4	4	\$26,450.00	\$32,300.00
Surgical Technologists	29-2055.00	4	4	4	\$34,450.00	\$46,200.00
Surveyors	17-1022.00	5	5	5	\$43,980.00	\$56,200.00
Tax Preparers	13-2082.00	5	4	5	\$26,130.00	N/A
Teacher Assistants	25-9041.00	4	4	4	\$19,760.00	\$30,300.00
Transportation, Storage, and Distribution Managers	11-3071.00	5	5	5	\$67,300.00	\$67,700.00
Travel Agents	41-3041.00	4	5	6	\$28,030.00	\$28,100.00
Veterinary Technologists and Technicians	29-2056.00	3	4	4	\$25,360.00	\$32,400.00

Occupations Requiring Postsecondary Degree: LATER

Occupation Title	O*Net #	AM	LI	RI	US Median Wage	Alaska Median Wage
Accountants and Auditors	13-2011.00	6	5	5	\$51,310.00	\$54,100.00
Aerospace Engineers	17-2011.00	7	6	7	\$82,370.00	N/A
Airline Pilots, Copilots, and Flight Engineers	53-2011.00	4	4	5	\$135,430.00	\$141,800.00
Biological Science Teachers, Postsecondary	25-1042.00	5	5	6	\$63,750.00	N/A
Business Teachers, Postsecondary	25-1011.00	5	5	6	\$58,230.00	\$48,400.00
Chefs and Head Cooks	35-1011.00	4	3	4	\$31,380.00	\$29,800.00
Chemical Engineers	17-2041.00	7	5	6	\$76,500.00	\$89,000.00
Chemical Technicians	19-4031.00	5	4	4	\$38,620.00	\$38,400.00
Chemists	19-2031.00	6	5	6	\$57,090.00	\$70,200.00
Chiropractors	29-1011.00	5	5	6	\$67,940.00	N/A
Civil Engineers	17-2051.00	7	5	6	\$65,280.00	\$75,600.00
Clergy	21-2011.00	4	4	5	\$37,870.00	\$35,600.00
Clinical, Counseling, and School Psychologists	19-3031.00	5	5	5	\$56,360.00	\$57,900.00
Coaches and Scouts	27-2022.00	4	4	4	\$25,930.00	\$21,800.00
Commercial and Industrial Designers	27-1021.00	5	4	4	\$52,260.00	N/A
Computer and Information Systems Managers	11-3021.00	6	5	5	\$94,390.00	\$78,700.00
Computer Programmers	15-1021.00	5	5	5	\$62,980.00	\$61,800.00
Computer Science Teachers, Postsecondary	25-1021.00	5	5	6	\$53,520.00	N/A
Computer Systems Analysts	15-1051.00	5	5	5	\$67,520.00	\$72,700.00
Dentists, General	29-1021.00	4	5	6	\$122,430.00	\$145,600.00+
Dietitians and Nutritionists	29-1031.00	5	5	5	\$44,370.00	\$55,400.00
Directors, Religious Activities and Education	21-2021.00	4	5	5	\$30,720.00	N/A
Editors	27-3041.00	3	4	4	\$44,620.00	\$57,900.00
Education Administrators, All Other	11-9039.99	5	5	5	\$62,540.00	\$57,400.00
Elementary School Teachers, Except Special Ed	25-2021.00	3	4	4	\$43,660.00	\$55,500.00
Financial Managers	11-3031.00	6	5	6	\$83,780.00	\$70,900.00
Graphic Designers	27-1024.00	5	4	5	\$37,950.00	\$36,400.00
Human Resources Managers	11-3049.99	5	5	5	\$82,740.00	\$71,200.00
Interior Designers	27-1025.00	6	5	4	\$41,470.00	N/A
Interpreters and Translators	27-3091.00	3	4	6	\$34,900.00	\$43,600.00
Kindergarten Teachers, Except Special Ed	25-2012.00	4	4	4	\$42,050.00	\$52,000.00
Lawyers	23-1011.00	4	5	7	\$97,420.00	\$89,200.00
Librarians	25-4021.00	5	5	5	\$46,940.00	\$54,000.00
Market Research Analysts	19-3021.00	6	5	5	\$57,150.00	N/A
Mechanical Engineers	17-2141.00	7	6	6	\$67,220.00	\$86,200.00
Meeting and Convention Planners	13-1121.00	4	4	5	\$40,300.00	N/A
Nursing Instructors and Teachers, Postsecondary	25-1072.00	5	5	6	\$52,720.00	N/A
Occupational Therapists	29-1122.00	4	4	6	\$55,640.00	N/A
Pediatricians, General	29-1065.00	5	5	6	\$135,450.00	\$145,600.00+
Personal Financial Advisors	13-2052.00	5	5	5	\$62,450.00	N/A
Pharmacists	29-1051.00	6	5	6	\$87,160.00	\$105,600.00
Physician Assistants	29-1071.00	4	4	6	\$69,250.00	\$86,100.00
Private Detectives and Investigators	33-9021.00	3	4	5	\$32,510.00	N/A
Registered Nurses	29-1111.00	4	4	5	\$53,640.00	\$63,300.00
Sales Managers	11-2022.00	5	5	5	\$85,980.00	\$54,500.00
Secondary School Teachers, Except Special and Voc. Ed	25-2031.00	4	5	5	\$46,120.00	\$54,300.00
Social Workers, All Other	21-1029.99	4	4	4	\$40,100.00	\$43,300.00
Special Education Teachers, Secondary School	25-2043.00	4	5	5	\$46,300.00	\$55,700.00
Speech-Language Pathologists	29-1127.00	5	5	5	\$53,790.00	\$67,100.00
Substance Abuse and Behavioral Disorder Counselors	21-1011.00	3	4	5	\$32,630.00	\$41,800.00
Technical Writers	27-3042.00	5	5	5	\$54,390.00	N/A

WorkKeys® Applied Mathematics Skills

Level 3

- Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers
- Add or subtract negative numbers
- Change numbers from one form to another using whole numbers, fractions, decimals, or percentages
- Convert simple money and time units (e.g., hours to minutes)

Level 4

- Solve problems that require one or two operations
- Multiply negative numbers
- Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals
- Add commonly known fractions, decimals, or percentages (e.g., $\frac{1}{2}$, .75, 25%)
- Add up to three fractions that share a common denominator
- Multiply a mixed number by a whole number or decimal
- Put the information in the right order before performing calculations

Level 5

- Decide what information, calculations, or unit conversions to use to solve the problem
- Look up a formula and perform single-step conversions within or between systems of measurement
- Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes)
- Divide negative numbers
- Find the best deal using one - and two - step calculations and then comparing results
- Calculate perimeters and areas of basic shapes (rectangles and circles)
- Calculate percent discounts or markups

Level 6

- Use fractions, negative numbers, ratios, percentages, or mixed numbers
- Rearrange a formula before solving a problem
- Use two formulas to change from one unit to another within the same system of measurement
- Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement
- Find mistakes in questions that belong at Levels 3, 4, and 5
- Find the best deal and use the result for another calculation
- Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations
- Find the volume of rectangular solids
- Calculate multiple rates

Level 7

- Solve problems that include nonlinear functions and/or that involve more than one unknown
- Find mistakes in Level 6 questions
- Convert between systems of measurement that involve fractions, mixed numbers, decimals, and/or percentages
- Calculate multiple areas and volumes of spheres, cylinders, or cones
- Set up and manipulate complex ratios or proportions
- Find the best deal when there are several choices
- Apply basic statistical concepts

WorkKeys® Locating Information Skills

Level 3

- Find one or two pieces of information in a graphic
- Fill in one or two pieces of information that are missing from a graphic

Level 4

- Find several pieces of information in one or two graphics
- Understand how graphics are related to each other
- Summarize information from one or two straightforward graphics
- Identify trends shown in one or two straightforward graphics
- Compare information and trends shown in one or two straightforward graphics

Level 5

- Sort through distracting information
- Summarize information from one or more detailed graphics
- Identify trends shown in one or more detailed or complicated graphics
- Compare information and trends from one or more complicated graphics

Level 6

- Draw conclusions based on one complicated graphic or several related graphics
- Apply information from one or more complicated graphics to specific situations
- Use the information to make decisions

WorkKeys® Reading for Information Skills

Level 3

- Identify main ideas and clearly stated details
- Choose the correct meaning of a word that is clearly defined in the reading
- Choose the correct meaning of common, everyday workplace words
- Choose when to perform each step in a short series of steps
- Apply instructions to a situation that is the same as the one in the reading materials

Level 4

- Identify important details that may not be clearly stated
- Use the reading material to figure out the meaning of words that are not defined
- Apply instructions with several steps to a situation that is the same as the situation in the reading materials
- Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements)

Level 5

- Figure out the correct meaning of a word based on how the word is used
- Identify the correct meaning of an acronym that is defined in the document
- Identify the paraphrased definition of a technical term or jargon that is defined in the document
- Apply technical terms and jargon and relate them to stated situations
- Apply straightforward instructions to a new situation that is similar to the one described in the material
- Apply complex instructions that include conditionals to situations described in the materials

Level 6

- Identify implied details
- Use technical terms and jargon in new situations
- Figure out the less common meaning of a word based on the context
- Apply complicated instructions to new situations
- Figure out the principles behind policies, rules, and procedures
- Apply general principles from the materials to similar and new situations
- Explain the rationale behind a procedure, policy, or communication

Level 7

- Figure out the definitions of difficult, uncommon words based on how they are used
- Figure out the meaning of jargon or technical terms based on how they are used
- Figure out the general principles behind policies and apply them to situations that are quite different from any described in the materials

Public high school dropouts, by race/ethnicity and state: 2003-04						
State or other jurisdiction (1)	Event dropout rates (percent of 9th- to 12th-graders who dropped out) during 2003-04, by race/ethnicity(1)					
	Total	White	Black	Hispanic	Asian/ Pacific Islander	Indian/ Alaska Native
United States(2,3)	3.9	2.9	6.4	5.9	2.5	7.2
Alabama	3.3	3.4	3.3	4.1	1.1	1.8
Alaska	7.0	5.1	9.0	7.9	6.5	11.5
Arizona	6.7	4.0	7.6	10.5	2.2	9.7
Arkansas	4.7	4.1	6.2	6.8	3.9	5.5
California	3.3	2.0	6.5	4.3	1.7	4.1
Colorado	5.4	4.0	6.8	9.8	4.5	9.9
Connecticut	1.8	1.2	2.8	3.9	0.9	1.4
Delaware	6.1	4.9	7.4	12.1	5.3	9.4
District of Columbia	---	---	---	---	---	---
Florida	3.4	2.6	4.4	4.3	1.8	3.8
Georgia	5.4	4.9	5.9	7.7	2.7	7.0
Hawaii	4.8	5.6	5.2	5.9	4.5	7.9
Idaho	3.1	2.7	4.2	6.9	1.4	7.2
Illinois	5.3	3.5	9.6	8.2	2.5	5.0
Indiana	2.5	2.4	3.4	3.9	1.0	4.9
Iowa	2.1	1.9	3.9	5.0	1.4	7.2
Kansas	2.2	1.8	3.9	4.2	2.2	3.9
Kentucky	3.3	3.2	4.2	3.1	1.3	3.2
Louisiana	7.9	5.3	11.1	8.0	3.9	8.1
Maine	2.7	2.6	2.1	5.8	2.6	8.1
Maryland	4.1	2.9	6.1	4.5	1.5	4.3
Massachusetts	3.7	2.8	6.3	8.2	2.7	6.4
Michigan	4.6	2.8	11.9	7.6	2.0	5.5
Minnesota	3.2	2.1	8.9	12.8	3.8	10.7
Mississippi	2.9	2.4	3.4	3.1	2.2	6.3
Missouri	3.3	3.0	5.2	5.2	1.2	3.5
Montana	3.4	2.8	5.9	5.2	2.1	8.4
Nebraska	2.8	1.9	7.3	7.5	2.5	10.5
Nevada	6.0	4.7	7.8	8.6	5.0	6.8
New Hampshire	3.8	3.7	7.0	6.7	1.6	4.2
New Jersey	1.8	1.0	3.2	3.7	0.7	4.9
New Mexico	5.2	3.4	5.6	6.1	2.2	6.7
New York	5.6	3.1	9.1	9.9	4.7	9.1
North Carolina	5.2	4.5	6.0	8.6	2.5	10.0
North Dakota	2.0	1.5	5.3	6.3	1.1	6.7
Ohio	3.3	2.5	7.5	6.3	1.9	6.4
Oklahoma	3.9	3.2	5.7	9.5	2.6	3.4
Oregon	---	---	---	---	---	---
Pennsylvania	2.9	2.0	6.1	7.9	2.3	4.8
Rhode Island	3.4	2.6	5.2	6.2	4.5	8.1
South Carolina	3.4	3.1	3.8	5.6	2.0	3.7
South Dakota	4.2	3.0	6.8	12.3	3.5	16.6
Tennessee	3.3	---	---	---	---	---
Texas	3.6	2.1	4.4	5.1	1.5	4.2
Utah	3.8	3.0	8.1	9.6	5.1	6.4
Vermont	2.8	2.6	8.5	10.2	4.0	6.5
Virginia	2.8	1.8	4.3	8.0	2.3	2.6
Washington	6.5	5.5	11.2	11.3	4.6	13.6
West Virginia	4.3	4.3	6.1	4.4	0.9	12.4
Wisconsin	---	---	---	---	---	---
Wyoming	4.6	3.9	8.2	9.0	2.4	13.1

---Not available.

(1)Alabama, Arizona, Florida, Illinois, Maryland, New Jersey, New York, Tennessee, and Vermont reported data on an alternative July through June cycle, rather than the specified October through September cycle for dropout data.

(2)High school graduate counts include estimates for nonreporting states, based on 2003 12th-grade enrollment racial/ethnic distribution reported by state. Event dropout rate totals are totals for reporting states only.

(3)Data differ slightly from figures reported in other tables due to varying reporting practices for racial/ethnic survey data.

NOTE: Race categories exclude persons of Hispanic ethnicity. Event dropout rates measure the percentage of public school students in grades 9 through 12 who dropped out of school between one October and the next (except where noted). DoD = Department of Defense.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2005-06, and "State-Level Public School Dropouts," 2003-04; and unpublished tabulations. (This table was prepared June 2007.)

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Representative Paul Seaton

Memorandum

From: House Education Committee Chair, Paul Seaton
To: House Education Committee members
Date: March 13, 2009
RE: Drop-out prevention ideas

As we proceed with discussions on drop-out prevention I would like to offer up two ideas for the committee to consider as ways to help alleviate the problem.

1. As we have discussed, there is a disconnect between seat-time and competency for purposes of high school graduation. The Department of Education and Early Development currently has requirement that all 11th graders take the WorkKeys Assessment. We could build on this by requiring that the WorkKeys Assessment be taken before exiting high school, and having those competency evaluations be placed on the graduation certificate. This would be an attempt to not just base a diploma on seat time, but would be a measure of competency as well.
2. If students take and pass all three sections of the High School Qualifying Exam prior to graduation, school districts will pay for these students to take college credits or vocational school credits. This could allow students to be on their way to an associate degree or vocational education certificate by the time they have graduated high school. The High School Qualifying Exam has been identified as a problem because students interpret that passing exam means they have met their high school qualifying criteria, leading to students losing interest in school afterward.

Chairman SEaton

Good morning ~~Senator Murkowski~~, members of the panel, witnesses and attendees. I am honored to join you today and thank you for your contribution to Alaska's young people. Thank you to the Senator's educational and support staff and Karen McCarthy (who specifically did not want me to mention her) for helping to make today's event happen, and the Senator's job easier! It is with great respect, Senator Murkowski, that I recognize your outstanding leadership to our great state and our nation.

I am truly pleased to be here today to represent Communities In Schools (CIS) of Alaska and our role in making a positive difference in the drop out epidemic. National research has shown that students who do not finish high school earn less, pay less tax, rely more on public health, are more involved in the justice system, and are more likely to use the welfare system. I know that you all share the concern about the drop out crisis, a topic that touches all Alaskans, particularly Alaska Native students at a disproportionately higher rate.

CIS of Alaska strives to work closely with school districts around the state. We offer an integrated student support delivery system; providing schools with prevention services and individual students with case management and intervention services. Like glue, we mobilize and connect resources with schools, better enabling students to "stick with it" and stay in school. As a statewide network in dropout prevention, we are committed to success through collaboration.

How do we know that we are helping kids learn, stay in school, and prepare for life? We evaluate our efforts by tracking indicators of student success like: attendance and stay-in-school rates, improved academic performance and improved behavior. Since our inception, we have worked with thousands of students at risk to dropping out; the majority of those students have stayed in school and improved their attendance, behavior and academic achievement.

*House Education CTE
Chairman SEaton*

Preliminary results from the Communities In Schools National Evaluation initiative (an independent, third-party evaluation) indicated that the CIS model does make a positive difference in:

- Decreasing the dropout rate
- Increasing the graduation rate
- Improving student achievement

These results are based on an in-depth analysis of 1,766 CIS schools and comparative analysis of outcomes for more than 1,200 CIS and non-CIS comparison schools over a three-year period.

We are not another social service agency. We broker and mobilize in an effective and coordinated way, EXISTING community services through the schools, saving valuable dollars while improving efficiencies of delivery of services to children and youth. During the 2007/2008 year, in just five affiliates, Anchorage, Bethel, Juneau, Mat-Su and Nome, our minimum leveraged services and resources were estimated at \$1.5 million dollars. In-kind contributions in revenue from other sources (last year) were approximately \$882,000. The amount of dollars for support is very small when compared to the successful outcomes it provides and the resources we are able to leverage! Through school-based affiliate programs and statewide initiatives, CIS of Alaska is creating a network of social services, businesses, community resources and volunteers that work together to break down barriers to ensure even the most vulnerable of our children have access to these basics and core needs.

Our statewide initiatives, Career Exploration Opportunities (CEO), an interactive distance learning career exploration program targeted at rural youth and the ~~CEO~~ Imagination Library, an early literacy program for children birth to five, are being well received.

Our dream, our call to action, is to formulate support to implement the CIS model and provide a "drop-out prevention specialist" in every school in Alaska; whereas, children's needs can be met to help keep them in school and teachers are free to teach.

CIS Coordinator / Graduation Coach

We believe youth do not drop out of school necessarily because of the school. We believe, and research supports; youth drop out due to pressures outside of school. Educators cannot and should not be expected to have knowledge of the many resources available to help them and help their students stay in school. That is where CIS comes in. As one principal told me – *You allow me and my teachers to teach. We need to clone the CIS coordinator.* As stated earlier, like glue, we mobilize and connect resources with schools, better enabling students to “stick with it” and stay in school.

Support by the federal (and state) government will allow us to expand our existing sites and offer the opportunity for many more communities, especially rural communities, the ability to experience the positive outcomes we can provide for youth.

We have a program that has proven success in preventing dropouts. For every dollar invested, through building collaboration, brokering services and leveraging community assets, CIS of Alaska adds value to build return on investment.

For a more in depth look at CIS of Alaska programs and initiatives, please review the information provided for the record and visit www.cisalaska.org.

Dollar for dollar, CIS of Alaska offers the right investment in our children’s future. We look forward to partnering with you, doing what we do best; connecting the dots, coordinating and leveraging existing resources to keep youth in school and prepare them to succeed in life.

Subject: "Improving High School Graduation Rates and Postsecondary Success in Alaska and Nationwide – What Can the Federal Government Do?"

Opening:

Good morning Senator Murkowski and staff. I am honored to be here today on behalf of Alaska's young people. It is with great respect, Senator Murkowski, that I extend my deep appreciation of and support for your outstanding leadership to our great state, and our nation.

I. Statement of Need/Dropout Problem Definition:

I am truly pleased to be here today to represent Communities In Schools (CIS) of Alaska and our role in making a positive difference in the drop out epidemic. National research has shown that students who do not finish high school earn less, pay less tax, rely more on public health, are more involved in the justice system, and are more likely to use the welfare system. I know that you all share the concern about the drop out crisis, a topic that touches all Alaskans, particularly Alaska Native students at a disproportionately higher rate.

II. Our Solution / Our Model & Results

CIS of Alaska strives to work closely with school districts around the state to address the alarmingly high rate of high school drop outs. We offer an integrated student support delivery system; providing schools with prevention services and individual students with case management and intervention services. Like glue, we mobilize and connect resources with schools, better enabling students to "stick with it" and stay in school. As a statewide network in dropout prevention, we are committed to success through collaboration.

How do we know that we are helping kids learn, stay in school, and prepare for life? We evaluate our efforts by tracking indicators of student success like: attendance and stay-in-school rates, improved academic performance and improved behavior to determine the impact of our programs. Since our inception, we have worked with thousands of students at risk to dropping out; the majority of those students have stayed in school and improved their attendance, behavior and academic achievement. In the last three years, Communities In Schools has helped to put developmentally appropriate books directly in the hands of

thousands of children and families across the state. (For a more in depth look at CIS of Alaska programs and initiatives, please visit www.cisalaska.org)

III. Program Specific Information

CIS of Alaska is part of the nationwide network of Communities in Schools. Nationally, CIS is the largest provider of integrated student services in the country and has an opportunity to both serve 1.2 million students with high quality services, as well as make the policy case for including integrated student services as a fundamental part of the solution to lowering dropout rates and improving graduation rates in America. Preliminary results from the Communities In Schools National Evaluation initiative (an independent, third-party evaluation) indicated that the CIS model does make *a positive difference in:*

- **decreasing the dropout rate,**
- **increasing the graduation rate (specifically, the "on-time" graduation rate, meaning within the traditional four year schedule) and,**
- **improving student achievement** [Generally speaking, the more "high implementing" the school site (meaning incorporating all aspects of the CIS model in a mid to high degree at the school site), the higher the outcomes.]

These results are based on an in-depth analysis of 1,766 CIS schools and comparative analysis of outcomes for more than 1,200 CIS and non-CIS comparison schools over a three-year period.

The CIS National Evaluation concludes that:

- Among dropout prevention programs using scientifically-based evidence, the CIS Model is one of a very few in the United States proven to keep students in school and is the *only* dropout prevention program in the nation with scientifically-based evidence to prove that it increases graduation rates.
- When implemented with high fidelity, the CIS Model results in a higher percentage of students reaching proficiency in fourth- and eighth-grade reading and math.
- Effective implementation of the CIS Model correlates more strongly with positive school-level outcomes (i.e., dropout and graduation rates, achievement, etc.) than does the uncoordinated provision of service alone, resulting in notable improvements of school level outcomes in the context of the CIS Model.

The CIS National Evaluation is being conducted by ICF International, known for its high standards of rigor and comprehensive research designs. (Source: "CIS National Evaluation Policy – Communities In Schools and the Model of Integrated Student Services: A Proven Solution to

America's Dropout Epidemic". For further information on this report, view it on the website at www.cisalaska.org, under What We Do/Results.)

Organized in 2003 to serve at-risk students in rural Alaska, CIS of Alaska is founded on the recognition that most students who drop out of school are dealing with a variety of obstacles that present barriers to their education, and that only a few of these are school-related. Most stem from overarching family and community issues like poverty, alcohol and drugs and violence. We recognize that numerous public and private services already exist in our communities to help children and their families overcome these obstacles. However, given the difficulty of deciphering the maze of resources available, and, the time and transportation necessary to reach them, services are nearly inaccessible for those children and families who need them most.

We are not another social service agency. We broker and mobilize in an effective and coordinated way, EXISTING community services through the schools. Through school-based affiliate programs and statewide initiatives, CIS of Alaska is creating a network of social services, businesses, community resources and volunteers that work together to break down barriers to ensure even the most vulnerable of our children have access to these basics and core needs.

CIS of Alaska also provides a cutting-edge, distance learning Career Exploration Opportunities (CEO) program (aligned with State Educational Standards), targeted at rural high school students. CEO is a blended learning program, combining videoconferencing and Internet connectivity. Alaskan business executives interact with students face to face via the videoconference twice each month, providing students with information regarding careers and preparation beyond their communities. Students are focused on the 16 High Needs Alaskan Career Clusters including resource development (oil industry), construction trades, technology, health service and others. They learn about opportunities, career preparation and application/interviewing skills. Students are also responsible for job shadows, career projects and presentations and developing leadership skills.

Additionally, CIS of Alaska works in a coordinated effort with Best Beginnings and partners with the Dollywood Foundation to facilitate replication of Dolly Parton's Imagination Library to interested communities statewide. [Best Beginnings has evolved from the Alaska Ready to Read; Ready to Learn Task Force.] As you may know, the Imagination Library Program is an early literacy program that puts quality, age-appropriate books directly in the hands of our children ages birth to five and their families across the state.

With CIS of Alaska sites in Bethel, Anchorage, Mat-Su, Nome, and Juneau, we are making remarkable progress in positively affecting the high school dropout rate. With greater support, evidence demonstrates that this success can be implemented across the state.

Consider the following specific examples of our programs and results:

Last year, the CIS of Alaska network served 5,279 children/youth.

- CIS of Bethel is working with the District Court, the community of Bethel and its neighboring villages to address tremendous issues with underage drinking.
- CIS-Juneau has been operating a very successful care coordinator program that provides at-risk students with needed services to help them stay in school. Since the inception of the program 2003/2004, we served over 500 students through 2007/2008. 90% of our students are Alaska Native. Of those students, less than 5% dropped out of school. The program works!
- CIS of Mat-Su referred to the *Mat-Su Day School's Alternative to Suspension (ATS)* program. Last year, 31 students were referred to CIS/Mat-Su Day School's Alternative to Suspension (ATS) program due to long term suspension or expulsions – of those, 27 students enrolled. Of the suspended or expelled students who enrolled, only 2 dropped out. This group of 27 is at very high risk of dropping out of school. We were successful in helping them continue their education and worked to transition them back to their boundary school.
- Reading is fundamental. Dolly Parton's Imagination Library, an early prevention program to combat illiteracy, started with a pilot program in Nome. The Nome elementary principal stated that children were reporting to Kindergarten unprepared, especially in the area of reading. The program quickly spread to Juneau who has signed up over 600 children where there are 2000 additional children eligible but lack of funds has slowed signups. Wainwright, Wrangell, Ketchikan and Fairbanks also have active IL programs with Mat-Su, Mt. View, Petersburg and Girdwood poised to come on line. Statewide, almost 4,000 children birth to five are enrolled, including the First Family's newest addition, Trig Palin. A recent survey (in Juneau) saw the number of parents reading to their children jump from 50% to 75% in one year! The Imagination Library is a proven effective program that helps children start school ready to learn.

The Imagination Library has been adopted by Best Beginnings as a component of their early learning program, and CIS of Alaska is excited to be working in alignment with Best Beginning to expand the great work accomplished to date. Tennessee has implemented a statewide Imagination Library initiative through their Governor's Books from Birth Foundation. Results are showing clear improvements in the average scores of pre-K and kindergarten children whom are enrolled in the Imagination Library, including increases in reading skills, speaking skills, thinking skills, and social skills, as compared to the non-enrolled children. Based on results to date, the belief is as more children are enrolled in the Imagination Library at the *earliest possible opportunity* (ideally at birth), the abilities gained from participating in the program, already apparent in their 2007 findings, will be ever more noticeable. (*Source: Impact of Tennessee's Imagination Library on Pre-K and Kindergarten Students from a Fall 2007 Survey of Teachers Administered by the Tennessee Board of Regents.*)

For as little as \$30/year per child, we could be making remarkable progress in engaging our families to better prepare our children to be ready to learn and be successful in school.

- CEO (Career Exploration Opportunities) has grown this year to eight different school districts and 12 school sites across the state and has served nearly 400 students (predominantly rural youth) since coming under the umbrella of CIS of Alaska in 2006.

Communities In Schools of Alaska is focused on the priorities of the federal and state government: Education, Literacy, Graduation, and Career Readiness. CIS of Alaska is making a difference.

IV. How the Federal Government Can Help:

Our dream, our call to action, is to formulate support to implement the CIS model and provide a "drop-out prevention specialist" in every school in Alaska; whereas, children's needs can be met to help keep them in school and teachers are free to teach and children are present, in a viable state to learn, are motivated to stay in school through graduation, and are ready to pursue the immense career opportunities Alaska has to offer them.

Mr. Tom Morgan, State Director / Communities In Schools of Alaska
Written Testimony for the U.S. Senate Health, Education, Labor, and Pensions Committee (HELP)
Field Hearing, November 15, 2008

CIS brokers existing services and resources, saving valuable dollars while improving efficiencies of delivery of services to children and youth. While we do not yet have numbers for the present year, during the 2007/2008 year, in just five sites, our minimum leveraged services and resources estimated \$1,476,459. In-kind contributions in revenue from other sources (last year) were approximately \$882,000. The amount of dollars for support is very small when compared to the successful outcomes it provides and the resources we are able to leverage!

Support by the federal (and state) government will allow us to expand our existing sites and offer the opportunity for many more communities, especially rural communities, the ability to experience the positive outcomes we can provide for youth.

We have a program that has proven success in preventing dropouts. For every dollar invested, through building collaboration, brokering services and leveraging community assets, CIS of Alaska adds value to build return on investment.

Dollar for dollar, CIS of Alaska offers the right investment in our children's future. We look forward to partnering with you, doing what we do best; connecting the dots, coordinating and leveraging existing resources to keep youth in school and prepare them to succeed in life.

Respectfully Submitted,

Tom Morgan
Communities In Schools of Alaska, State Director

Department of Education and Early Development Drop-out material

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1.

FOUNDATION PROGRAM
 FY'88 through FY'08
 Average Daily Membership's

DISTRICT	FY88	FY89	FY90	FY91	FY92	FY93	FY94	FY95	FY96	FY97	FY98
ADAK	603.70	657.85	696.45	712.00	714.45	681.35	495.20				
ALASKA GATEWAY	502.40	462.70	482.95	501.55	495.45	512.05	525.55	536.15	552.10	572.65	514.35
ALEUTIAN REGION	104.75	111.00	28.00	33.00	28.00	23.00	16.00	18.00	21.00	34.00	36.45
ALEUTIANS EAST	274.15	279.30	341.05	371.00	370.00	391.00	369.00	365.00	355.00	372.00	341.35
ANCHORAGE	38,734.41	38,685.23	39,236.27	40,533.36	43,058.90	44,279.73	45,645.36	45,895.60	46,158.76	46,470.40	47,315.76
ANNETTE ISLANDS	414.50	428.65	404.70	381.00	423.90	397.00	407.00	420.00	444.00	391.00	396.57
BERING STRAIT	1,259.40	1,250.20	1,326.75	1,356.30	1,433.95	1,476.65	1,539.15	1,600.70	1,679.10	1,706.00	1,759.70
BRISTOL BAY	245.40	249.00	245.35	253.00	272.65	265.35	271.60	271.00	301.00	313.45	305.00
CHATHAM	316.00	307.05	352.45	382.30	376.30	348.95	326.55	325.85	337.30	334.30	293.00
CHUGACH	107.00	98.00	106.00	113.90	128.25	132.25	122.75	133.00	144.00	157.00	167.00
COPPER RIVER	536.45	597.45	583.47	581.95	592.45	607.90	598.25	623.25	658.65	772.60	817.94
CORDOVA	429.00	428.00	428.00	437.90	478.75	502.50	511.15	528.15	519.15	534.30	514.70
CRAIG	213.00	217.60	255.00	303.40	314.25	356.45	367.00	396.00	424.00	422.00	428.00
DELTA/GREELY	929.65	895.40	857.20	841.00	849.70	959.50	989.70	974.00	884.65	843.65	951.01
DENALI	364.10	337.20	347.50	333.20	329.60	369.55	379.65	384.55	384.00	390.90	349.85
DILLINGHAM	463.25	460.00	449.45	480.50	504.10	488.05	494.45	496.20	524.00	541.25	583.15
FAIRBANKS	13,194.95	13,188.50	13,538.40	14,245.80	14,883.20	15,250.50	15,408.00	15,406.50	15,816.00	16,131.65	16,347.80
GALENA	151.20	146.80	135.50	121.40	142.30	128.45	133.10	144.00	150.00	165.00	1,359.00
HAINES	365.60	363.30	397.00	433.15	447.90	432.30	409.05	413.15	434.90	444.90	438.40
HOONAH	239.60	251.33	257.65	234.00	234.95	256.00	267.00	259.40	278.00	271.00	260.15
HYDABURG	109.40	106.00	101.95	108.40	119.00	115.80	109.20	107.50	113.60	117.00	123.00
IDITAROD	398.60	398.95	421.00	353.08	388.25	418.20	398.95	417.85	422.55	415.86	457.90
JUNEAU	4,492.96	4,588.90	4,890.00	5,124.30	5,247.30	5,412.70	5,394.45	5,399.75	5,515.35	5,586.45	5,662.69
KAKE	180.00	181.00	166.00	178.70	185.05	179.00	175.25	185.00	190.00	199.90	194.40
KASHUNAMIUT	169.00	165.00	154.00	181.70	191.15	191.65	207.60	229.90	244.00	246.95	269.85
KENAI	8,003.33	8,232.18	8,486.36	9,168.90	9,449.30	9,589.00	9,846.05	10,144.00	10,280.70	10,341.96	10,376.84
KETCHIKAN	2,531.19	2,480.11	2,617.50	2,693.25	2,663.50	2,690.10	2,735.38	2,728.93	2,850.40	2,856.25	2,731.10
KLAWOCK	170.07	185.30	208.85	201.90	211.85	205.75	210.00	206.95	220.15	210.20	220.85
KODIAK	2,284.76	2,273.36	2,321.14	2,403.88	2,525.08	2,597.81	2,747.82	2,711.45	2,871.76	2,862.01	2,851.30
KUSPUK	375.35	391.85	413.40	426.80	451.30	427.75	451.20	449.85	468.35	473.70	473.03
LAKE AND PENN	346.70	357.15	407.35	413.20	446.70	462.85	497.40	507.63	497.65	523.55	522.95
LOWER KUSKOKWIM	2,605.95	2,637.90	2,685.73	2,710.75	2,780.33	2,885.80	2,963.73	3,051.05	3,275.15	3,371.53	3,442.25
LOWER YUKON	1,281.80	1,285.70	1,301.57	1,343.90	1,364.45	1,520.65	1,585.25	1,620.65	1,695.20	1,735.95	1,850.20
MATSU	8,605.75	8,430.50	8,824.00	9,459.78	10,141.33	10,677.00	11,336.70	11,894.00	12,037.28	12,352.13	12,777.39
NENANA	201.25	194.80	185.50	195.80	191.50	199.20	184.95	162.91	161.00	173.45	220.00
NOME	724.85	749.35	754.00	777.95	776.00	727.95	711.75	701.75	732.95	776.55	796.20
NORTH SLOPE	1,251.50	1,237.14	1,301.80	1,359.40	1,462.45	1,508.09	1,623.05	1,702.10	1,805.90	1,936.80	1,982.95
NORTHWEST ARCTIC	1,540.00	1,613.97	1,645.75	1,582.10	1,629.45	1,736.80	1,804.25	1,872.80	1,892.05	2,000.10	2,065.55
PELICAN	49.40	42.50	49.00	48.20	45.90	47.00	45.00	44.85	38.25	31.75	33.00
PETERSBURG	630.03	658.35	685.10	681.20	702.35	706.40	711.10	758.75	753.55	763.05	768.60
PRIBILOF	151.85	149.10	149.55	143.10	152.90	158.50	168.00	182.00	213.15	197.20	187.00
SAINT MARY'S	112.40	110.90	111.40	115.60	105.50	97.73	94.60	108.50	129.10	130.00	131.80
SITKA	1,616.80	1,657.90	1,670.18	1,723.59	1,786.77	1,858.38	1,873.38	1,838.68	1,804.87	1,769.60	1,745.28
SKAGWAY	141.50	144.30	145.15	144.75	145.00	153.00	143.00	127.20	131.30	136.66	131.60
SOUTHEAST	464.50	517.00	555.10	521.60	415.80	418.00	413.75	381.95	349.85	325.55	277.00
SOUTHWEST	480.48	466.35	435.60	442.80	472.50	478.85	554.25	568.30	629.80	700.80	743.10
TANANA	85.00	94.00	88.00	109.00	100.00	98.00	101.00	102.25	94.00	102.00	113.00
UNALASKA	153.20	188.25	204.20	258.05	304.45	330.20	358.60	356.10	352.80	374.60	380.10
VALDEZ	693.30	686.00	762.60	781.50	853.75	906.60	896.90	902.75	895.75	877.00	887.75
WRANGELL	507.00	518.20	508.70	508.90	534.00	519.20	541.20	566.85	555.00	528.00	521.15
YAKUTAT	133.75	131.30	132.35	150.00	139.00	137.00	150.00	167.00	175.00	160.00	169.00
YUKON FLATS	361.00	338.00	339.00	374.75	377.87	387.85	398.90	405.15	422.62	444.00	448.25
YUKON/KOYUKUK	544.90	508.95	529.25	512.40	549.50	584.65	598.80	590.10	625.10	555.60	545.85
YUPIIT	296.00	307.00	315.00	318.70	360.00	367.00	366.00	367.00	387.00	401.00	397.00
STATE ACS	973.78	1,407.89	1,437.09	1,984.74	2,079.48	2,280.47	1,475.14	1,477.15	1,580.85	1,626.47	1,568.92
MI. EDGE CUMBE	-	190.80	189.70	212.50	212.95	267.70	281.60	282.30	275.12	293.00	307.57
TOTALS	102,115.86	103,040.51	105,662.01	110,364.88	115,640.76	119,201.16	121,429.71	122,511.45	124,752.76	126,464.77	129,553.60

FOUNDATION PROGRAM
FY'88 through FY'08
 Average Daily Membership's

DISTRICT	FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08
ADAK										
ALASKA GATEWAY	506.84	485.40	481.05	495.31	486.85	493.26	443.25	412.35	412.35	375.21
ALEUTIAN REGION	46.70	75.15	59.40	54.75	49.25	41.85	46.00	44.00	42.00	37.45
ALEUTIANS EAST	310.35	299.55	307.75	292.75	273.75	278.49	268.55	246.40	233.00	256.50
ANCHORAGE	48,115.53	48,157.22	48,856.09	49,246.83	49,544.94	49,264.98	49,182.37	49,319.56	48,706.93	48,143.53
ANNETTE ISLANDS	355.23	368.00	325.75	311.05	290.65	287.50	298.35	291.29	282.35	288.85
BERING STRAIT	1,782.90	1,775.45	1,760.25	1,728.30	1,733.85	1,704.00	1,699.15	1,668.30	1,672.45	1,645.55
BRISTOL BAY	295.65	278.60	243.05	237.45	233.60	195.35	184.40	179.00	188.10	182.25
CHATHAM	272.05	257.50	247.50	227.35	219.90	215.00	195.10	203.50	194.82	168.39
CHUGACH	161.00	157.35	167.10	207.45	200.50	191.10	218.75	214.02	199.63	227.75
COPPER RIVER	713.65	727.29	689.91	714.08	675.12	658.25	640.40	610.40	559.55	518.95
CORDOVA	491.34	485.45	475.95	461.45	464.10	471.40	451.60	446.95	420.50	408.90
CRAIG	432.00	420.60	516.30	693.95	855.40	955.44	656.80	766.25	754.19	748.90
DELTA/GREELY	1,099.75	898.78	801.50	834.77	1,004.31	1,031.24	1,187.81	1,260.60	1,319.77	1,159.73
DENALI	362.10	326.50	312.65	287.50	310.15	571.15	664.20	633.90	548.35	573.65
DILLINGHAM	548.05	561.80	579.85	540.70	520.66	513.13	531.80	550.90	531.43	506.70
FAIRBANKS	16,093.54	15,804.16	15,546.50	15,254.51	15,120.94	14,594.39	14,553.71	14,508.60	14,441.99	14,082.48
GALENA	3,234.00	3,660.00	3,373.99	3,669.28	3,767.90	3,890.03	3,680.26	3,638.50	3,727.18	3,759.05
HAINES	448.75	413.45	407.15	377.20	323.70	318.99	296.57	290.90	297.75	316.05
HOONAH	230.85	236.75	226.90	211.30	188.40	179.40	171.70	166.50	152.95	131.40
HYDABURG	110.50	107.85	102.85	100.10	92.20	86.85	74.50	72.50	79.60	75.45
IDITAROD	534.18	568.10	638.95	561.12	403.50	376.30	344.53	331.25	338.00	302.25
JUNEAU	5,701.25	5,646.85	5,520.78	5,507.50	5,521.13	5,441.87	5,306.28	5,236.57	5,155.30	5,072.60
KAKE	185.80	166.70	165.00	171.62	151.85	155.15	141.75	116.00	103.55	101.45
KASHUNAMIUT	279.00	298.20	314.00	321.80	350.40	362.25	354.65	330.55	339.20	325.55
KENAI	10,181.60	9,982.41	9,946.74	9,799.38	9,632.43	9,561.95	9,527.25	9,388.83	9,368.14	9,249.70
KETCHIKAN	2,723.85	2,598.90	2,489.68	2,400.58	2,398.35	2,370.42	2,306.35	2,295.72	2,272.90	2,251.85
KLAWOCK	201.00	206.00	207.90	174.00	158.90	147.68	159.60	135.60	140.45	135.50
KODIAK	2,797.64	2,810.05	2,773.95	2,820.84	2,750.35	2,676.63	2,678.45	2,717.72	2,635.82	2,671.40
KUSPUK	474.29	493.85	470.15	433.00	426.70	424.10	414.05	415.00	396.60	383.40
LAKE AND PENN.	548.85	480.95	462.48	427.80	412.55	418.23	398.57	386.42	378.45	367.75
LOWER KUSKOKWIM	3,553.70	3,614.00	3,647.53	3,646.73	3,704.69	3,784.60	3,832.13	3,930.25	3,961.85	3,916.70
LOWER YUKON	1,860.95	1,936.15	1,926.70	1,937.85	2,053.15	2,031.80	2,017.45	2,036.75	1,968.30	2,035.15
MATSU	12,713.25	12,513.08	12,752.40	13,156.24	13,547.27	14,304.06	14,661.48	15,438.13	15,846.65	16,115.15
NENANA	398.00	1,005.00	1,828.25	1,753.70	1,256.69	931.32	715.52	686.02	601.45	887.58
NOME	776.25	769.10	776.95	737.65	736.15	715.10	767.40	767.85	748.55	719.52
NORTH SLOPE	2,043.90	2,008.90	2,094.20	2,020.78	1,970.25	1,810.45	1,691.15	1,726.15	1,623.00	1,618.00
NORTHWEST ARCTIC	2,088.30	2,151.50	2,203.15	2,164.35	2,151.90	2,028.75	1,998.80	2,018.85	1,976.15	1,944.25
PELICAN	29.80	33.65	23.00	18.65	18.00	15.00	11.20	13.60	14.95	16.00
PETERSBURG	752.05	699.10	678.30	652.83	625.85	657.45	629.60	591.45	588.55	559.60
PRIBILOF	157.40	158.25	143.50	136.65	135.50	124.25	127.25	114.75	123.00	111.60
SAINT MARY'S	129.90	144.15	137.70	152.85	167.16	147.50	154.70	164.80	185.35	186.30
SITKA	1,694.25	1,722.11	1,589.43	1,609.41	1,548.91	1,466.53	1,478.31	1,476.66	1,453.84	1,377.93
SKAGWAY	128.60	131.30	136.75	120.20	109.67	105.83	108.75	109.25	99.50	105.90
SOUTHEAST	297.78	294.50	281.15	243.60	223.00	219.80	212.00	206.50	186.90	152.35
SOUTHWEST	774.70	758.25	767.91	758.60	721.25	676.95	705.95	668.70	673.65	657.70
TANANA	104.00	92.75	80.00	64.13	77.50	92.00	115.05	66.55	53.95	57.40
UNALASKA	353.03	351.91	351.34	368.90	392.95	398.55	398.70	397.50	385.75	387.75
VALDEZ	855.05	865.20	864.75	887.60	866.70	865.25	827.60	797.13	748.35	724.50
WRANGELL	526.63	505.05	488.35	465.95	435.45	391.78	375.30	369.85	354.74	346.45
YAKUTAT	166.00	159.75	166.25	173.00	144.25	125.00	133.15	132.50	117.75	121.85
YUKON FLATS	375.75	352.10	307.00	299.95	307.25	292.20	275.90	270.33	265.88	280.74
YUKON/KOYUKUK	548.90	535.85	484.50	496.75	885.07	1,381.07	1,799.66	1,560.72	1,426.65	1,320.13
YUPIIT	401.95	398.00	420.00	445.60	424.00	434.25	445.15	446.15	458.25	460.05
STATE ACS	2,628.73	1,419.47	1,306.02	1,465.47	1,085.84	411.78	N/A	N/A	N/A	N/A
Mc EDGECUMBE	307.71	329.00	330.00	329.50	334.00	334.90	368.75	394.95	407.90	404.45
TOTALS	132,904.81	131,696.48	132,256.25	132,669.66	132,484.79	131,622.55	130,927.70	131,263.47	130,164.21	128,975.24

2.

Alaska Department of Education and Early Development
Accountability and Assessment

Total Statewide Enrollment by Ethnicity, Grade and Percent
As of October 1, 2006
FY2007

Ethnic Group	Pre-													Total	Total	%	
	Elem.	KG	1	2	3	4	5	6	7	8	9	10	11	12	KG-12	PE-12	PE-12
Alaska Native	713	2550	2474	2510	2398	2293	2328	2246	2395	2439	3008	2579	2280	2255	31755	32468	24.5%
American Indian	16	99	114	112	101	107	108	128	136	122	151	126	116	124	1544	1560	1.2%
Asian	51	503	514	493	501	526	507	529	590	578	607	608	642	568	7166	7217	5.4%
Black	63	363	444	409	397	425	371	427	425	454	452	459	435	430	5491	5554	4.2%
Hispanic	72	374	447	458	430	381	420	422	416	443	443	400	413	371	5418	5490	4.1%
Multi-Ethnic	102	557	553	524	439	388	355	298	274	242	217	231	192	152	4422	4524	3.4%
Native Hawaiian/Pacific Islander	17	91	89	94	89	85	92	102	96	92	95	103	92	114	1234	1251	0.9%
Not Reported	24	83	69	75	52	72	59	62	56	57	55	44	39	27	750	774	0.6%
White	774	5175	5247	5270	5111	5312	5270	5504	5766	5728	6309	6289	6017	5998	72996	73770	55.6%
Grand Total	1832	9795	9951	9945	9518	9589	9510	9718	10154	10155	11337	10839	10226	10039	130776	132608	100.0%

3.

Alaska Department of Education and Early Development
Accountability and Assessment

Total Statewide Enrollment by Ethnicity, Grade and Percent
As of October 1, 2007
FY2008

Ethnic Group	Pre- Elem.	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total		% PE-12
															KG-12	PE-12	
Alaska Native	563	2208	2310	2414	2224	2212	2086	2136	2106	2205	2648	2406	2206	2115	29276	29839	22.8%
American Indian	19	92	97	113	99	102	97	103	120	107	120	124	114	98	1386	1405	1.1%
Asian	52	498	512	511	517	487	534	523	545	567	579	595	597	607	7072	7124	5.4%
Black	51	372	379	402	378	363	363	330	364	348	400	373	419	390	4881	4932	3.8%
Hispanic	91	607	573	664	637	578	516	572	541	526	591	562	510	536	7413	7504	5.7%
Multi-Ethnic	136	740	710	670	656	579	607	580	550	501	531	507	491	494	7616	7752	5.9%
Native Hawaiian/Pacific Islander	25	190	191	166	176	169	154	137	167	138	148	152	171	157	2116	2141	1.6%
White	742	4918	4963	5043	5075	4930	5170	5094	5428	5561	5703	5920	6092	5693	69590	70332	53.7%
Grand Total	1679	9625	9735	9983	9762	9420	9527	9475	9821	9953	10719	10639	10599	10092	129350	131029	100.0%

Dropout Rates in Alaska Fact Sheet

The Dropout Rate is computed by dividing the number of dropouts in the current school year by the number of students enrolled in grades 7-12 on October 1 of the current school year. School year is defined as the 12-month period beginning with July 1 and ending June 30.

A **Dropout** is defined as a student who was enrolled in the district at some time during the school year and whose enrollment terminated. This does not include an individual who:

- graduated from high school or completed a state or district approved education program, as evidenced by receipt of formal recognition from school authorities;
- transferred to another public school, private school or state or district approved education program;
- is temporarily absent due to suspension;
- is absent due to illness or medical condition;
- died.

The statewide Dropout Rate has decreased as well as the number of dropouts for three consecutive years:

<u>School Year</u>	<u>Dropout Rate</u>	<u>Dropout Count (Grades 7-12)</u>
2005	6.0%	3,791
2006	5.8%	3,642
2007	5.5%	3,434
2008	5.2%	3,232

The Alaska Native/American Indian Dropout Rate has not reflected the proportionate decrease over the same time period:

<u>School Year</u>	<u>Dropout Rate</u>	<u>Dropout Count (Grades 7-12)</u>
2005	8.2%	1,276
2006	8.4%	1,333
2007	8.3%	1,299
2008	8.5%	1,224

In 2007-2008 Alaska showed a wide range in difference with district by district comparisons of Dropout Rates. Four districts reported 0 dropouts. Two districts reported over 25% Dropout Rates. Both districts with the highest rates, Delta/Greely School District and the Nenana City School District, had a large percentage of dropouts reported in the statewide correspondence schools.

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Dropout rates are calculated using grades 7-12.

District Dropout Rates

02/15/09

School District	Data	School Year																			
		1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Adak Region	Dropouts	1	0	2	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Dropout Rate	0.5%	0.0%	1.0%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Gateway	Dropouts	4	6	5	7	4	8	9	14	10	15	13	9	12	10	4	13	12	8	8	
	Dropout Rate	1.9%	3.1%	2.2%	3.1%	1.6%	3.2%	3.6%	6.1%	4.2%	6.7%	5.6%	3.8%	4.7%	3.9%	1.8%	6.2%	6.2%	4.5%	4.5%	
Aleutian Region	Dropouts	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	4	4	4	
	Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%	0.0%	4.3%	0.0%	0.0%	5.0%	0.0%	3.5%	3.5%	
Aleutians East	Dropouts	3	5	1	1	3	9	7	8	9	0	4	0	2	10	4	3	3	0	0	
	Dropout Rate	2.1%	3.6%	0.7%	0.7%	2.1%	6.0%	4.3%	5.4%	6.0%	0.0%	2.7%	0.0%	1.6%	7.9%	3.2%	2.8%	2.9%	0.0%	0.0%	
Alyeska Central	Dropouts	62	49	109	23	36	46	63	68	58	59	22	24	57	N/A	N/A	N/A	N/A	N/A	N/A	
	Dropout Rate	13.2%	13.2%	19.7%	2.8%	4.2%	5.2%	6.0%	7.7%	4.8%	6.2%	2.7%	2.9%	10.6%	N/A	N/A	N/A	N/A	N/A	N/A	
Anchorage	Dropouts	1,004	936	554	609	512	470	482	302	440	1,207	1,461	1,339	1,249	1,103	1,466	1,473	1,179	895		
	Dropout Rate	5.9%	5.2%	3.0%	3.2%	2.6%	2.4%	2.4%	1.5%	2.1%	5.6%	6.7%	6.1%	5.5%	4.8%	6.3%	6.3%	5.1%	3.9%	3.9%	
Annette Island	Dropouts	5	4	6	4	7	3	4	3	1	0	0	0	9	2	7	9	3	5	5	
	Dropout Rate	3.4%	2.4%	3.5%	2.3%	3.7%	1.4%	2.1%	1.7%	0.6%	0.0%	0.0%	0.0%	6.2%	1.4%	4.6%	6.0%	2.2%	3.6%	3.6%	
Bering Strait	Dropouts	22	29	21	16	23	19	19	7	20	21	38	60	90	70	90	94	102	80	80	
	Dropout Rate	4.2%	5.4%	4.0%	3.0%	4.0%	3.2%	3.3%	1.2%	3.1%	3.2%	5.6%	8.6%	12.4%	9.1%	11.4%	11.8%	13.2%	10.7%	10.7%	
Bristol Bay	Dropouts	3	6	0	2	3	1	0	0	0	2	0	3	3	1	1	2	1	1	1	
	Dropout Rate	2.8%	5.1%	0.0%	1.8%	2.8%	0.9%	0.0%	0.0%	0.0%	1.6%	0.0%	2.7%	2.6%	1.0%	1.1%	2.4%	1.2%	1.2%	1.2%	
Chatham	Dropouts	4	6	4	7	5	8	2	1	3	4	6	4	9	1	10	4	2	3	3	
	Dropout Rate	2.6%	3.7%	2.9%	4.8%	3.5%	5.6%	1.5%	0.8%	2.5%	3.4%	5.1%	3.7%	7.9%	0.8%	8.8%	3.4%	1.8%	3.5%	3.5%	
Chugach	Dropouts	0	0	6	3	4	3	3	3	6	15	0	0	1	3	4	6	1	4	4	
	Dropout Rate	0.0%	0.0%	12.0%	6.7%	8.2%	4.9%	4.4%	5.4%	9.0%	18.5%	0.0%	0.0%	1.5%	4.1%	4.5%	7.0%	1.5%	4.8%	4.8%	
Copper River	Dropouts	5	5	8	4	1	4	10	12	24	24	18	21	11	15	17	8	7	5	5	
	Dropout Rate	2.2%	2.1%	3.2%	1.5%	0.4%	1.4%	3.1%	3.5%	7.5%	6.9%	5.7%	6.2%	3.6%	4.7%	5.5%	2.7%	2.5%	1.9%	1.9%	

Dropout rates are calculated using grades 7-12.

District Dropout Rates

02/15/09

School District	Data	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Cordova	Dropouts	3	5	1	1	4	4	2	1	1	0	0	1	4	2	6	2	2	3
	Dropout Rate	2.0%	2.7%	0.5%	0.5%	1.8%	1.8%	1.0%	0.5%	0.5%	0.0%	0.0%	0.4%	1.7%	0.9%	2.6%	0.8%	0.9%	1.5%
Craig	Dropouts	5	0	3	6	1	2	3	4	1	2	13	9	9	13	6	7	2	14
	Dropout Rate	5.1%	0.0%	2.6%	4.3%	0.7%	1.0%	1.5%	1.9%	0.5%	1.0%	5.8%	3.3%	3.0%	3.5%	1.9%	2.1%	0.6%	4.7%
Delta/Greely	Dropouts	17	5	5	17	14	17	8	12	10	16	8	16	60	140	169	204	247	180
	Dropout Rate	5.3%	1.5%	1.2%	3.8%	3.2%	4.2%	2.0%	3.2%	1.1%	2.5%	1.6%	2.8%	9.1%	21.8%	24.7%	25.5%	32.4%	26.7%
Denali	Dropouts	4	3	1	1	1	0	3	6	5	0	3	3	1	0	1	7	2	2
	Dropout Rate	3.0%	2.3%	0.7%	0.6%	0.6%	0.0%	1.6%	3.6%	2.8%	0.0%	1.8%	1.9%	0.6%	0.0%	0.3%	2.4%	0.7%	0.8%
Dillingham	Dropouts	7	4	5	10	13	13	20	9	16	29	43	2	19	34	22	24	30	19
	Dropout Rate	4.1%	2.1%	2.6%	5.3%	6.7%	7.1%	9.3%	3.8%	7.0%	12.3%	17.3%	0.8%	8.1%	14.6%	9.1%	9.2%	11.7%	7.9%
Fairbanks	Dropouts	379	355	337	404	604	566	549	498	592	481	573	595	432	339	526	459	414	318
	Dropout Rate	6.5%	5.9%	5.4%	6.2%	8.8%	8.6%	7.9%	7.0%	8.2%	6.6%	8.1%	8.5%	6.0%	4.9%	7.6%	6.7%	5.9%	4.8%
Galena	Dropouts	0	2	0	0	2	2	0	1	61	45	1	12	10	24	27	18	51	92
	Dropout Rate	0.0%	3.2%	0.0%	0.0%	4.0%	4.0%	0.0%	0.2%	5.1%	3.2%	0.1%	0.9%	0.7%	1.5%	1.7%	1.2%	3.2%	5.5%
Haines	Dropouts	5	2	2	1	6	3	1	5	14	15	12	15	10	2	6	1	5	1
	Dropout Rate	2.7%	1.1%	1.0%	0.5%	2.9%	1.3%	0.4%	2.1%	6.2%	7.0%	5.7%	7.9%	5.6%	1.2%	3.9%	0.7%	3.3%	0.6%
Hoonah	Dropouts	1	0	2	0	2	5	6	0	3	4	0	0	8	6	5	3	4	1
	Dropout Rate	1.1%	0.0%	1.8%	0.0%	1.7%	3.9%	4.5%	0.0%	2.7%	3.3%	0.0%	0.0%	7.3%	6.1%	5.6%	3.3%	4.4%	1.4%
Hydaburg	Dropouts	1	1	0	0	0	0	0	3	1	3	2	2	2	1	0	0	0	2
	Dropout Rate	2.4%	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.5%	1.9%	5.9%	4.5%	4.0%	4.2%	2.2%	0.0%	0.0%	0.0%	5.4%
Iditarod Area	Dropouts	3	3	1	5	17	2	6	4	6	7	9	4	30	14	11	11	31	19
	Dropout Rate	2.0%	2.2%	0.6%	3.0%	9.2%	1.1%	3.5%	2.4%	3.5%	2.9%	3.0%	1.5%	16.0%	7.3%	6.5%	6.4%	16.8%	11.4%
Juneau	Dropouts	114	96	135	141	91	88	91	87	73	98	161	198	120	102	148	161	112	130
	Dropout Rate	5.6%	4.6%	6.0%	6.3%	4.0%	3.6%	3.5%	3.3%	2.7%	3.7%	6.2%	7.5%	4.5%	3.8%	5.5%	5.9%	4.2%	5.1%

Dropout rates are calculated using grades 7-12.

District Dropout Rates

02/15/09

School District	Data	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Kake	Dropouts	1	0	2	1	0	4	5	0	5	3	1	1	2	1	3	3	4	1
	Dropout Rate	1.1%	0.0%	2.6%	1.3%	0.0%	5.6%	7.4%	0.0%	6.3%	3.9%	1.2%	1.0%	2.3%	1.2%	3.8%	4.4%	6.9%	2.0%
Kashunamiut	Dropouts	1	4	1	5	3	3	9	2	2	6	6	4	3	0	16	13	5	0
	Dropout Rate	1.5%	5.8%	1.5%	6.8%	3.8%	3.4%	10.2%	2.2%	2.0%	5.1%	4.9%	3.0%	1.9%	0.0%	9.4%	8.6%	3.1%	0.0%
Kenai Peninsula	Dropouts	112	91	99	246	130	182	115	187	211	233	263	259	173	211	123	144	192	215
	Dropout Rate	2.9%	2.4%	2.4%	5.8%	2.9%	3.9%	2.4%	3.7%	4.3%	4.6%	5.3%	5.1%	3.5%	4.3%	2.5%	3.0%	4.0%	4.5%
Ketchikan	Dropouts	68	60	71	55	74	84	115	84	118	82	72	67	54	38	104	64	74	102
	Dropout Rate	5.4%	4.7%	5.4%	4.1%	5.8%	6.4%	8.6%	6.7%	9.2%	6.8%	6.1%	5.5%	4.6%	3.3%	9.1%	5.8%	6.4%	9.5%
Klawock	Dropouts	2	7	2	4	9	5	4	2	3	2	6	6	6	3	3	1	3	4
	Dropout Rate	2.4%	7.8%	2.2%	4.4%	9.9%	5.2%	4.5%	2.0%	3.3%	2.1%	7.3%	6.7%	8.5%	4.3%	3.6%	1.5%	4.1%	6.0%
Kodiak Island	Dropouts	20	18	23	13	39	21	21	30	42	51	41	27	38	42	32	37	47	47
	Dropout Rate	1.9%	1.6%	2.0%	1.0%	3.2%	1.7%	1.7%	2.4%	3.4%	4.2%	3.3%	2.0%	2.9%	3.2%	2.4%	2.7%	3.7%	3.7%
Kuspuk	Dropouts	1	5	7	2	0	5	6	5	12	32	10	20	10	3	18	25	14	14
	Dropout Rate	0.7%	3.2%	4.1%	1.1%	0.0%	2.7%	2.9%	2.5%	6.0%	15.2%	5.1%	10.2%	4.8%	1.4%	8.7%	12.1%	7.0%	7.4%
Lake & Peninsula	Dropouts	6	6	3	7	6	4	0	4	4	5	11	0	8	4	13	11	13	6
	Dropout Rate	4.8%	4.3%	2.0%	3.7%	3.3%	2.0%	0.0%	1.7%	1.6%	2.4%	5.3%	0.0%	4.0%	2.0%	6.4%	5.2%	6.5%	2.9%
Lower Kuskokwim	Dropouts	29	43	42	55	56	54	64	78	122	127	164	156	181	159	128	135	149	128
	Dropout Rate	2.7%	4.0%	3.9%	4.9%	4.8%	4.4%	5.1%	6.1%	9.2%	9.0%	11.6%	10.9%	13.3%	11.4%	9.2%	9.2%	9.6%	8.3%
Lower Yukon	Dropouts	25	27	26	58	32	32	36	22	49	83	125	101	87	78	50	48	61	79
	Dropout Rate	4.7%	5.0%	5.0%	10.5%	5.9%	5.6%	6.0%	3.4%	7.1%	11.2%	16.7%	13.2%	10.6%	9.2%	5.9%	5.8%	7.5%	9.1%
Mai-Su	Dropouts	146	129	147	119	199	321	162	288	204	198	221	298	307	289	438	387	326	328
	Dropout Rate	3.8%	3.0%	3.2%	2.4%	3.7%	5.7%	2.9%	4.7%	3.2%	3.2%	3.5%	4.5%	4.4%	4.1%	6.1%	5.2%	4.3%	4.2%
Mt. Edgecumbe	Dropouts	1	1	0	0	0	1	0	0	0	0	0	0	9	0	0	0	0	0
	Dropout Rate	0.5%	0.5%	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%
Nenana	Dropouts	0	0	4	6	6	5	3	4	1	0	113	8	5	8	52	38	23	201
	Dropout Rate	0.0%	0.0%	4.5%	7.3%	9.7%	7.5%	4.1%	6.3%	0.7%	0.0%	16.2%	1.1%	0.9%	1.6%	12.8%	9.5%	6.0%	32.0%
Nome	Dropouts	3	1	0	7	0	4	2	5	3	4	0	19	11	15	9	13	20	25
	Dropout Rate	1.0%	0.3%	0.0%	2.4%	0.0%	1.3%	0.6%	1.5%	0.9%	1.2%	0.0%	6.2%	3.6%	4.7%	2.5%	3.5%	5.5%	7.4%

Dropout rates are calculated using grades 7-12.

District Dropout Rates

02/15/09

School District	Data	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
North Slope	Dropouts	17	28	26	33	25	35	31	19	32	46	80	47	99	56	65	51	68	50
	Dropout Rate	3.7%	5.4%	4.8%	5.7%	4.1%	5.7%	4.4%	2.5%	4.3%	5.7%	9.5%	5.4%	11.1%	6.2%	7.6%	5.9%	8.6%	6.5%
Northwest Arctic	Dropouts	28	31	41	37	64	40	29	68	37	52	79	58	80	55	26	65	91	113
	Dropout Rate	4.8%	4.9%	6.3%	5.2%	9.4%	5.8%	4.0%	9.5%	4.9%	6.3%	9.6%	6.6%	8.9%	5.9%	2.9%	7.0%	10.0%	13.1%
Pelican	Dropouts	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1
	Dropout Rate	7.1%	8.3%	0.0%	0.0%	6.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	10.0%	11.1%
Petersburg	Dropouts	2	7	7	3	7	1	5	4	7	7	8	8	6	3	3	5	11	3
	Dropout Rate	0.7%	2.5%	2.4%	1.0%	2.2%	0.3%	1.5%	1.1%	2.0%	2.1%	2.4%	2.5%	1.9%	0.9%	0.9%	1.6%	3.8%	1.1%
Pribilof	Dropouts	2	0	1	0	0	3	0	0	2	2	0	0	6	2	0	0	2	0
	Dropout Rate	5.4%	0.0%	2.5%	0.0%	0.0%	4.6%	0.0%	0.0%	2.8%	2.8%	0.0%	0.0%	12.5%	4.3%	0.0%	0.0%	4.1%	0.0%
Saint Mary's	Dropouts	0	0	1	4	1	0	2	1	3	5	3	4	5	2	6	1	1	3
	Dropout Rate	0.0%	0.0%	2.6%	11.4%	3.0%	0.0%	4.4%	2.4%	7.1%	11.4%	6.7%	7.3%	8.3%	3.6%	9.1%	1.4%	1.1%	3.5%
Sitka	Dropouts	31	12	25	21	15	42	37	32	30	25	42	38	42	29	23	18	18	23
	Dropout Rate	4.4%	1.6%	3.1%	2.5%	1.8%	5.3%	4.6%	3.9%	3.8%	3.1%	5.7%	5.1%	5.6%	4.1%	3.3%	2.6%	2.6%	3.5%
Skagway	Dropouts	2	1	0	1	1	3	1	1	1	0	3	1	0	0	1	0	1	2
	Dropout Rate	3.1%	1.5%	0.0%	1.3%	1.5%	4.4%	1.4%	1.7%	1.8%	0.0%	5.1%	2.0%	0.0%	0.0%	1.9%	0.0%	2.0%	3.6%
Southeast Island	Dropouts	9	3	3	0	3	9	4	3	4	4	4	5	4	0	0	5	2	7
	Dropout Rate	3.9%	1.6%	1.7%	0.0%	1.9%	5.0%	2.6%	2.2%	3.0%	2.8%	3.0%	4.3%	3.6%	0.0%	0.0%	5.1%	2.0%	8.9%
Southwest Region	Dropouts	6	2	9	4	3	13	10	7	8	11	13	17	10	12	17	15	14	7
	Dropout Rate	3.9%	1.3%	5.4%	2.2%	1.7%	6.6%	4.7%	3.0%	3.2%	4.4%	4.7%	5.9%	3.4%	4.4%	5.4%	5.1%	4.4%	2.3%
Tanana	Dropouts	0	1	1	0	0	0	0	3	0	0	0	2	1	3	16	3	0	3
	Dropout Rate	0.0%	4.0%	3.0%	0.0%	0.0%	0.0%	0.0%	5.4%	0.0%	0.0%	0.0%	7.1%	2.6%	5.0%	18.6%	7.3%	0.0%	9.7%
Unalaska	Dropouts	0	7	5	3	7	4	3	7	8	0	0	0	2	0	1	1	3	1
	Dropout Rate	0.0%	6.9%	3.9%	2.2%	5.0%	3.2%	1.9%	4.2%	5.1%	0.0%	0.0%	0.0%	1.2%	0.0%	0.6%	0.6%	1.8%	0.6%
Valdez	Dropouts	4	14	15	13	16	13	11	11	13	3	3	9	5	13	7	8	4	2
	Dropout Rate	1.0%	3.4%	3.4%	3.5%	4.2%	3.5%	2.9%	2.8%	3.5%	0.7%	0.7%	2.1%	1.2%	2.9%	1.7%	2.0%	1.1%	0.6%
Wrangell	Dropouts	16	9	7	12	5	6	3	5	9	3	3	3	18	2	9	2	5	1
	Dropout Rate	7.9%	4.4%	3.6%	5.8%	2.0%	2.4%	1.3%	2.2%	3.5%	1.2%	1.3%	1.4%	8.3%	1.0%	4.8%	1.1%	2.8%	0.5%

Dropout rates are calculated using grades 7-12.

District Dropout Rates

02/15/09

School District	Data	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Yakutat	Dropouts	2	1	0	1	1	4	3	0	0	0	4	0	2	0	2	1	1	4
	Dropout Rate	3.9%	1.9%	0.0%	1.6%	1.5%	5.7%	4.3%	0.0%	0.0%	0.0%	5.6%	0.0%	2.7%	0.0%	2.7%	1.3%	1.5%	5.8%
Yukon Flats	Dropouts	2	6	18	17	18	6	10	18	8	19	20	6	10	17	7	8	2	14
	Dropout Rate	1.1%	3.6%	10.7%	9.4%	10.8%	3.3%	5.4%	9.3%	5.5%	13.3%	13.9%	4.7%	6.9%	12.2%	5.8%	6.5%	1.7%	12.1%
Yukon/Koyukuk	Dropouts	4	4	6	6	2	5	9	10	4	14	0	25	12	73	69	11	35	28
	Dropout Rate	2.0%	1.9%	2.8%	2.4%	0.8%	1.8%	3.3%	3.8%	1.7%	6.2%	0.0%	11.6%	2.9%	7.4%	7.1%	1.3%	4.9%	4.4%
Yupiit	Dropouts	6	0	2	15	2	7	7	4	3	24	21	32	16	23	20	19	34	34
	Dropout Rate	5.2%	0.0%	1.5%	10.7%	1.6%	5.2%	4.6%	2.6%	1.8%	14.1%	12.1%	18.0%	9.6%	12.5%	10.5%	9.2%	17.1%	17.3%
Statewide	Dropouts	2,199	2,041	1,802	2,010	2,078	2,189	1,995	1,952	2,299	3,088	3,709	3,538	3,361	3,033	3,791	3,642	3,434	3,232
	Dropout Rate	4.9%	4.4%	3.7%	3.9%	3.9%	4.1%	3.6%	3.4%	3.8%	5.1%	6.2%	5.8%	5.4%	4.9%	6.0%	5.8%	5.5%	5.2%

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Alaska Department of Education
and Early Development

Public School Dropouts
Grades 7-12

02/13/09

2000-2001 Race/Ethnic Group	Enrollment Totals by Grade*								Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
	7	8	9	10	11	12	Total 7-12	% 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	Dropouts % 7-12
AK Native/Amer. Indian	2,699	2,497	2,855	2,177	1,832	1,623	13,683	22.7%	1,295	9.5%	1,295	34.9%
Asian/Pacific Islander	610	591	585	580	512	515	3,393	5.6%	106	3.1%	106	2.9%
Black	535	434	474	362	340	325	2,470	4.1%	154	6.2%	154	4.2%
Hispanic	353	339	340	266	257	240	1,795	3.0%	182	10.1%	182	4.9%
Mixed Ethnicity	132	131	136	135	129	206	869	1.4%	56	6.4%	56	1.5%
Unknown	4	1	1	1	2	3	12	0.0%	0	0.0%	0	0.0%
White	6,528	6,384	7,192	6,589	5,815	5,423	37,931	63.1%	1,916	5.1%	1,916	51.7%
Statewide Totals	10,861	10,377	11,583	10,110	8,887	8,335	60,153		3,709	6.2%	3,709	

* Based on October 1 enrollments

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2001-2002 Race/Ethnic Group	Enrollment Totals by Grade*								Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
	7	8	9	10	11	12	Total 7-12	% 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	Dropouts % 7-12
AK Native/Amer. Indian	2,786	2,650	2,944	2,270	1,902	1,671	14,223	23.3%	1,342	9.4%	1,342	37.9%
Asian/Pacific Islander	617	645	637	588	582	513	3,582	5.9%	164	4.6%	164	4.6%
Black	510	522	469	416	347	337	2,601	4.3%	192	7.4%	192	5.4%
Hispanic	394	349	358	286	243	252	1,882	3.1%	112	6.0%	112	3.2%
Mixed Ethnicity	150	126	302	120	121	128	947	1.5%	44	4.6%	44	1.2%
White	6,510	6,410	7,024	6,467	6,045	5,439	37,895	62.0%	1,684	4.4%	1,684	47.6%
Statewide Totals	10,967	10,702	11,734	10,147	9,240	8,340	61,130		3,538	5.8%	3,538	

* Based on October 1 enrollments

2002-2003 Race/Ethnic Group	Enrollment Totals by Grade*								Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
	7	8	9	10	11	12	Total 7-12	% 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	Dropouts % 7-12
AK Native/Amer. Indian	2,758	2,768	3,134	2,390	1,917	1,734	14,701	23.7%	1,332	9.1%	1,332	39.6%
Asian/Pacific Islander	673	647	681	657	590	593	3,841	6.2%	236	6.1%	236	7.0%
Black	513	471	549	410	394	364	2,701	4.4%	177	6.6%	177	5.3%
Hispanic	421	366	369	338	257	263	2,014	3.2%	124	6.2%	124	3.7%
Mixed Ethnicity	313	245	251	189	180	186	1,364	2.2%	0	0.0%	0	0.0%
White	6,525	6,343	6,897	6,235	5,736	5,670	37,406	60.3%	1,492	4.0%	1,492	44.4%
Statewide Totals	11,203	10,840	11,881	10,219	9,074	8,810	62,027		3,361	5.4%	3,361	

* Based on October 1 enrollments

2003-2004 Race/Ethnic Group	Enrollment Totals by Grade*								Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
	7	8	9	10	11	12	Total 7-12	% 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	Dropouts % 7-12
AK Native/Amer. Indian	2,820	2,777	3,259	2,548	1,980	1,773	15,157	24.3%	1,233	8.1%	1,233	40.7%
Asian/Pacific Islander	675	701	666	690	622	612	3,966	6.3%	173	4.4%	173	5.7%
Black	529	486	473	479	353	379	2,699	4.3%	161	6.0%	161	5.3%
Hispanic	399	412	390	341	313	279	2,134	3.4%	110	5.2%	110	3.6%
Mixed Ethnicity	190	197	161	160	143	140	991	1.6%	52	5.2%	52	1.7%
White	6,482	6,567	6,854	6,405	5,750	5,468	37,526	60.1%	1,304	3.5%	1,304	43.0%
Statewide Totals	11,095	11,140	11,803	10,623	9,161	8,651	62,473		3,033	4.9%	3,033	

* Based on October 1 enrollments

2004-2005 Race/Ethnic Group	Enrollment Totals by Grade*								Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
	7	8	9	10	11	12	Total 7-12	% 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	Dropouts % 7-12
AK Native/Amer. Indian	2,835	2,739	3,190	2,654	2,245	1,862	15,525	24.7%	1,276	8.2%	1,276	33.7%
Asian/Pacific Islander	715	668	710	642	669	627	4,031	6.4%	235	5.8%	235	6.2%
Black	503	497	495	429	445	340	2,709	4.3%	253	9.3%	253	6.7%
Hispanic	413	396	437	390	317	308	2,261	3.6%	195	8.6%	195	5.1%
Mixed Ethnicity	226	212	196	150	142	143	1,069	1.7%	0	0.0%	0	0.0%
White	6,195	6,345	6,906	6,399	5,807	5,486	37,138	59.2%	1,832	4.9%	1,832	48.3%
Statewide Totals	10,887	10,857	11,934	10,664	9,625	8,766	62,733		3,791	6.0%	3,791	

* Based on October 1 enrollments

2005-2006 Race/Ethnic Group	Enrollment Totals by Grade*								Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
	7	8	9	10	11	12	Total 7-12	% 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	Dropouts % 7-12
AK Native/Amer. Indian	2,653	2,812	3,079	2,716	2,416	2,213	15,889	25.2%	1,333	8.4%	1,333	36.6%
Asian/Pacific Islander	696	703	695	744	681	692	4,211	6.7%	221	5.2%	221	6.1%
Black	451	465	488	458	407	459	2,728	4.3%	210	7.7%	210	5.8%
Hispanic	440	416	397	422	354	355	2,384	3.8%	173	7.3%	173	4.8%
Mixed Ethnicity	243	241	223	203	155	151	1,216	1.9%		0.0%	0	0.0%
White	5,793	6,156	6,523	6,492	6,032	5,708	36,704	58.1%	1,705	4.6%	1,705	46.8%
Statewide Totals	10,276	10,793	11,405	11,035	10,045	9,578	63,132		3,642	5.8%	3,642	

* Based on October 1 enrollments

2006-2007 Race/Ethnic Group	Enrollment Totals by Grade*								Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
	7	8	9	10	11	12	Total 7-12	% 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	Dropouts % 7-12
AK Native/Amer. Indian	2,531	2,561	3,159	2,705	2,396	2,379	15,731	25.1%	1,299	8.3%	1,299	37.8%
Asian/Pacific Islander	686	670	702	711	734	682	4,185	6.7%	198	4.7%	198	5.8%
Black	425	454	452	459	435	430	2,655	4.2%	190	7.2%	190	5.5%
Hispanic	416	443	443	400	413	371	2,486	4.0%	161	6.5%	161	4.7%
Mixed Ethnicity	330	299	272	275	231	179	1,586	2.5%	168	10.6%	168	4.9%
White	5,766	5,728	6,309	6,289	6,017	5,998	36,107	57.5%	1,418	3.9%	1,418	41.3%
Statewide Totals	10,154	10,155	11,337	10,839	10,226	10,039	62,750		3,434	5.5%	3,434	

* Based on October 1 enrollments

2007-2008 Race/Ethnic Group	Enrollment Totals by Grade*								Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
	7	8	9	10	11	12	Total 7-12	% 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	Dropouts % 7-12
AK Native/Amer. Indian	2,226	2,312	2,768	2,530	2,320	2,213	14,369	23.2%	1,224	8.5%	1,224	37.9%
Asian/Pacific Islander	712	705	727	747	768	764	4,423	7.2%	213	4.8%	213	6.6%
Black	364	348	400	373	419	390	2,294	3.7%	162	7.1%	162	5.0%
Hispanic	541	526	591	562	510	536	3,266	5.3%	176	5.4%	176	5.4%
Mixed Ethnicity	550	501	531	507	491	494	3,074	5.0%	185	6.0%	185	5.7%
White	5,428	5,561	5,703	5,920	6,092	5,693	34,397	55.6%	1,272	3.7%	1,272	39.4%
Statewide Totals	9,821	9,953	10,720	10,639	10,600	10,090	61,823		3,232	5.2%	3,232	

* Based on October 1 enrollments

Graduation Rates in Alaska Fact Sheet

The Graduation Rate is reported as a fraction. The numerator is the sum of the number of graduates receiving a regular diploma before June 30. The denominator is the sum of the number of graduates, plus the number of dropouts in grade nine three school years prior, plus the number of unduplicated dropouts in grade ten two school years prior, plus the number of unduplicated dropouts in grade eleven in the prior school year, plus the number of unduplicated dropouts in grade 12 during the current year, plus the number of grade 12 continuing students.

A **graduate** is defined as a student who was received a regular diploma from a state- or district-approved education program, as evidenced by receipt of a secondary school diploma from school authorities. Any student who receives a diploma under a waiver from the competency examination required under AS 14.03075 (a), as specified by the state board is considered to be a graduate. This does not include an individual who:

- receives a certificate of completion;
- receives a certificate of attendance;

The statewide Graduation Rate has remained relatively consistent over the last five years, however the number of graduates has increased for four consecutive years:

<u>School Year</u>	<u>Graduation Rate</u>	<u>Graduate Count</u>
2004	62.9%	7,290
2005	61.4%	6,905
2006	61.6%	7,361
2007	63.0%	7,666
2008	62.6%	7,855

The Alaska Native/American Indian Graduation Rate has shown improvement over the same five year time period:

<u>School Year</u>	<u>Graduation Rate</u>	<u>Graduate Count</u>
2004	46.1%	1,327
2005	43.2%	1,233
2006	45.1%	1,442
2007	51.2%	1,689
2008	48.1%	1,523

Please note that the new Graduation Rate required by the Final Title 1 Regulations under NCLB will use a different calculation. The new Graduation Rate, also known as the Four-Year Adjusted Cohort Rate, will follow an actual group of students across four years of high school. Alaska will no longer be incorporating prior years' counts of dropouts to calculate the Graduation Rate.

District Totals

Graduation Rate

School Year		2008 High School Graduates	2008 Grade 12 Continuing Students	2008 Grade 12 Dropouts	2007 Grade 11 Dropouts	2006 Grade 10 Dropouts	2005 Grade 9 Dropouts	2008 Graduation Rate
2007-2008								
STATEWIDE		7,855	1,549	1,038	776	693	638	62.6%

District Number	District Name	2008 High School Graduates	2008 Grade 12 Continuing Students	2008 Grade 12 Dropouts	2007 Grade 11 Dropouts	2006 Grade 10 Dropouts	2005 Grade 9 Dropouts	2008 Graduation Rate
03	Alaska Gateway	24	2	0	4	4	0	70.6%
04	Aleutian Region	0	0	0	0	0	0	#DIV/0!
56	Aleutians East	18	1	1	0	1	1	81.8%
05	Anchorage	2,963	634	373	241	233	148	64.5%
06	Annette Island	26	0	2	2	2	1	78.8%
07	Bering Strait	71	58	49	15	16	16	31.6%
08	Bristol Bay	15	0	1	0	1	0	88.2%
09	Chatham	9	1	1	0	0	1	75.0%
10	Chugach	4	5	3	0	2	0	28.6%
11	Copper River	39	5	2	1	0	4	76.5%
12	Cordova City	42	0	1	1	1	0	93.3%
13	Craig City	24	4	5	0	3	1	64.9%
14	Delta-Greely	62	6	28	112	51	33	21.2%
02	Denali	17	3	1	0	1	0	77.3%
15	Dillingham	34	12	7	5	5	5	50.0%
16	Fairbanks	826	207	149	98	74	123	55.9%
17	Galena	181	121	43	14	1	1	50.1%
18	Haines	34	1	0	2	0	1	89.5%
19	Hoonah	14	3	0	2	0	4	60.9%
20	Hydaburg	4	0	2	0	0	0	66.7%
21	Iditarod	17	3	8	6	3	1	44.7%
22	Juneau	418	22	37	20	41	24	74.4%
23	Kenai	5	1	1	2	1	1	45.5%
55	Kashunamiut	8	14	0	2	2	8	23.5%
24	Kenai Peninsula	623	82	49	53	42	18	71.9%
25	Ketchikan	125	23	47	15	12	22	51.2%
27	Klawock	8	0	1	2	1	1	61.5%
28	Kodiak Island	185	21	15	9	8	0	77.7%
29	Kuspuk	37	2	7	1	3	3	69.8%



District Totals

Graduation Rate

School Year		2008 High School Graduates	2008 Grade 12 Continuing Students	2008 Grade 12 Dropouts	2007 Grade 11 Dropouts	2006 Grade 10 Dropouts	2005 Grade 9 Dropouts	2008 Graduation Rate
2007-2008	STATEWIDE	7,855	1,549	1,038	776	693	638	62.6%

District Number	District Name	2008 High School Graduates	2008 Grade 12 Continuing Students	2008 Grade 12 Dropouts	2007 Grade 11 Dropouts	2006 Grade 10 Dropouts	2005 Grade 9 Dropouts	2008 Graduation Rate
30	Lake and Peninsula	25	20	3	3	3	0	46.3%
31	Lower Kuskokwim	134	21	15	23	38	39	49.6%
32	Lower Yukon	112	59	36	2	0	3	52.8%
33	Mat-Su	932	94	69	69	84	84	70.0%
98	Mt Edgecumbe	69	5	0	0	0	0	93.2%
34	Nenana	58	28	41	6	7	10	38.7%
35	Nome	35	0	5	2	5	5	67.3%
36	North Slope	104	20	7	17	12	23	56.8%
37	Northwest Arctic	98	5	6	12	18	13	64.5%
38	Pelican	0	0	0	0	0	0	#DIV/0!
39	Petersburg	49	0	0	8	1	1	83.1%
40	Pribilof	4	0	0	1	0	0	80.0%
46	Saint Mary's	12	2	0	1	0	2	70.6%
42	Sitka	109	13	3	5	5	2	79.6%
43	Skagway	14	0	1	1	0	0	87.5%
44	Southeast Island	8	0	1	0	3	0	66.7%
45	Southwest Region	28	5	1	4	4	4	60.9%
53	Tanana	5	0	0	0	1	2	62.5%
47	Unalaska	30	0	0	0	0	0	100.0%
48	Valdez	61	2	1	3	1	1	88.4%
49	Wrangell	29	0	0	2	0	1	90.6%
50	Yakutat	12	0	3	0	0	0	80.0%
51	Yukon Flats	18	0	3	0	1	1	78.3%
52	Yukon-Koyukuk	53	38	9	3	1	18	43.4%
54	Yupit	23	6	1	7	1	12	46.0%

2007-2008 Graduation Rates

Graduation Rate

2008 High School Graduates	2008 Grade 12 Continuing Students	2008 Grade 12 Dropouts	2007 Grade 11 Dropouts	2006 Grade 10 Dropouts	2005 Grade 9 Dropouts	2008 Graduation Rate
7,855	1,549	1,038	776	693	638	62.6%

	2008 High School Graduates	2008 Grade 12 Continuing Students	2008 Grade 12 Dropouts	2007 Grade 11 Dropouts	2006 Grade 10 Dropouts	2005 Grade 9 Dropouts	2008 Graduation Rate
Male	3833	910	590	413	378	349	59.2%
Female	4022	639	448	363	315	289	66.2%
African American	262	86	49	48	29	36	51.4%
Alaska Native	1453	453	359	254	261	247	48.0%
American Indian	70	11	12	11	14	24	49.3%
Asian/Pac. Islander	575	111	76	52	28	24	66.4%
Caucasian	4742	713	423	336	327	277	69.6%
Hispanic	389	68	65	32	19	26	64.9%
Two or More Races	364	107	54	43	15	4	62.0%
SWD	532	351	109	105	102	58	42.3%
SWOD	7323	1198	929	671	591	580	64.9%
LEP	616	276	150	112	97	93	45.8%
ECON. DIS	1832	650	349	259	233	131	53.0%

AK Nat./Amer. Ind.	1523	464	371	265	275	271	48.1%
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Dropouts
2004-2005 and 2005-2006

3/6/2009

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2007-2008	ENROLLMENT TOTALS BY GRADE*							Dropout Rates	
	7	8	9	10	11	12	Total 7-12	Dropouts Count 7-12	Dropout Rate 7-12
Race/Ethnic Group									
Special Education	1,278	1,244	1,307	1,155	1,114	1,176	7,274	466	6.41%
Regular Education	8,543	8,710	9,412	9,484	9,485	8,916	54,550	2,766	5.07%
Statewide Totals	9,821	9,954	10,719	10,639	10,599	10,092	61,824	3,232	5.23%

2006-2007	ENROLLMENT TOTALS BY GRADE*							Dropout Rates	
	7	8	9	10	11	12	Total 7-12	Dropouts Count 7-12	Dropout Rate 7-12
Race/Ethnic Group									
Special Education	1,321	1,288	1,337	1,201	1,059	1,181	7,387	451	6.11%
Regular Education	8,833	8,867	10,000	9,638	9,167	8,858	55,363	2,983	5.39%
Statewide Totals	10,154	10,155	11,337	10,839	10,226	10,039	62,750	3,434	5.47%

2005-2006	ENROLLMENT TOTALS BY GRADE*							Dropout Rates	
	7	8	9	10	11	12	Total 7-12	Dropouts Count 7-12	Dropout Rate 7-12
Race/Ethnic Group									
Special Education	1,362	1,298	1,361	1,204	1,082	1,043	7,350	441	6.00%
Regular Education	8,914	9,495	10,044	9,831	8,963	8,535	55,782	3,201	5.74%
Statewide Totals	10,276	10,793	11,405	11,035	10,045	9,578	63,132	3,642	5.77%

* Based on October 1 enrollments

Dropouts
2004-2005 and 2005-2006

2004-2005 as given to Patrick	ENROLLMENT TOTALS BY GRADE*							Dropout Rates	
							Total	Dropouts	Dropout
Race/Ethnic Group	7	8	9	10	11	12	7-12	Count	Rate
Special Education	1,396	1,389	1,400	1,224	947	910	7,266	456	6.28%
Regular Education	9,491	9,468	10,534	9,440	8,678	7,856	55,467	4,217	7.60%
Statewide Totals	10,887	10,857	11,934	10,664	9,625	8,766	62,733	4,673	7.45%

2004-2005 Final	ENROLLMENT TOTALS BY GRADE*							Dropout Rates	
							Total	Dropouts	Dropout
Race/Ethnic Group	7	8	9	10	11	12	7-12	Count	Rate
Special Education	1,396	1,389	1,400	1,224	947	910	7,266	361	4.97%
Regular Education	9,491	9,468	10,534	9,440	8,678	7,856	55,467	3,430	6.18%
Statewide Totals	10,887	10,857	11,934	10,664	9,625	8,766	62,733	3,791	6.04%

* Based on October 1 enrollments

2005-2006	Enrollment*		Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
	Total	%	Dropouts	Dropouts	Dropouts	Dropouts
	7-12	7-12	Count	%	Count	%
Race/Ethnic Group			7-12	7-12	7-12	7-12
AK Native/Amer. Indian	15,889	25.2%	1,333	8.4%	1,333	36.6%
Asian/Pacific Islander	4,211	6.7%	221	5.2%	221	6.1%
Black	2,728	4.3%	210	7.7%	210	5.8%
Hispanic	2,384	3.8%	173	7.3%	173	4.8%
Mixed Ethnicity	1,216	1.9%	0	0.0%	0	0.0%
White	36,704	58.1%	1,705	4.6%	1,705	46.8%
Male	32,444	51.4%	2,012	6.2%	2,012	55.2%
Female	30,688	48.6%	1,630	5.3%	1,630	44.8%
LEP	9,782	15.5%	552	5.6%	552	15.2%
Economically Disadv	23,429	37.1%	1,138	4.9%	1,138	31.2%
SWD**	7350	11.6%	441	6.0%	441	12.1%
Statewide Totals	63,132		3,642	5.8%	3,642	

2006-2007	Enrollment*		Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
	Total	%	Dropouts	Dropouts	Dropouts	Dropouts
	7-12	7-12	Count	%	Count	%
Race/Ethnic Group			7-12	7-12	7-12	7-12
AK Native/Amer. Indian	15,731	25.1%	1,299	8.3%	1,299	37.8%
Asian/Pacific Islander	4,185	6.7%	198	4.7%	198	5.8%
Black	2,655	4.2%	190	7.2%	190	5.5%
Hispanic	2,486	4.0%	161	6.5%	161	4.7%
Mixed Ethnicity	1,586	2.5%	168	10.6%	168	4.9%
White	36,107	57.5%	1,418	3.9%	1,418	41.3%
Male	32,120	51.2%	1,850	5.8%	1,850	53.9%
Female	30,630	48.8%	1,584	5.2%	1,584	46.1%
LEP	8,342	13.3%	606	7.3%	606	17.6%
Economically Disadv	0	0.0%	1,274	#DIV/0!	1,274	37.1%
SWD	7387	11.8%	451	6.1%	451	13.1%
Statewide Totals	62,750		3,434	5.5%	3,434	

* Based on October 1 enrollments

** Students with disabilities

2007-2008	Enrollment*		Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
	Total 7-12	% 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	Dropouts % 7-12
Race/Ethnic Group						
AK Native/Amer. Indian	14,369	23.2%	1,224	8.5%	1,224	37.9%
Asian/Pacific Islander	4,423	7.2%	213	4.8%	213	6.6%
Black	2,294	3.7%	162	7.1%	162	5.0%
Hispanic	3,266	5.3%	176	5.4%	176	5.4%
Mixed Ethnicity	3,074	5.0%	185	6.0%	185	5.7%
White	34,397	55.6%	1,272	3.7%	1,272	39.4%
Male	31,718	51.3%	1797	5.7%	1797	55.6%
Female	30,105	48.7%	1435	4.8%	1435	44.4%
LEP	7,438	12.0%	547	7.4%	547	16.9%
Economically Disadv	20,702	33.5%	1150	5.6%	1150	35.6%
SWD	7,274	11.8%	466	6.4%	466	14.4%
Statewide Totals	61,823		3,232	5.2%	3,232	

* Based on October 1 enrollments

** Students with disabilities

Dropout Prevention

Continuing previous work on improving graduation rates in Alaska, Commissioner LeDoux convened a group of stakeholders to discuss issues around Alaska's graduation rate. The group met on February 19-20 at the Talking Book Library in Anchorage.

The group examined data on Alaska's graduation rates and dropout [leaver] rates and then discussed what Alaska's data means. The group listed possible reasons why students aren't graduating and discussed strategies for recovering and retaining leavers. The group also brainstormed ideas for immediate and long-term strategies to address the issue on the student, classroom, school, family and the community levels.

Ronalda Cadiente-Brown from Juneau School District shared what her district has done to increase the graduation rates in the district.

The next meeting of the group will be in April in conjunction with ASDN's Dropout Prevention Conference.

From: McCormick, Erik A (EED) [erik.mccormick@alaska.gov]
Sent: Tuesday, March 10, 2009 12:50 PM
To: Louie Flora
Cc: Herman, Marcy J (EED)
Subject: Dropout Prevention Overview
Attachments: Erik McCormick (erik.mccormick@alaska.gov).vcf; Immediate Strategies draft.doc; Brainstorm - Ideas for Immediate Strategies.doc; Group 1 Why do Students Leave.doc; Group 2 Why do Students Leave.doc

Hi Louie.

Sorry for the delay. I was absorbed into a meeting.

Attached are some of my notes from the recent Dropout Prevention meeting. These were all recorded from chart pack sheets in brainstorm sessions. They are raw and are yet to be edited.

The following two documents were topics that were brainstormed on the first day of the meeting under Commissioner LeDoux's facilitation.

Group 1 Why do Students Leave.doc

Group 2 Why do Students Leave.doc

The remaining two documents were topics brainstormed from the second day under my facilitation.

Brainstorm - Ideas for Immediate Strategies.doc

Immediate Strategies draft.doc

The *Brainstorm* document was the initial conversation discussing how to recover and retrain student leavers. The *Immediate Strategies* document identifies ideas for possible specific strategies to be discussed at the next meeting.

Please let me know if you have any further questions.

In a second e-mail I will share with you documents distributed to those attending the meeting.

Thank you.
Erik

Erik McCormick
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Assessment, Accountability &
Information Management
Alaska Dept. of Education &
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Fax: (907) 465-8400
e-mail: erik.mccormick@alaska.gov

Group 1
Why do Students Leave

Student

Relationships
Bully
Technology
Stress – Family/Crisis
Motivated to Work
Peer Pressure
Fear of Failure
Lack of Mentor/Caring Adult
Survival Mode
Lack of Goals
Fear of Failure
Insecure
Rejection/Negative self-portrait
Peer discord
Chemical dependency/Addiction

School

Education Environment
Inflexibility of System
Not being held accountable
Relationships – don't care
Bullying
Technology
Stress
Interest
Caring Adults/Mentors (Lack of)
Inconsistently apply policies
Learning constant time variable

Family

Relationship
Technology
Stress
Motivated to work
Economic
Divorce/Single Parent
Transportation
Change in Social Norms
Hunger, cold, medical

Community

Relationship

Economic
Social services to support students (lack of)
Lack of choices in community
Change in Social Norms

Group 2
Why do students leave?

1. A Over age/Under Credit
2. B Lack of Vision
3. A Systemic/Ranking
4. A Label (students & schools)
5. B Pregnancy
6. D Lack of Family Structure
7. D Stay home and take care of siblings
8. A Repeat of discipline
9. B Risk behaviors without treatment
10. A Teachers giving up on them
11. B Rural Schools – teacher student relationship
12. D Learning disabilities FAS/FAE
13. B Mental illness
14. A Lack of guidance/plan for graduation (lack of role models)
15. D Homeless
16. D Language Barriers
17. A Education System
18. C Subsistence schedules(school day)/calendar
19. A Traditional calendar
20. B Bullying/Fear
21. D Mobility Factor
22. A Grading Policies/fear factor
23. D Attendance

- A School Related
- B Student Related
- C Community
- D Family

Brainstorm – Ideas for Immediate Strategies (goals included)

Increase & publicize the COA students enrolling & counting the student count

Develop a system that accurately reflects the actual true graduation rate

Develop ILP (Individual Learning Plan) with parents & students

Amend/Review regulations allowing GED recipients to pursue a high school diploma

Utilize existing teacher prep programs to increase awareness and experience

Identify opportunities to build stronger relationships between school & community through shared goals & services (goal).

Create a public awareness truancy plan.

Create a positive school environment (goal).

Create a positive school environment with a greeter.

Develop a statewide truancy identification system involving all responsible agencies to ensure enforcement.

Take the Voc Ed funding out of block grant.

Brainstorm – Ideas for Immediate Strategies (goals included)

Student

Imagination Library (pre-K)
Individual Learning Plan
Volunteer & Service
Recognition Opportunities
Mentors (increase)
Better connections/understanding to career

School

Connector to Resources (funds?)
Training on service learning
School staff trained in Social/Emotional
PR about choice/options
PD & PreService in standards-based (RISC)
Broaden or mandate student support services/choice/options
Are not secondary to instruction

Family

Welcomed in the School
Connected
Wal-Mart greeter
Imagination Library
Increase Volunteer opportunities
Family, Business, Community Organization

Community

Increase positive media
Identify services that can be shared (funding streams)
Truancy Support

From: Brad Fluetsch [mailto:brad@fluetschfinancialservices.com]

Sent: Wednesday, January 28, 2009 8:31 AM

To: Rep. Cathy Munoz

Subject: Dropout summary

Dear Representative Munoz,

I brought the Dropout issue up at the Native Issues Forum yesterday and with Senator Elton being Chair of the Senate Education Committee, he asked that I send him the responses to my email.

I have attached the full summary for your information and I already sent a copy to Rep. Kerttula.

Gunalchéesh

Bradley J. Fluetsch, CFA

ANB Grand President

Dear Mr. Fluetsch,

I am a recent high school dropout from the Juneau School District. I hate the term "drop out" because it suggests that I do not adhere to values and aspirations of society. I prefer if you call me a bright potential GED candidate. It is in this regard that I respond, albeit anonymously, to the Grand Camp President's request for information.

I am a Native student and hope to help you understand better the issues and my reasons for leaving JDHS. First, most white teachers are racists in background, teaching style and student preference. Second, I find that they demonstrate this bias in their indifference to many important aspects of being Native. For instance they treat my membership in Native Corporations as if I was a member of a gang. They also seem to resent the fact that my family and I receive our health care from SEARHC. Third, the day to day administration of the public school system in Juneau leaves much to be desired and is not acceptable when the alternative to pursuing a GED exists. The following comments hopefully illustrate my points and will help you as a leader to make necessary changes.

I understand that teachers in Alaska are paid very well and have very good benefits, but when I hear my teachers talking, they seem to be more focused on their retirement and how it is being managed by the State than actually doing their work. How stupid is that? I do not like to think of myself as a racist, but thinking that someone as dumb as the teachers I have can teach me anything is just plain stupid. Also, my teachers touch me when other people aren't looking. No one believes me. Do you?

I hope you will also gather information from white, black, Asians and Mexicans who drop out. Some of them are very smart and hard working with very good values that they try to protect in school. Which brings up another thing? Most of the "popular" girls at JDHS are really mean. They wear outfits trying to show off their bodies and I find this most distracting and I get embarrassed when they laugh at me. Because my body is changing quickly I find it more comfortable not to be walking around in the halls between classes but rather outside of school. It would be better for me if the campus was closed and we had one class room all day. Also, if we could get rid of the football players walking around the halls pushing the Native kids around it might be more fun to be in school.

You know that it is not only Natives that drop out. Another reason I chose to drop out is because there are too many drugs at school; some teachers even smoke. The sodas and the food the other children eat are bad so I can catch fish and hunt instead of going to school and I get to work in my girlfriend's garden during the day (this is really fun.) I think this better prepares me for a future particularly if the same people who work for the State now continue to manage this state and its subsistence resources.

The thing you need to know is that I can spend more time with my girlfriend in her apartment now. So, the food is better, no stupid teachers and my girlfriend can spend all day with me before she goes to work in the evening at the hospital.

I am interested in why you want to know my reasons for dropping out. Can you tell me?

I think dropping out is something everyone should try. The earlier the better as it prepares you to find a less stressful life among not so stupid people. I can read magazines, listen to the news, work on the computer and get ready to ace the GED. Dude, life is good, too short and I don't want to hang out with bullies, mean people, dumb teachers and counselors who talk about suicide all the time.

Gunalchéesh,

Hopefully a future Grand Camp President

Thank you to all who respond to this.

It is my sincere belief that alcohol and drug abuse in the home, learning disabilities, forms of victimization (physical, sexual or emotional), poverty, lack of identity and even shame at being Native are just some of the things at the core of this issue. Many children who come from this environment experiment with marijuana, alcohol, cigarettes and other drugs at an alarmingly early age. Some even before pre-teen years. The effects on the brain at such an early age of development are devastating. And if these individuals have FASD, low self-esteem or any combination of the myriad behavioral disorders out there, those effects increase exponentially. It would seem dropping out for these kids is only a matter of when. I am speaking from personal experience, as I got kicked out of high school. All of the reasons I just listed were contributing factors.

I did get my GED and went on to get a college education. But when I dropped out of high school, I simply didn't care to go to school. I didn't care about my future. I couldn't recognize the relationship between cause and effect. I lacked social skills and felt out of place in school. While I was bright, and when I applied myself I received exemplary grades, I lacked motivation and follow-through. I had a loving immediate family, but we were all experiencing our own dysfunctions, which made objectivity impossible. In short, my feeling was "why bother?"

I agree that early detection and intervention is essential.

Feel free to use my example, Brother Brad. I hope it helps shed some light onto the reasons for this tragic statistic. Please let me know any other way I can assist you. Also, please keep me informed as to the progress LAT is making.

Is it possible to organize an LAT in Ketchikan? I went to the Local chapter of T&H regular meeting yesterday. I plan on attending those as I am able. We could collaborate with them to get this going.

I am cc-ing this to our ANB/ANS camp here. Brother Rob Sanderson is on the T&H Board and he is ANB Sergeant-at-Arms.

Thnak you.

Bill Bird
ANB Grand Sergeant-at-Arms

Hi,

That's a good point Mary. 😊 I believe that the foundation that my children had were a very big part of their success later on.

When I was living in Juneau, my daughter was attending JDHS, if you all dont know my daughter, she is very quiet. The challenge that we faced, when she nearly dropped out was.

Going from being an honor student with a lot of potential, and then being in a school where she was barely passing, there were several things that effected how she did. She was ready to drop out, and we moved, when we moved back, her grades improved and she ended up graduating with her classmates but she also did what she needed to go on to college.

- 1) Not feeling recognized, not only in the mainstream education system but also the native community.
- 2) We didnt feel like we (because I am so involved in my childrens education) were being taken serious.
- 3) Location, we didnt have the resources to deal with the extreme weather conditions, She missed a whole month of school, due to the weather , there was no bus service. When the weather first hit us, it took me an hour and a half to dig out.
- 4) Very little support to deal with the issues.
- 5) lack of income-our housing rent was so high, that we couldnt even afforded to buy things we needed for her success. when you cant affod clothes, this really affects how we feel)
- 6) Communication with the teachers, Oftentimes I wasnt even called back and it took us awhile to let them know, that she was there. It felt like they "Labeled" her a failure.
- 7) Not all native students were included in the activities, but then when you can barely get to school, these other programs that were there, we never heard of or it was "too late" to register. I believe my children missed out on 2 activities that would have helped them. These were culture camps and school programs.

When we moved, and she had this, we ended up in school districts where the teachers worked hard to help her catch up. I was very fortunate that her advisor worked hard and diligently. He would call us late, late at night and made sure that ALL HIS STUDENTS had information regarding all the opportunities. So, she was able to catch up and by that time she was an honor student her Senior year. So, the most important thing for her success was that we had one person who worked as a liason to help us set goals and not only that but helped us to reach them by informing us.

Juneau is not that big, and for the size I think they can improve their communication to improve Student success. I know of programs in other cities in Alaska and in Washington that are able to pull together more students with varying backgrounds. The key was, unity as well as recognizing different backgrounds. Let us be who we are, and take pride in that. Not all Indians are from the same tribe.

For this reason, I ask that my name be anonymous, because this is my daughter I am speaking of.

Once you overcome these obstacles, I believe any native student can succeed. But, had we stayed there, I believe she would have been a drop out, but also she would have ended up not wanting to be a part of our native community.

Roby, please do not. share my name on this. But, these are all based on facts. If it helps to improve their services then it was worth speaking up.

A Mom

Brad, I have an idea for addressing the issue of Native drop-outs, or any drop-outs for that matter. It has to do with establishing non-profit writing learning centers for kids 6 to 18, where they could learn how to write and other essential skills, in a unique and exciting environment, from professional volunteers (journalists, lawyers, teachers, etc.). Writing is a base skill, according to some research, that's essential for helping kids keep up with homework, understand complex material, remain excited about learning new things, develop imaginations - and stay in school, and prepare/get accepted to good colleges after graduation. Such non-profit centers will also have for-profit store extensions to support their own activities, and a publishing capability (to publish student work) - an important element of the learning process. I have several sections of a business plan put together (I was hoping to apply for a grant, but now have another priority, and won't have much time for this project). I don't know what your plans are for the ANA grant opportunity (or any other opportunity), or whether you can apply for the ANA grant, but if you are interested and have time for it, I can share what I have with you, to see if you would be interested applying for the ANA grant this week, to establish a pilot project center here in Juneau. If you are interested, please let me know. It's a proven innovative approach that has been tested in several cities in the lower 48 and it works. Andrei

Dear Roby

I'm very interested in this discussion about schooling and the history of schools in Alaska. Education is something different and much bigger. Education is whatever you learn or teach that is useful, relevant or meaningful to a person's life. Education has been here for thousands of years. Schooling is something new.

Schools were established across the USA in the 1800's to teach immigrants and later Native Americans how to assimilate into the dominant White Anglo-Saxon, Protestant Christian culture. The melting pot was not an equal sharing of many cultures, but the domination, the supremacy of one form of European culture, into which all the others were expected to adapt. It was an English-only, punctuality and hygiene-obsessed, cloaked in divine authority environment. The message to children was: this is the right, God-given way to speak, to think to believe, to behave. And for millions of immigrant families, who had decided to come to America and fit in, public schools were a blessing. They offered exactly what the immigrant parents wanted for their children.

But for Native Americans, who had not decided to leave their homeland, the imposed curriculum carried a message of hostility and represented a threat to cultural survival. The more Natives assimilated the faster their own culture died, disappeared. So there was and continues to be resistance to the school, its mission, methods and meaning. But schooling is compulsory, so we feel we have no choice but to send our kids there, to learn whatever it is they're teaching.

But how much of it is education? How much of what we do in school proves to be useful, meaningful, relevant to the lives of these students? For those who are seeking professional careers, for the minority whose talents are linguistic and mathematical, school may offer exactly what they want. And we do have many successful graduates, who are our leaders and our heroes. We thank and honor them.

But for every survivor, I would estimate we have five or more catastrophes. I'd like even that minority of highly successful alumni to think back to their kindergarden class and list how many of them finished eighth grade, how many graduated from high school, how many continued on to college or any post-secondary training. And then consider how many have alcohol or drug problems, how many are or have been incarcerated, how many have perished in accidents and how many took their own life. The numbers, in

any village I know, would be frightening.

I would compare the school to a ship. The teachers are the crew, maintaining the order and efficiency of the vessel, or perhaps better yet, rowing it. When you get aboard the ship, you recognize how hard they are rowing. But the ship is headed in a direction where very few, even none of the passengers want to go. The destination is the elimination of their culture, their language, even their community. If everyone who gets on board stays to the end of the trip, they will have jobs that will take them away from their families and hometowns, into the cities and institutions of America, and the life of the village will be impoverished, and eventually become extinct. But the rowers keep rowing, because they have no power or authority to change course.

The captains (superintendents) and admiral (Commissioner) are content with the direction. They set this course a hundred years ago and know how to pilot the ship successfully on that course. They do not want to think about changing this course, because they are familiar with it and do not want to risk change.

So the passengers are jumping overboard. Some are drowning. Others are getting drunk in their state rooms. There is also something toxic aboard the ship. Some passengers are dying from the internal poisons in the ship. They are being suffocated by the fumes. The internal environment on board is harmful, like too much second-hand smoke in the air. Some people die while their still on board, others perish soon after they leave the ship. No one on the crew wants to examine this tragedy. They are too busy rowing, full steam ahead!

Why is schooling lethal to so many Native American children? Research tells us that there are seven ways, perhaps now more, of being smart. There are children who are artistically and musically and mechanically and kinesthetically intelligent. Their gifts are not only in math or reading. But the school only values and uses these two kinds of intelligence, so many, perhaps most of our kids learn in school that they are not smart. That is a poisonous lesson. It destroys a child from within. The message, the toxic fumes on board the ship, arise from a contempt for the many ways, other than in math and literacy, that our children are gifted. There is simply no appreciation for the natural, God-given talents many of our children possess, but they get the impression and then the message loud and clear: unless you are smart in the ways for which we test, you are stupid, and you will never amount to anything. You have no future in a world where only mathematical or literary talent

is rewarded.

Now this is a lie. There are other ways of being smart, and society does, in fact, value them. But that is not what kids learn in most schools. They seem to learn that neither they as individuals, nor their culture, their tribe, their ancestral heritage, has any value in the modern world. This is a deadly message. We should stop sending it to our children. Schooling, as we now conduct it, is killing our kids.

We need schools that allow each child to develop his/her unique talents, interests and abilities. The curriculum that was imposed over a hundred years ago was designed to assimilate immigrant children into the Anglo-America culture into which they had immigrated--and it worked for them. Alaska Natives have never been given the opportunity to design a curriculum for what they think would be useful, meaningful, or relevant to their children in their community. What would school that offered real Education to Alaska Native children look like? What topics would be central, what courses would enhance and even delight the elders and parents, so that everyone would be eager to be involved, supporting, encouraging and embracing the school?

Who would be teaching in that school? Would we continue to import educators from outside the state and place them in classrooms filled with children they could not fully understand, and too many, in ignorance, would treat disrespectfully? Why do we hire out-of-state teachers and provide little or no orientation to them about our histories and cultures? How can they appreciate the richness of our lives if they know and learn nothing about them?

The System does not train the rowers, the ship's crew, to appreciate the passengers. It just tells them to keep on rowing. The rowers cannot change the direction of the ship. And they are too busy to get acquainted with the passengers, who have no choice but to board the ship, whether they want to go to that destination or not. The Law requires them to get aboard. But if people had the freedom to decide whether or not to go on this voyage, most, after hearing about how rude the crew treated the passengers, and how many passengers died on board or jumped overboard, would never buy a ticket.

If we want to end this deadly voyage, we need to clean the ship of the toxic fumes and substances on board. And we need to set a new course for the ship. We need to look at radical curriculum reform, so that all students can develop their innate gifts and talents and become happy, healthy, productive citizens, grounded in their ancient heritage, confident in their personal and collective identity and capable of becoming contributing members of society.

We need to be sure that those who work with our children care deeply about them, love them. I am convinced you cannot effectively teach those whom you do not love. And you cannot teach well subjects you do not enjoy. So we want teachers who

love our kids, love our villages, and love what their doing.

The goal of the school must be the enhancement of life in the community in which it operates, not its ultimate destruction.

And that community needs professional leadership, teachers, principals, lawyers, accountants, doctors, nurses, engineers and architects. It also needs plumbers and carpenters, heavy equipment operators, mechanics, handymen, painters, electricians and storekeepers. And it will need artists, musicians, poets, writers, singers, dancers, athletes, hunters, fishermen, visionaries, philosophers, authors, scholars, tradition bearers, linguists, weavers, carvers, artists.

We need to transform schooling into Education.

I don't think this means spending more money on schools. I think it requires a total overhaul, a complete rethinking of what we are doing and why we are doing it.

Change, I believe, will not come from aboard the ship. The rowers are rowing very hard, and cannot change course. The captains and Admiral have no interest or desire to change the direction of the ship. It will be for the sea itself to rise up, as a great tidal wave, to demand a reconsideration of our goals, a change of course. We need a tidal of wave of parental and community outrage, a demand from the passengers aboard the ship, that we change our direction. There are too many kids jumping overboard into anti-social and self-destructive behaviors. We are losing too many children. The village may not have the leadership or the resources to change, to purify itself of the toxins already accumulated there, but the school system is staffed with intelligent, well-educated and committed professionals. It seems the likely place for reform to begin.

Kux woos gaax
Rev. Dr. Michael J. Oleksa

Hey Brad --- your survey request has yielded a response that I am forwarding to you. I have some of my own suggestions as to what we should be doing about this

Better prepare students for high school

Put uniforms on students

Require each student to have an approved book-bag with minimum school supplied supplies. It should be clear plastic organized --- no cell phones, iPods, handguns, etc.

Get rid of campus approach and kids wandering off to Food Land and other places for lunch

Need longer school days with homework to be completed in school

Make Capital City Transit the official school bus for a number of reasons – technical issues need be resolved.

Test only that which is taught in classroom ---

AP classes are after school and cost more

Police should get to know kids in town and their job duties should include helping resolve the truancy issues we face.

Teachers should get to know kids in school and their job duties should include helping resolve the truancy issues we face.

At a policy level a new performance standard on drops out should be adopted by the School Board

e.g. -- If XX% (say 10%) of an entering class drops out the Principal will be fired and all teachers will be demoted a pay grade.

Sports should be put into perspective – on weekends and not school sponsored

Letter jackets should be outlawed

Physical Education needs to be mandatory through out school ---

Back to basics with public school so that rational kids choose the option of staying in school and the public gets its monies worth.

Unions should be forced to deal with the solution ---

I don't know how to get this done.

Education specialists have said if a child isn't up to par by the third grade, he/she never catches up. That may have changed, but I feel it is most important to zero in on how grade school children are doing with complete follow-through. When Ed Thomas was director of the Indian Ed Program here, the one outstanding educational program was the Early Childhood Program, and we had two certified teachers administering the program. Grade school principals were elated to report seeing the improvement in our children coming out of the Early Childhood Program into preschool, kindergarten then grade school. One of the teachers in this program was a local Native teacher whose original teaching ground was the Indian government school. Then he developed a counselor and four tutor positions. Our counselor was a young, college-degreed,, Haida gal who supervised the tutors. After Ed left Ketchikan, the program slowly declined. I believe you have made Bill Bird chairman of grand camp education? I'll cc this to him as well. I hope this adds to the concerns of the LAT committee. Much & continued success.

Thanks. Mary

I think a big reason students drop out is that school content is often inane, useless, repetitive, and ultimately designed to fit us into an American capitalism, where you have to be really good at nagging, bureaucratic maneuvering, zoned-out multitasking, and all things that make us efficient at building an economic superpower but have little to do with knowledge.

Eventually, adults have to look in the mirror, stop being a victim, and stop blaming the system. But we're talking kids. My brother was tested for special ed. Turns out he was smart enough to be in Gifted and Talented. Can you imagine the many gifted young people in our Native community who are targeted by teachers (who, by and large, have been tested to have the same personality type, the kind most opposite to traditional Native) as slow, disabled, etc.? Targeted by peers and attacked, verbally, physically, on a daily basis? When I was a first grader, a white older "friend" told me about this scraggly homeless Native man she saw earlier in the day, and she told me that was exactly the image she had of me as I got older.

Lots of rich kids take a load of drugs. I've seen it. They drink, have parties at their homes, drink and drive. But why do they get away with it? Why do most of them still go to college?

I say let's give Native youth useful things to do, relevant things. We should trust our traditional knowledge works; it'll serve us in the modern world just as much as any cultural sphere we come across. Literate knowledge, and the worldview that comes with it, is a very useful tool, practical and important. But there's a difference between a tool and the very thing that makes your core.

Gunalcheesh,
Ishmael

I would like to add to Mary's comments. I just retired from working with Alaskan Native students in a high school. Many of them are doing well, taking advanced classes, earning big scholarships, applying to internships, staying close to their family and culture. But many are not. Each one has their own story, and I am glad that you are asking them to tell it.

It's very painful to see a student drop out, and they drop out for many reasons. Sometimes family and personal situations are so overwhelming that school takes a back seat. Sometimes there is no one in their life to encourage them, mentor them, make sure that they get up in the morning and do their homework at night, show that they care and make sure that they do what they need to do. Despite their many capabilities, they still think like kids and need that support.

A major problem is that students who don't do well in the lower grades are still passed along until they come to high school where the stakes are much higher. Many of them cannot make it in high school due to situations that should have been addressed, as Mary said, in third grade. Some of these situations are: undiagnosed learning disabilities, ADHD, lack of effective study habits, inability to read well, and lack of academic preparation.

If you really didn't learn math, for example, in the lower grades, skipping homework and cruising along with D's and F's, high school math is a rude awakening. Other students in the class have been doing math for many more hours per week for 5 years or more, and it's tough to catch up. (read Malcolm Gladwell's new book, *Outliers*, for a clear example of how the number of hours a young person practices a skill affects the outcome of their life.)

If a student does not do well in school, yet is passed to the next grade, they learn two things: doing school work doesn't matter, this is the best that they can do. Students arrive in high school without the tools or the confidence to do the job.

At the high school level, I have seen many students who should have had the support of an individual education plan (IEP), who should have been receiving instruction appropriate to the way that they learn, but because of moving around a lot, or parents who did not advocate for them or assumed that they were just lazy or had attitude, or schools who chalked up poor performance to excessive absences, "family doesn't care", etc, they are now 17 years old, have failed some classes and earned too few credits to make it through high school in four years, and are headed out the dropout door. Coming to school is painful for them. It reminds them of their inadequacies, and at this point, they don't want other students to know how dumb they feel, so they hide it by clowning around, etc. The students are not the failures. The system is failing them. They have the potential, and our schools are not helping them reach it.

There are programs that tribes and schools in Alaska and other states have instituted to address some of these factors. For your consideration, I'll list the features of them, in no particular order:

Tribally-funded social workers in the schools, to help students deal with situations that are affecting their lives and getting in the way of concentrating on school work.

Tribally-funded social workers available to families to help support them through situations that prevent them from being able to concentrate on what's happening with their children.

Study halls, and study skills classes that teach skills such as: efficient reading of a textbook, test-taking, vocabulary, and allow time to do homework in school, so that it does not have to be taken home.

Academy classes for high school freshmen and sophomores, to help bring them up to speed in subjects like English and math.

Intense short courses in the lower grades, to help students gain, for example, basic math skills. (one Canadian tribe pulls students out of 4th-6th grades for 2 weeks and sends them back to rejoin their class when they have developed the math skills.)

Cultural programs and cultural support in schools so that students can maintain this important link and be proud of who they are, and so that the student body as a whole respects and honors the culture of the people who were here first. This includes making sure that the curriculum as a whole recognizes and includes local cultural information.

Specific tribally or federally funded counselors who mentor, encourage and advocate for Alaskan Native students, are vigilant against bullying, racism and discrimination, bring in speakers, do career programs, and help students find a direction and plan for what they will do after graduation.

Tribal truancy officers who make sure that students come to school.

Alaska Native Education attendance and dropout prevention coordinators who contact families when students do not come to school, and help make sure that students get there.

School district support programs for students who are living on their own, or who are dealing with gender identity issues.

Tribes who link payouts to academic performance. One Arizona tribe withholds payments, or fines families whose children have poor attendance. They provide cash rewards for high school and college graduation, including advanced degrees. They keep dividends/cash payouts in escrow for the young people, who do not receive the money until they earn a diploma or GED, even if it takes them to age 20 or older. Graduation rate is over 90% and the tribal leaders are not going to rest until it is 100%.

Transportation provided so that students can participate in school clubs and sports, and attend after-school tutoring programs.

School district programs that help provide school supplies, clothing and other items that help students to not only have what they need, but to fit in with other students.

Orientation programs for new students, especially those who are coming from a village, through foster care or out of a treatment program.

Early intervention when students are not doing well in school. Summer and after school programs for students who are not doing well in third-eighth grades. Programs to make sure that students catch up before they enter the next grade. One state has mandatory summer school for any student who does not achieve proficiency in reading, writing or math. If they cannot attend, then they must repeat the previous grade.

Mentors and role models, such as high school athletes, tutoring and working with young boys.

Active outdoor recreation programs, Native youth olympics and male-oriented cultural skills offered as part of the regular curriculum and after school.

Role models and mentors for boys.

Hands-on learning, place-based education, teaching using individual learning styles.

"School within a school" at the middle and high school levels. Unified school concept. Students stay in the same class and can do more project-based education. This type of school can do more learning by doing, have elders come in and teach skills, etc.

People from the community speaking out and letting students know that they care about them, and their education. Leaders visiting schools and eating lunch with students.

Sports programs for students who do not have the grades to play on the school team. Tutoring programs tied to these sports programs, so that the students will be able to have those grades in the future.

++++
The students are watching us. If we encourage them, stand up for them, and work to make things better, we send them the message that learning is important, that they are important, and they keep going. If we stop trying, if we say that the "system" won't allow us to do something, if we ignore their needs, they see us giving up and they give up too.

Jill

Brad,

I am happy to see that you are doing this. I hope it goes well.

My adopted brother dropped out of Sitka High School at the end of his sophomore year. He was made fun of a lot in his early years of school because he learned to talk late. His birth mother was raising him alone and just didn't know to talk to him, so he didn't have that exposure to english.

He also was beat up many times in school. He wanted to end his life at age 12. He told my mother that he would do it, but chose not to because he didn't want to hurt her heart. He could have been a great student if he was given a chance. He is very bright and quick. He catches on quick and has a lot of common sense. He has had a lot of social problems and is difficult to work with. He has an anger problem due to his past.

He has a very tender heart and shows compassion for his disabled niece.

If he could have any job he chooses, he would be a truck driver. That is all he has wanted to do. He was told that he would have to have a diploma. Later, he was told that it wasn't necessary. I would love to see him do something that he enjoys.

Thank you,

Anonymous

Brad,

Perhaps an on-line survey could be constructed to collect this data. Can this be done on the ANB website? If so, it would be great if a webmaster could monitor the intake so confidentiality is respected as well as ensure that the comments are constructive.

Barbara

Lorrie Wright wrote:

> Please see Brad's email, below.

>

> This is just the type of additional data I'd like to see gathered to build our knowledge about Native Alaskan Drop-outs or Early Leavers in

> Juneau. If we know the stories (reasons) behind the numbers it should

> guide the solutions. Times change, so even though we know our own stories, there may be different reasons out there these days.

>

> I wonder if a consistent interview approach or data form has been developed for these interviews? We don't want to put people off with a piece of paper, but, at the same time, asking the same questions with the same approach increases the validity. Hmm.

>

I read this note of yours with interest. These children are everywhere. In fact, you can probably find them in the ANB Hall café around lunch time if you are interested in talking to them. I hope that you will continue to follow this problem until a solution is implemented. We seem to take a partial look at the problem, and then get busy with our lives. Good luck.

FROM THE PRESIDENT



Sammy Crawford

New leadership—Change is in the Air

As 2009 begins we are excited and eager to usher in a new era and year. There are changes in officials and elected leaders at the local, state and national level and as always with a new year and new administration we are looking forward to having a more positive future for ourselves and most importantly, for our children.

At the local level new school board members, city council members and borough assembly members & mayors have taken office. We look forward to working with them. At the state level there are new legislators as well as a new leadership coalition in both the House & Senate. We look forward to working with the 26th Alaska Legislature and their leadership. We also are proud of our Governor and are willing, ready and able to work with her and her administration in advancing the causes of our youth.

On the national level we have a new President who has made improving public education a top priority in his administra-

tion. His challenge to parents to become more engaged in their children's education is laudable as well as his recognition that all children must have access to highly effective teachers. His interest in pre-kindergarten and early childhood education programs will help to make it possible for all children to arrive at school ready to learn. President Obama has encouraged all of us to have higher expectations for our children, our local communities, and our nation. Working together we can achieve these goals.

One goal all of us in public education share is reducing the number of students who leave school prematurely. Districts are using a variety of programs and interventions to work with students who are not connected to school and on the verge of leaving. Graduation coaches, summer school offerings, career related classes as well as more access to digital learning are making the difference for some of our students. We know that early intervention is important and that the gap in vocabulary between students from middle-income homes compared to those

from low-income homes is evident and nearly irreversible by third grade.

The solutions are many and must involve all of us. We must work individually with all of our young people early and often and help them feel welcome and connected. We must continue high expectations for all of our children and let them know we believe in them and their abilities. We must help them believe that education is important and it truly is the "more you learn the more you earn". We must teach our students that knowing the past is important and facing challenges of an unknown future is exciting and full of opportunities. We all need to take responsibility and work to ensure all young people are supported and mentored. All young people need to feel valued and respected. We can change our attitudes that some children deserve to be left behind. We must inspire others to help and make our state and country that history has shown to be "the beacon on the hill". Together we can make and shape the changes to make our future bright.

FROM THE EXECUTIVE DIRECTOR



Carl Rose

AASB Statement on Dropout Prevention

(Editor's Note: At a hearing of the Senate, Health, Education and Pensions Committee on Nov.15, 2008, Carl Rose submitted the following testimony).

Thank you, Senator Murkowski, for holding this field hearing and for this opportunity to provide written testimony to the Senate Health, Education, Labor and Pensions Committee. I appreciate your bringing us together to focus on what we can and must do not only to reduce the number of dropouts, but to ensure that ALL our young people graduate with the skills, knowledge, and opportunity to succeed in the 21st century. There is nothing more important to Alaska's, and the nation's, long-term success. I especially welcome your invitation to discuss AASB's Initiative for Community Engagement.

The Problem

We have all seen the statistics about dropout rates and the staggering costs to society when we fail, not only in dollars, but in human terms. A new study by The Education Trust indicates that today's high school students are less likely

than their parents to graduate from high school. The U.S. is the only industrialized nation where that is the case.

Nationally, high school dropouts:

- comprise 75% of state prison inmates
- comprise an overwhelming proportion of Medicaid recipients and a substantial proportion of welfare recipients
- are disproportionately minority, poor, come from fatherless homes, and have disabilities
- made significantly less in wages in 2002 than in the early 1970s (in constant 2002 dollars): males \$35,087 (1971) and \$23,903 (2002); females \$19,888 (1972) and \$17,114 (2002)
- commit more crimes than graduates (one economist estimated increasing graduation rates by only one percent would produce 100,000 fewer crimes per year, with an associated cost savings to society of \$1.4 billion per year)

In Alaska, in the 2006-07 school year:

- 3,434 (5.5%) 7-12th grade students dropped out
- 1,299 (38%) were Alaska Native

(25% of Alaska's school population is Alaska Native)

- 1,274 (37%) were classified as economically disadvantaged
- 1,850 (54%) were male
- the graduation rate was 63% (70% nationally)

But those are abstract numbers. In human terms, these are the young people who live in our homes, in our neighborhoods, in our communities; they are going to be parents of the next generation of Alaskans. Each child who doesn't reach his or her full potential is a tremendous loss to our state.

What these dropout statistics reflect is that too many young people cannot envision a successful future for themselves when they consider their past experience in school and home environments; they can't see the immediate and future path to success. They fail to see viable options for themselves and get very little encouragement and support to pursue and complete their high school diploma.

I think we can all acknowledge that dropping out is not the root problem. It is simply the end result

continued on page 3

Getting the most of your insurance dollars

By Jeff Bush, Executive Director
Alaska Public Entity Insurance

Alaska school districts pay on average over \$300,000 annually for workers' compensation, property and casualty insurance. With that much money at stake, it is critical that each district maximum insurance benefits at a minimum cost. Here are a few simple ways to squeeze a few more dollars out of the insurance budget line:

1. *Issue an RFP for insurance broker services.* Although your district's insurance broker may be doing a great job, it never hurts to ensure that he or she is charging you a competitive rate for services. Broker fees and service vary considerably from broker to broker in Alaska. Remember, broker fees are not set in stone and can be negotiated, so decide how much service

you want and negotiate a reasonable price for it. Also consider the possibility of paying the broker a set fee rather than a commission - it may save you more in the future, as insurance rates inevitably go up.

2. *Investigate various coverage options.* In many cases, a district can afford to take on more risk, in the form of higher deductibles, in order to save on insurance premiums.
3. *Make sure your property and vehicle schedules are accurate.* Every year, the value of most vehicles decline. In the case of an accident, the maximum amount an insurer will pay is the actual value of the vehicle at the time of the accident, so that is the amount it should be insured for. If the vehicle is only worth \$5,000, it

makes no sense to continue to insure it at its purchase price, which may have been 4-5 times higher.

4. *Establish and maintain a comprehensive loss control program.* A poor loss history can more than double a district's insurance premiums. Talk with your broker or insurer about how to create a culture where employees identify and eliminate risky situations and losses are reduced.
5. *Take advantage of premium credit programs.* Most insurers give credits or grants for activities designed to reduce risk. Talk with your broker about taking advantage of those programs, which will save money both through the credit/grants and through a reduction in losses.

AASB Statement on Dropout Prevention (from page 3)

of a process over time of students disengaging from school and often, but not always, failing academically and floundering socially and emotionally.

In Alaska, we need look no further than the third grade benchmark to identify the young people who are testing at or beyond grade level to determine their ability to cope with an increasingly complex curriculum. Those students who test below grade level are at risk simply because they are not prepared for an accelerating curriculum. Put another way, students at grade level in the third grade will have the benefit of our educational system. Those who test below grade level will experience a remedial system, one that too often devalues their unique qualities and gifts, and replaces them with labels, negative reinforcement and disapproval.

To address the dropout rates, we need to address school readiness and healthy development for the children who are most at risk:

- Before entering kindergarten, the average cognitive scores of pre-school age children in the highest socioeconomic group are 60% above average scores of children in the lowest socioeconomic group.
- At age 4 years, children who live below the poverty line are 18 months below what is normal for their age group; by age 10 that gap is still present. For children living in the poorest families, the gap is even larger.
- By the time children from middle-income families with well-educated parents are in third grade, they know about 12,000 words. Third grade children from low-income families with undereducated parents who don't talk to them very much have vocabularies of around 4,000 words, one-third as many words as their middle-income peers.
- Thirty-two percent of young children are affected by one risk

factor (e.g., low income, low maternal education, or single-parent status), and 16% are in families with two or more socio-demographic risks.

One hears with some frequency that professionals in our schools have stated: "You can identify the kids entering kindergarten who will not make it in school." I do not believe this entirely, however, if there is a shred of truth to it, why would that teacher and the system not intervene with needed supports and assistance at the point of identification? Why would a system wait until the third grade benchmark to verify what we knew was a possibility as many as three years earlier? Why would we, as Alaskan leaders and community members, not take action earlier to ensure that all children enter school ready to learn?

Sadly, by the time young people drop out of school, many have en-

continued on page 4

1-3	NSBA FRN Conference - Washington, DC
6	AASB Q2 Meeting - Baranof, Juneau
7-10	AASB Leadership/Legislative Fly-In - Baranof, Juneau
28	AASB Board of Directors Meeting - Baranof, Juneau
28-31	AASB Spring Academy/Legislative Fly-In - Baranof, Juneau
1	NSBA Federation Member Executive Directors' Liaison Comm. - San Diego, CA
2	NSBA Fed. Member Executive Directors' Conference Institute - San Diego, CA
3	NSBA Delegate Assembly Business Meeting - San Diego, CA
4-7	NSBA 69th Annual Conference & Exposition - San Diego, CA
12	Legislative Sessions Ends

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Association of Alaska School Boards, 1111 West 9th St., Juneau, Alaska 99801-1510 Tel: (907) 586-1083 FAX: (907) 586-2995. The Association of Alaska School Boards is a not-for-profit organization whose primary mission is to advocate for children and youth by assisting school boards in providing quality public education, focused on student achievement, through effective local governance. AASB represents school boards' interests before the legislature, state agencies, Congress and other state and national regulatory bodies. Founded in 1954. Commentary is published monthly by the Association of Alaska School Boards, Carl E.N. Rose, Executive Director. Articles or suggestions should be sent to John Greely, Chief Editor, AASB 1111 West 9th St., Juneau, Alaska 99801. For change of address write to AASB or call 907-586-1083.

AASB Statement on Dropout Prevention (from page 3)

dured years of struggle, disappointment, and disengagement.

The Solutions

The solutions mostly lie way upstream from the final step of leaving school. And they must involve all of us—students, families, educators, schools, school boards, businesses, community organizations, health and social service providers, public policy makers, and everyone of us—each of us has both an individual role and a professional role to play. WE need to take a shared responsibility for the successful development of our community's young people...there is no THEY to whom we can point as being responsible. It has to be WE, and it has to involve changing how our institutions work together, how our communities support young people, and how each of us behaves in our daily lives as community members, parents, and role models.

It will take institutional and individual action to change the environment for our young people into one where they are and feel supported, where they feel valued and respected, where some young children don't start school behind their peers.

I think we know what the solutions are. We know they need to include the continuum from early childhood to post-graduate; families, schools and communities; education, health, social services and workforce development.

Each of us whom you have invited here today has a responsibility for a particular part of this continuum, and if we align our efforts, we will all see greater impact on the success of our young people.

I believe we need to focus our efforts all along this continuum—not just on preventing problems, but more on providing the skills, knowledge, supports and opportunities that our kids need to succeed. As Karen Pitman of the Forum for Youth Investment says: "Problem-free is not fully prepared, and fully prepared is not fully engaged."

Our goal must be fully engaged and fully prepared youth who can thrive in our fluid 21st century

environment. Our goal should be broad and holistic; it goes beyond passing benchmark tests, or avoiding risk behaviors. It must be the healthy development of each and every young person so they have the academic and work force skills, and the healthy life skills needed to succeed and thrive. And this means we must have high expectations for all our young people, and we must enlist entire communities in support of them.

I am heartened to see an increased focus across a growing number of disciplines on a strength-based approach to positive youth development. It is what lies at the foundation of AASB's Initiative for Community Engagement, or Alaska ICE.

Engaging Our Communities

I know you have seen this little book, *Helping Kids Succeed—Alaskan Style*, and you will find it all over Alaska...in schools, in doctors' offices and public health clinics, in parenting classes, in homes, in airport waiting rooms, in businesses. It was literally created in 1998 'by and for Alaskans' through a series of community visits, where everyday Alaskans described what they wanted for their kids, and they very eloquently described what kids need from adults in order to succeed. These can be called 'assets' or protective factors, resiliency, traditional Native values...they have many names but the principles are the same. How are assets built in children and youth? Through positive relationships with caring adults. What kids need is the time, attention, respect, encouragement, support, and high expectations of the adults around them in their families, their schools, and their communities.

Born out of this little book was a far-reaching initiative that set out to change the environment for Alaska's young people, and to enlist all Alaskans in building healthy communities that provide what kids need to succeed. Alaska ICE is a statewide initiative of AASB that encourages and supports youth success through a statewide network of partners and local community initiatives. Federal support of this

initiative through the Alaska Native Education Program in No Child Left Behind has enabled us to work with school districts, communities, organizations, and individuals throughout the state to promote the shared responsibility that each and every one of us has to help kids succeed.

Community engagement is the intentional action of groups and individuals working together to create healthy environments that support the growth and education of children and youth.

Our Alaska ICE initiative has many strands and facets; I will provide you with a copy of our 2007 Progress Report that reflects how those many partnerships and collaborations create a web of support for Alaska's young people. Community engagement will look a little different in every community as people and organizations tailor it to their priorities and goals.

A few snapshots from Alaska ICE's community partners, made possible because of our funding support through NCLB's Alaska Native Education Program, show how the simple principles of asset-building, healthy and supportive youth-adult relationships, and intentional community engagement can flourish in every community.

- Parenting classes in Yup'ik and English in Lower Kuskokwim School District, through a partnership with the tribe
- Community-school art projects that build supportive youth-adult and school-community partnerships in Yukon Flats villages
- Weekly asset messages developed by youth and adults and delivered in English and Russian by teens over the community radio station in Delta, and youth-adult community choir and theatre productions
- Student-produced TV shows addressing substance abuse issues in Unalaska, and targeted efforts to improve school and community climate
- Schools that are more welcoming to parents and community members in the Pribilofs, and collaborative school, tribe and community efforts to build culturally responsive social and emotional learning skills and

positive peer climate among students

As part of our overall efforts to effectively engage adults in positively supporting young people in Alaska's communities, we also put significant focus on improving the school environment by helping school apply these same principles. Today I want to focus in on creating school environments where all children can succeed.

Student Achievement and Engagement

Over the last five years, AASB has aligned our school improvement initiative (Quality Schools/Quality Students, or QS2) and our community engagement initiative (Alaska ICE). Begun as separate initiatives, it became apparent that to make the greatest impact on academic achievement, we needed to target both efforts towards assisting school districts and communities in improving supports for youth in both environments.

Through QS2, we assist school districts in improving their leadership and governance capacity, aligning their curricula with state standards, and targeting resources effectively towards identified priorities. Through Alaska ICE, we engage individuals, families, schools, organizations, businesses, faith communities, and young people themselves in building sustainable community networks to support, encourage, and provide meaningful opportunities to our young people that will prepare them to thrive in the 21st century.

When young people feel connected to school and have support from family, teachers, and other caring adults, academic achievement improves and risk behaviors decrease.¹⁰ When students have strong social-emotional learning skills¹¹, they do better in school and life. There is a growing body of national research to support this, and we now have data to show this in Alaska. AASB has developed a student and staff survey to gauge student and staff perceptions of climate and connectedness, and an increasing number of schools are participating, including 242 schools in 33 districts in 2008, comprising

AASB Statement on Dropout Prevention (from page 4)

over 30,000 students and almost 5000 staff.

Districts that have worked with AASB on community engagement and school improvement have shown:

- greater academic achievement as measured by Standards Based Assessment (SBA) proficiency gains than the statewide average
- even greater proficiency gains by Native students in those districts, and greater gains than Native students statewide
- persistent improvements in student ratings for school climate and student connectedness over the last three years across all aspects of climate and connectedness
- improved overall staff ratings of school climate across most subscales

Other key findings of AASB's School Climate and Connectedness Survey include:

- Key factors of school climate and connectedness are related to student performance on Alaska's SBAs: high expectations, school safety, parent and community involvement, and social-emotional learning were found to have significant positive relationships with scores on reading, writing and mathematics.
- Staff ratings for school climate were consistently and strongly related to student performance in reading, writing and mathematics SBAs.
- There have been significant negative relationships between student risk behaviors and school climate and connectedness ratings each year: the more students reported that there was a positive climate at their school and that they felt connected to school, the lower the number of incidents of delinquent behavior and drug and alcohol use they reported seeing among peers at school or school events.
- Students who reported that they had someone available outside of school to help them with homework and students who had an adult who knew what they did with their free time gave consistently higher ratings

for connectedness to school and more favorable ratings of their school climate than did students without outside support and supervision.

As more districts participate in the survey and use the results to improve school climate and increase student connectedness, we are seeing growing interest in the area of social and emotional learning, and how schools, after-school programs, and families can work together to promote social and emotional development. A 2008 meta-analysis of over 700 studies of family, school and community interventions found a broad range of benefits for students:

- 9% decrease in conduct problems (e.g., classroom misbehavior, aggression)
- 10% decrease in emotional distress (e.g., anxiety, depression)
- 9% improvement in attitudes about self, others, and school
- 23% improvement in social and emotional skills
- 9% improvement in school and classroom behavior
- 11% improvement in achievement test scores

A growing number of Alaska school districts are focusing on improving students' social and emotional learning as an effective way to improve student success. The Anchorage School District is viewed as being at the leading edge of this national effort, and AASB is assisting a number of other Alaska districts.

Federal Support

It is clear that lowering high school dropout rates is necessary, and that it will only be accomplished if we align our various efforts to support children and families more effectively. We need to actively enlist families, schools and our communities to ensure that some children don't start out behind, and that if they do, we have effective ways to very quickly close that early gap so they can all get the benefit of our education system. We need to ensure our schools offer engaging, rigorous, and relevant curricula, provide safe, caring environments where students feel connected, have high expectations for all

students, and provide the appropriate supports that will enable students to meet those expectations. We need to make sure that our communities provide a positive environment where young people feel valued and have meaningful opportunities for involvement.

Through initiatives like Alaska ICE we need to help people understand the important role we each can play in our homes, in our neighborhoods, in our schools, in our businesses, in our communities. We need to encourage adults to feel and then act on a shared responsibility for creating the kind of supportive environment that young people need. Every one of us has opportunities in our daily lives to interact with young people, and what both common sense and research tell us is that the cumulative impact of those small interactions is profound. We can each decide to be intentional in those interactions, and use them to engage positively with kids, to be interested in them and what they think, and to give them opportunities to be a valuable part of our communities.

The federal government can't do these things. But there are many ways that it can support the people who can do these things:

Continue long-term funding for the Alaska Native Education Equity Program in NCLB.

AASB's Alaska Initiative for Community Engagement is an example of how federal funding can be used effectively to spark the initiative and capacity in each of our communities to actively work together to better support young people. The Alaska Native Education Equity funding targets Alaska Native student achievement, dropout reduction, and school readiness. There is improvement, but significant disparities persist.

Target early intervention and support towards the children most at risk of starting school behind.

This should include intentional, sustained strategies (statewide, districtwide, and communitywide) that start at an early age, include families, and continue into preschool and early elementary school. When we do that in an intentional and coordinated way, we

will vastly simplify the other steps we can and should take to improve schools to meet the needs of older students.

Hold steadfastly to the ideal put forward in NCLB that all children should get the best education we can give them. As we go forward with improvements in NCLB, we should retain accountability for all the subgroups that we know are lagging behind. If we focus our attention on supporting these children, and preparing all children for school, we will address the root causes of the dropout problem.

Conclusion

AASB is working with partners across Alaska to change the environment in which children and youth live. Engaging individuals, organizations and communities is long-term work and sometimes requires starting at a basic level of capacity-building. The great thing is that when people understand how their personal, everyday actions, however small, can positively impact a young person, they are very willing to do it over the long term. And those small actions, repeated across the state, will help build healthy communities and in turn healthy young people.

We know a lot about what we need to do. We need to gather the collective will and commitment to do it before another generation of our children drift off to underachieving lives.

Senator Murkowski, thank you for your time. I know I am preaching to the choir here. I want to thank you for your strong and sustained support for Alaska's children, for education, and for our community engagement initiative. I invite you to call on me and the Association of Alaska School Boards to assist in this effort in whatever way would be helpful.

For more information about the Association of Alaska School Boards' Initiative for Community Engagement (Alaska ICE), visit: www.alaskaice.org

Received by LIO
Jan. 28, 2009

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House Education Committee
State Capitol
Juneau, AK 99802

Re: Alaskan Drop Outs – Untapped Resource for Economic Growth

Dear Representative Seaton and Members of the House Education Committee:

Recently, the federal government (noted in a report by the National Drop Out Prevention Center) commended Alaska for realistically reporting our graduation rate – at 67%. Other figures (Alaska Department of Labor) state that only 65% of our high school students graduate. In rural Alaska and in certain populations the drop out rate is near 50%! **Alaska is ranked fifth in the nation for teens not in school and not working!**

In the 2000 US Census it was determined that over 57,000 Alaskans over age 18, did not have a high school diploma. The current number of drop outs in Alaska is estimated at 4,000 – per year! Thus, every four years we could easily have another 20,000 individuals unprepared for adult living and gainful employment.

A recent report (www.nchems.org/pub/detail.php?id=85 - May 2007 WICHE) “The Emerging Policy Triangle: Economic Development, Workforce Development and Education” makes it clear that human capital is what drives our current economy. Alaska can never reach its' full potential until we have the human capital (driven by education) to meet our labor needs.

Even if we leave out the economic factor, we must still realize the costs of prison inmates (75% are drop-outs), the unemployed and those on public assistance and other types of subsidized programs.

Alaska has few true alternatives for the young student who has not completed high school and is not work-ready.

The Alaska Department of Education does their best to support drop-out programs and alternative schools. The Alaska Workforce Investment Board has repeatedly put youth first in their economic and workforce initiatives. The Alaska Department of Labor is aggressively seeking ways to develop pre-training programs for those who are not prepared. The AGIA Training Task Force looked at ways to involve dis-engaged youth in career and technical training at earlier stages. But to date there has never been a large dedicated fund for the this

under-served population. It must be comprehensive funding, not a piece meal approach.

The Education Commission of the States presented to Alaska on October 9, 2008 in a session facilitated by Senator Bettye Davis. (a copy of the report should be available in the LIO library or from Jennifer Dounay of the Education Commission – jdounay@ecs.org or #303 299 3689) The report highlighted how other states are moving forth with great success, including alternative pathways to a standard diploma and career “majors” during high school.

Obviously I could go on, and present many more convincing facts about why Alaska has to make drop out prevention one of our top priorities. We could also spend another 20 years researching strategies. I can recall most of those reports and meetings over the past 30 years. But right now, Alaska has enough data and plenty of experts (I would be happy to provide names) on this problem to move forth – with funding.

I can tell you that career and technical education is one of the top strategies for drop out prevention. The Gateway to College program through the Gates foundation provides a way for drop outs to complete high school and attain college credit at the same time. Programs such as Job Corp, Youth Build and the Regional Learning Centers are essential. Funding must be increased for career academies and work-based learning. Youth who enroll in early work-based programs are 30% less likely to drop out. Other states have increased the age in which to complete high school to 21 yrs. This permits formula funding to be extended for those who need more time to become work/college ready.

There are many other things that we can do to prevent our high drop-out rate, but if you want the biggest bang for the buck in the shortest amount of time, start with the 4,000 young people who will drop out this year or who dropped out last year. Track them down, recruit them and get them into programs that will help them complete a diploma or GED, receive employment training and gain the life skills necessary to be independent and work-ready!

And then begin to move on the other strategies required to prevent drop outs.

Please feel free to contact me at any time.

Respectfully,

Karen Martinsen
Karen Martinsen, M.A.
Parent, teacher, student

note: I use the term “drop out” , not because I find it appropriate but because it seems to be a language that people understand. Personally, I do not see these students as “drop-outs”, but rather as students who we under-serve, or dis-engage. Certainly all of these students are individuals who have incredible potential – it is just untapped. Untapped youth is what I experience, not failures.



**The Emerging Policy
Triangle:**

***Economic Development,
Workforce Development,
and Education***

**Updated Profiles for All 50 States
and Including International
Comparative Data**

May 2007

**Dennis Jones and Patrick Kelly
National Center for Higher Education
Management Systems**



Dropout Prevention

Jennifer Dounay

Education Commission of the States
Presentation to Alaska legislators and educators
Anchorage, AK
October 9, 2008



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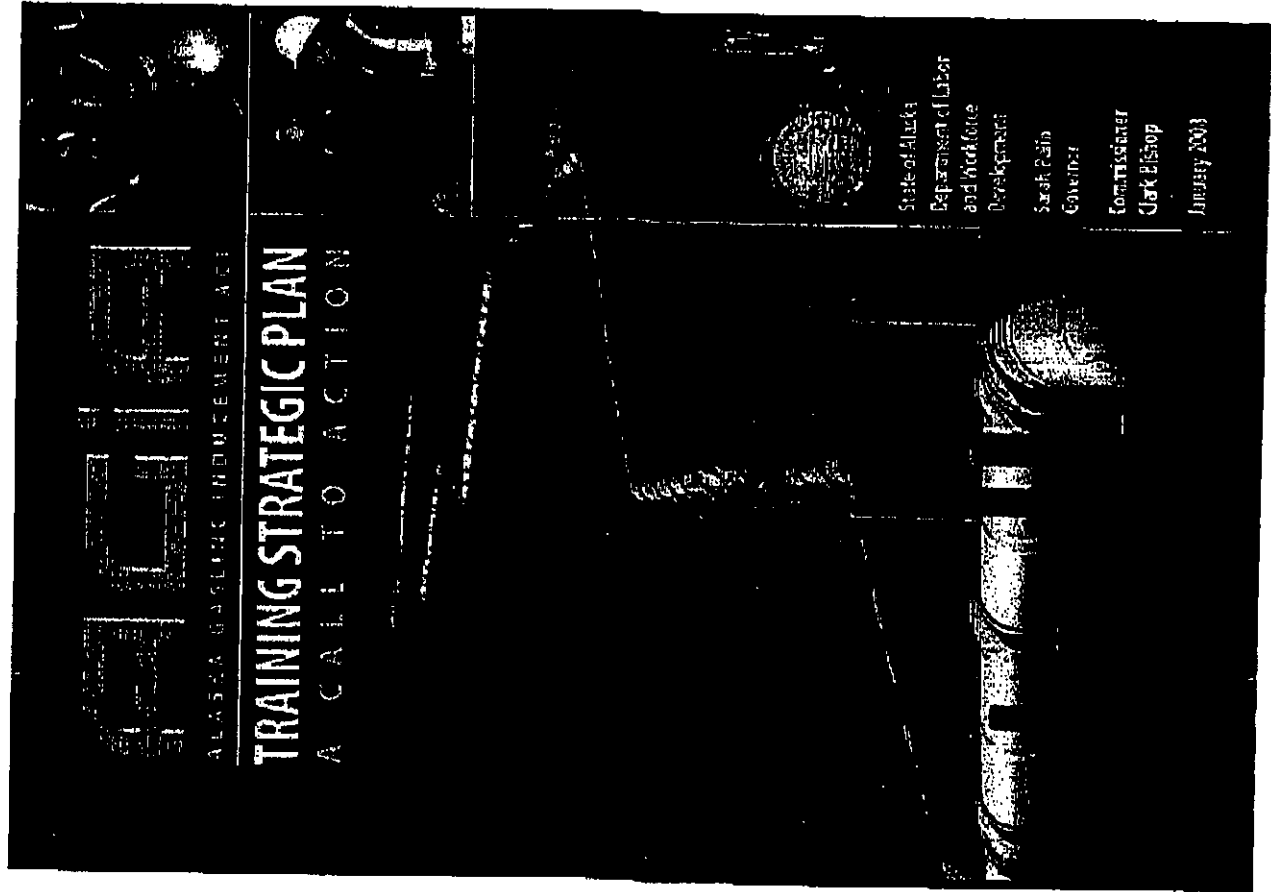
E-mail: ndpc@clemson.edu

Website: www.dropoutprevention.org

National Dropout Prevention
Center/Network

154

http://www.labor.state.ak.us/AGIA_teams/docs-combined/agiawe_b.pdf



JAN-28-2009 10:55 AM Sitka LIO 9077475807 P. 8 3463



Alaska's Youth

- 11,000 new Alaskan 18 year olds each year.
- Alaska is ranked fifth in the nation for teens not in school and not working.
- 65% of our high school students graduate.
- Only 62% of Alaskan high school graduates remain for training or employment.
- Less than 40% of Alaskans age 18 to 24 enroll in postsecondary education or obtain a postsecondary degree. Lowest % of any state.
- 2000 Census—over 57,000 Alaskans age 18 and over with no high school diploma.

Alaska Youth First goal -- in school, engaged and prepared for Alaska jobs...

DEPT of LABOR

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STATE OF ALASKA
Representative Peggy Wilson
House District 2

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DATE: 1/29/2009

TOTAL # PAGES: *3*

COMMENTS: *Ili Louie*

These are 2 articles for your packets in Feb if you care to use them (prop out issue)

Kathleen

Daily Sitka Sentinel, Sitka, Alaska, Wednesday, December 3, 2008, Page 7

State Higher Education Gets Some Low Grades

FAIRBANKS, Alaska (AP) — Alaska's higher education system has not made the grade, according to a recent national study.

The state fell short in three of five areas examined, according to a report by the National Center for Public Policy and Higher Education.

This group evaluates how well higher education is serving the public.

The study covered:

— Affordability.

Alaska joined 48 other states in receiving failing grades. Only California received a passing grade, a C.

Alaska undergraduates borrow on average \$5,427, one of the highest amounts nationally. For every Federal Pell Grant dollar, Alaska funded 6 cents.

— Preparation.

The study gave Alaska a C plus saying the state made improvements in preparing its students.

By the time they reach age 24, about 89 percent of the Alaskans earn a high school diploma or a GED diploma. That's up from 87 percent since the early 1990s.

Bazaar Slated At St. Peter's

Episcopal Church Women have once again gleaned treasures from attics, closets, kitchens, cellars, jewelry boxes, linen closets, friends and family members for the Attic Treasures ba-

— Participation.

Better preparation has not translated into a passing participation grade, however. Alaska was one of three states to earn a failing assessment.

This was because 18 percent of the state's residents who are between 18 and 24 go on to higher education.

— Completion.

The study found that 67 percent of freshmen return for a second year, but 22 percent of first-time, full-time college students finish work toward a bachelor's degree within six years.

Saichi Oba, the University of Alaska's assistant vice president of student and enrollment services, said it's not easy to gauge Alaska's higher education system to other states because Alaska incorporates community colleges into the UA system.

"So our community college tuition appears high when compared to community college Outside; it's the premium we pay for proximity," Oba said in an e-mail. "Because of this, UA always gets marked down for affordability along with the lack of adequate needs-based aid in the state."

— Benefits.

Alaska recorded a C. The category examines how a state benefits by having more people pursue higher education.

In UA's case, the number of degrees awarded to Native students doubled from fiscal year 2001 to fiscal year 2007.

11-17-08
11-17-08

Alaska's Dropout Rate Double U.S. Average

ANCHORAGE, Alaska (AP) — Alaska's high school dropout rate far outpaces the national average. In fact, it was double the national average from 2005 to 2006, or 8 percent, according to U.S. Department of Education figures.

In Alaska, the Commission on Postsecondary Education says 38 percent of today's ninth-graders will have no high school diploma in 10 years. That puts Alaska last in the nation for the number of ninth-graders who will likely have a four-year college degree in 10 years.

The road to failure can start early.

Some educators say they can see which kids aren't going to make it on the first day of kindergarten. Some children show up knowing how to read, while others come not even knowing their colors.

Alaska educators gathered for a third day on Saturday to brainstorm how to stop the epidemic of kids quitting school. They called dropping out a result of an accumulative failure, which can start before kids even enter school.

"This is a social issue, one we all own," said Association of Alaska School Boards executive director Carl Rose. "We all need to take some responsibility in this."

Part of the issue, according to University of Alaska president Mark

Hamilton, is cultural. Parents and families are not valuing education. They need to realize even skilled labor fields, like plumbing or construction, require training that depends on knowledge, such as math, learned in high school.

"We have to stop saying, 'College isn't for everyone,'" he said. "Post-secondary education is for nearly everyone unless your goal is to be the head fry guy at McDonald's."

Republican U.S. Sen. Lisa Murkowski convened the Saturday hearing. She asked state and national education experts what the federal government could do to help fix the problem.

Among the suggestions for federal help was to fund more pre-kindergarten programs; to support more vocational and technical classes in high schools; and to continue to provide special grants for the education of Alaska Natives, who have among the highest dropout rates.

"We are failing our kids and we should be ashamed of ourselves," said Tina Michels-Hansen, of Cook Inlet Tribal Council, which offers tutoring and other schooling help for Anchorage School District Alaska Natives.

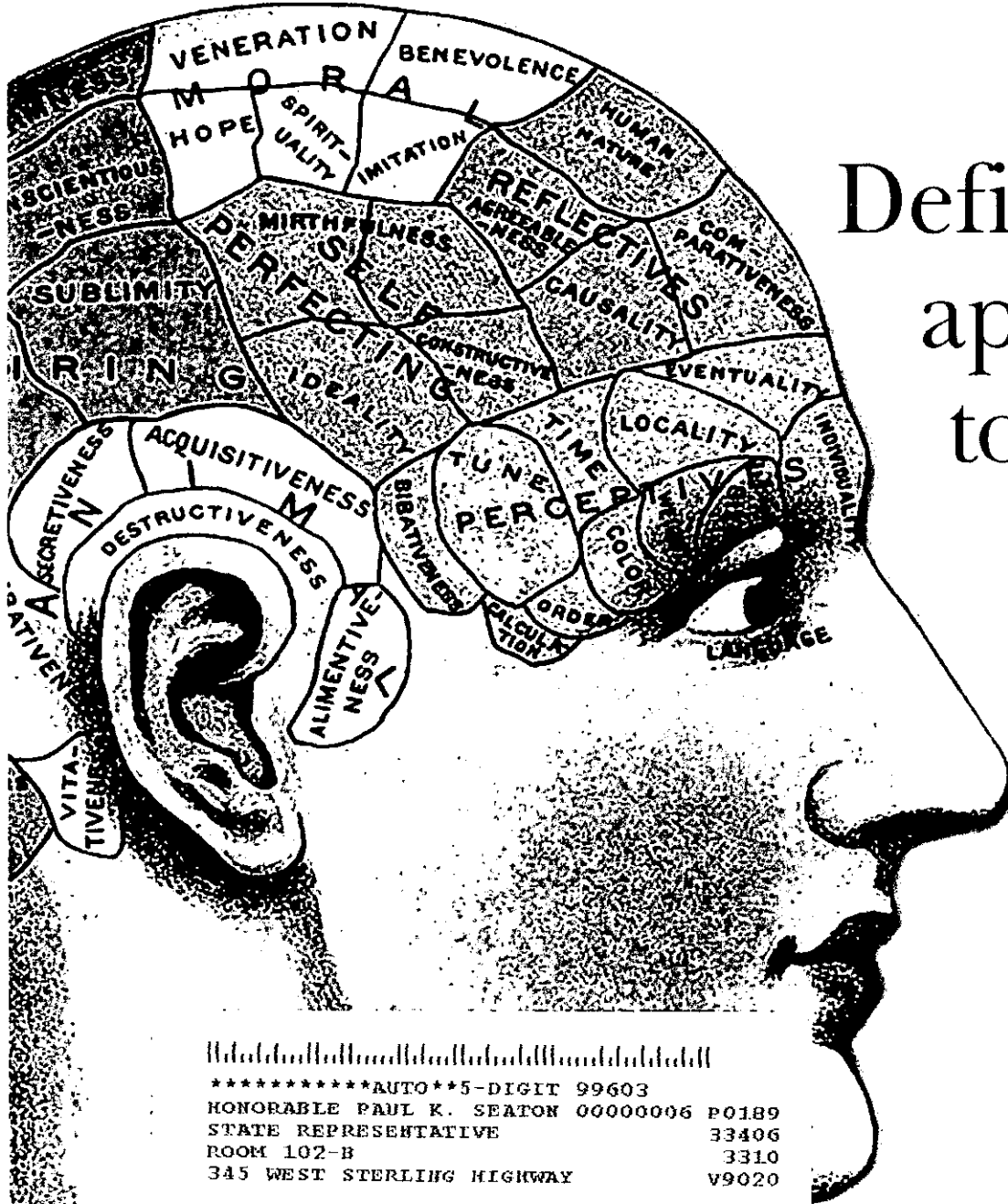
"Schools have become factories that communities passively accept," she said.

STATE LEGISLATURES

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ed·u·cate (*verb*)

Defining new approaches to bullying, urban schools and dropouts.



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grad·u·ate' (*verb*)

New approaches may cut into the nation's dropout rate.

BY SUNNY DEYÉ

A little experimentation may be the path to increasing high school graduation rates.

Career technical education, dual enrollment, early college high schools, and after-hours high schools are all approaches states are looking at to increase the value of their high school diploma and decrease dropout rates.

While there is no direct connection between these innovative approaches and a reduction in the dropout rate, research supports the notion that some of these different programs do reduce the likelihood that kids will leave school before graduating.

The search for new approaches is crucial

Sunny Deyé tracks high school requirements and graduation rates for NCSL.

as lawmakers and educators grapple with a new federal formula that, in many states, will likely show far fewer students are graduating on time with a regular diploma than was previously thought.

A top complaint of employers is that graduating students lack "soft skills"—the ability to solve problems creatively, communicate well, and interpret and evaluate information. The high school career academy—there are 2,500 of them across the country—is one



SENATOR
DARRELL STEINBERG
CALIFORNIA

popular approach to prepare kids for both college and work. The academies blend regular academic content with career-related studies, including mentoring and internships.

"Career academies are really about relevance," says researcher James Kemple of the public policy research organization MDRC, who wrote a 2008 report on career academies.

In California, incoming Senate President Darrell Steinberg wants to give grants to emerging green businesses that will join with public schools to establish "green career academies." He'd like to see partnerships with health care, high tech, biotech and other industries as part of the drive to change high school education.

"We must link education reforms to the new economy," says Steinberg. "The green economy is an example of an opportunity to

Time for a test. Here's a multiple choice question that might be harder than it looks:

Which states had the highest 2007 graduation rate:

- A) Indiana: 76.5 percent
- B) South Dakota: 88.4 percent
- C) North Carolina: 68.1 percent
- D) Not enough information to decide

The correct answer is "D."

That's because comparing high school graduation rates from state to state—and even school to school—is nearly impossible. States use four methods to calculate graduation rates, and many of them grossly overestimate the number of students graduating on time with a regular diploma.

That led U.S. Education Secretary Margaret Spellings to announce in April that the U.S. Department of Education will publish new rules this year requiring all states to calculate graduation rates using the same federal formula by the 2012-13 school year. She said the new approach means we "will not only better diagnose the dropout crisis, we'll be on our way to ending it."

The new formula is expected to be a calculation based on the number of kids who enter ninth grade and graduate with a standard diploma four years later. Some legislators are concerned that the plan requires building new databases and systems to analyze the information, all of which will cost money. States that do not comply will be in violation of the No Child Left Behind Act.

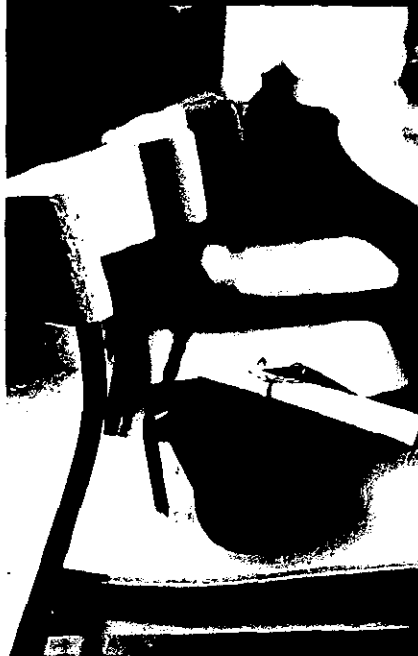
Using this method, the graduation rate tends to be considerably lower than most states now report. According to *Education Week's* EPE Research Center, about 71 percent of all U.S. public school students in 2005 graduated from high school on time with a regular diploma.

The results in the 17 states that have changed to the new formula have been dramatic. Indiana's rate went from nearly 90 percent to 76.5 percent. In North Carolina, the rate dropped to 68.1 percent from 96.1 percent.

As states start applying the new formula, there will be tremendous pressure to decrease the number of dropouts.

And there is a lot more at stake than

DROPOUTS ARE A BIGGER PROBLEM WHEN SCHOOLS CHANGE HOW THEY COUNT GRADUATES.



bookkeeping. Dropouts earn far less than high school or college graduates and can be a significant financial burden on society.

STARTING EARLY

Students drop out of school for many reasons: family demands, poverty, friends who drop out, schools that do little to encourage them to stay. Students also drop out because they are bored and don't see how their classes relate to their future. A 2005 survey found that most dropouts had passing grades, big career dreams and were confident they would have graduated. More than 80 percent said their chances of staying in school would have increased if classes were more interesting and encouraged real-world learning.

Research shows schools can identify as early as eighth and ninth grade the students most likely to drop out. Kids who are failing classes in middle school and skipping classes top the list, according to Elaine Allensworth, director of the Consortium on Chicago School Research at the University of Chicago.

Despite those early signs of trouble, schools do poorly at preventing dropouts. "Past strategies for dropout prevention have not been well-targeted, nor have they been

based on how students have done in their classes," says Allensworth.

Across the nation, legislators are trying to find ways to keep kids in school. They've considered providing better equipment, changing the curriculum so it prepares students for college or work, and offering different ways to graduate.

But the key is finding and funding proven programs.

"Education is one of those fields where we have a long history of trying something based on a whim or anecdote rather than on strong evidence," says James Kemple, author of a 2008 report on career academies. "Too often, investment in a program or intervention comes first with research running from behind, trying to catch up."

State lawmakers need evidence that a program works if they expect to make the case to the public, he says.

Senator Darrell Steinberg, the incoming president of the California Senate, says reform of middle and high schools is the state's No. 1 priority.

"Data are key," says Steinberg. Good information gives lawmakers and educators a clear picture of what's happening in schools and which strategies are working.

ONE SIZE DOESN'T FIT ALL

Solving the dropout problem takes a two-prong approach that seems largely driven by common sense, says Russ Rumberger, director of the California Dropout Research Project.

"Dropouts are concentrated. Some schools have large numbers of kids dropping out, while others have just small subpopulations," says Rumberger, who has worked closely with Steinberg's committee to study high school graduation.

The best approach is to use small-scale programs for the schools with few kids at risk, and take a more systematic approach in districts with deep-seated problems.

"States don't have a great track record of dealing with systemic problems," Rumberger says. "Money alone is not a promising strategy. Schools must be provided with proven strategies, guidance and oversight."

CHECK OUT the four different ways graduation rates are calculated at www.ncsl.org/magazine.



**REPRESENTATIVE
MARK ANDERSON
ARIZONA**

meet environmental goals, create lots of jobs, and create a pipeline now from high school to the economy, while also making a dent in our dropout problem.”

Updating traditional career and technical education curricula to provide clear paths to success in school and on the job is another approach. In Arizona, for example, lawmakers created online vocational exams in 2000 that students can take to earn credentials in areas such as aircraft mechanics, bioscience, engineering and carpentry.

“This type of education is extremely valuable,” says Representative Mark Anderson, chair of Arizona’s Public Education Committee. “There are a number of students who really ‘plug into’ vocational courses.”

Arizona is challenging the old model of vocational education geared mainly to kids who can’t advance academically. Instead, students in these programs often end up going to college and see the vocational training as one more tool to further their academic careers.

DIFFERENT APPROACHES

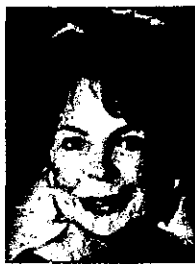
A panel in North Carolina charged with investigating the dropout problem found that numerous programs trying to grapple with the problem were small and poorly funded.

“We wanted to find the programs that have been successful so that they could be duplicated and properly funded,” says Joe Hackney, speaker of the North Carolina House. The Legislature appropriated \$7 million for programs in 2007 and another \$15 million in 2008.

North Carolina’s approach reflects the state’s growing awareness that increasing



**NORTH CAROLINA
JOE HACKNEY
SPEAKER**



**SENATOR
CYNTHIA NAVA
NEW MEXICO**

graduation rates—only 68 percent of students graduate on time—will require new ideas and investments.

It’s a notion that resonates in New Mexico, where educators and lawmakers are grappling with one of the worst high school graduation rates in the country. Just 54.1 percent of students graduate in four years with a regular diploma.

The state recently passed legislation requiring high school students to complete either an advanced placement or honors course, a dual-credit course offered in cooperation with an institution of higher education, or a distance learning course in order to graduate.

“We gave a lot of thought to what kind of programs would add both rigor and relevance to the high school curriculum,” says Senator Cynthia Nava, vice-chair of the Legislative Education Study Committee. “By requiring students to take at least one course that demands a significantly different way of thinking and learning, we hope to engage and challenge all of them.”

HELPING DROPOUTS

States also are trying to help students who are older or have already dropped out of school. Many left school because they had to work or be at home during the day.

In Texas, Representative Scott Hochberg visited a high school in his district that offers classes on nights and weekends. The school helps students graduate with a high school diploma, rather than a GED.

“These kids clearly had made a choice to return to school to get their high school diplomas, and to continue to pursue higher



**REPRESENTATIVE
SCOTT HOCHBERG
TEXAS**

**THE HIGH COST OF
DROPPING OUT**

Most high school dropouts face grim employment prospects and a lifetime of low-paying jobs. Several studies have found dropouts also have far-reaching effects on the rest of society.

- ◆ The average annual income for a high school dropout in 2005 was \$17,299, compared to \$26,933 for a graduate.
- ◆ More than 1.2 million students did not graduate from American high schools in 2008. The lost lifetime earnings for that class alone totals nearly \$320 billion.
- ◆ America would save more than \$17 billion in health care costs over the lifetimes of each class of dropouts had they earned their diplomas.
- ◆ American households would have more than \$74 billion in additional accumulated wealth if all heads of households had graduated.
- ◆ More than \$310 billion would be added to the American economy by 2020 if students of color graduated at the same rate as white students.
- ◆ The American economy would see a combination of savings and revenue of more than \$7.7 billion in reduced crime spending and increased earnings each year if the male high school graduation rate increased by just 5 percent.

education. The high school diploma was the missing link, because they knew they could attend community college at night,” says Hochberg.

When he learned that the school didn’t receive extra funding for these students—they weren’t even counted in the state’s attendance system because they weren’t there for morning roll call—he pursued a bill to allow schools to count nontraditional students in dropout recovery programs.

“Kids who receive a high school diploma, rather than a GED, are getting real courses and real coursework,” say Hochberg. “We heard from industry that they’d much rather have an employee who finished high school than one with a GED. Also, these kids are much more likely to be successful in college.”

CHECK OUT NCSL research on high school graduation rates, dropouts, and state-by-state report cards at www.ncsl.org/magazine.



Dropout Prevention: Communities In Schools of Alaska works like glue, helping kids "stick with school" and graduate... ready for life.

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February 4, 2009

The Honorable Senator Bettye J. Davis
 Alaska State Legislature
 State Capitol, Room 30
 Juneau, AK 99801-1182

Dear Senator Davis,

Communities in Schools of Alaska (CIS) offers to school districts an evidence based integrated educational support delivery system which provides schools with general prevention services and individual students with case management/intervention services. CIS works to reduce school dropout rates by identifying youth needs and gaps in services, promoting community engagement, coordinating partnerships, brokering and mobilizing existing resources that help to keep our kids in school. By connecting the dots and providing the glue, CIS increases the chances for student success by helping meet core needs and focusing on the kids in most need.

CIS of Alaska is requesting funding support as follows in the amount of \$1,574,000. This will be enhanced by funds from other sources, in-kind contributions, volunteer support, leveraged resources and other community fundraising.

Communities In Schools of Alaska Network

CIS of Anchorage (AVAIL)	\$58,000
CIS of Bethel	\$77,000
CIS of Fairbanks	\$810,000
CIS of Juneau	\$184,000
CIS of Mat-Su	\$106,000
Dolly Parton Imagination Library (IL) *	\$95,000
Career Exploration Opportunities (CEO)	\$25,000
Statewide Technical Assistance & Training	\$35,000
Statewide TQS/Evaluation	\$60,000
Statewide Management Administration & Coordination	\$124,000

Senator Davis, we are not asking the State of Alaska to fully fund these very important projects. The amount requested represents only a portion of the CIS network budget. CIS is a sound business decision for legislative dollars.

CIS of Alaska is a non-profit 501.c.3 agency (Tax I.D. #06-1689908) dedicated to removing barriers to education for youth, working to increase graduation rates and reducing drop-out rates.

CIS is focused on the priorities and needs of Alaska and Alaskans to include early learning, literacy, workforce development and dropout prevention. We are requesting that the State partner with us so that we might build upon the progress made thus far. I submit that the amount of dollars we are requesting pale when measured against the dollars we can, and are, leveraging and is an incredible return on investment; an investment in our most valuable resource: The Children of Alaska!

We were pleased to join the hundreds of concerned leaders at the Alaska Department of Education sponsored Summit held in November and participate as a panel member of select leaders invited to testify before Senator Murkowski's Field Hearing of the Senate Health, Education, Labor & Pensions Committee, on education issues, specifically the alarming number of youth dropping out of school. Innumerable media articles, administration comments, and Senate President Gary Stevens' priorities for this session all focus on one issue: **finding ways to reduce and curb the dropout epidemic among high school kids in Alaska.**

We can stop the epidemic; we must stop the epidemic! Communities In Schools of Alaska is evidence based, time tested and a vital element to the solution.

Thank you for your valuable time and thank you for your service to the great state of Alaska.

As always, if you or your staff desire additional information, you need only ask.

Sincerely,

Tom Morgan
State Director

Cc: Members of House Finance Committee
Members of Senate Finance Committee

**Strategic Alliance with Best Beginnings*

Communities In Schools of Alaska

Somberly statistics report that for every 50 ninth graders who enter school in Alaska, only 31 will graduate from high school and only 14 will go on to college, according to a report from the Alaska Commission on Postsecondary Education. Source: KTUU Channel 2 News, May, 2008

We Work Like Glue, Helping Kids "Stick with School" and Graduate Ready for Life

Communities in Schools (CIS) of Alaska Network

State Office

Anchorage, Alaska

State Office Initiatives:

- Career Exploration Opportunities (CEO)
- Dolly Parton's Imagination Library (IL)



WE GET RESULTS!

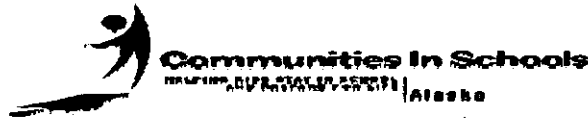
CIS of Alaska Network Outcomes (2007-2008)

- The network served **5,279 children and youth** statewide
- Of the CIS students tracked for attendance - **86% improved** in attendance
- Of the CIS students tracked for behavior - **83% improved** in behavior
- Of the CIS students tracked for academic improvement - **80% improved** academically
- Of the CIS students tracked for promotion - **95% promoted** to the next level
- Of the CIS eligible seniors tracked (targeted to graduate) - **94% graduated** on time.
- 134 students, primarily from rural areas, participated in career exploration and readiness activities through the CEO program.
- As a result of support by CIS of Alaska, an additional 2,372 children are enrolled in new Imagination Library programs in Fairbanks and Wainwright in addition to the 875 children participating through Nome and Juneau Affiliate hosted IL programs, totaling 3,247 Alaskan children! Mat-Su and Mountain View are developing IL programs.

Success Through Partnerships and Collaboration

Representing the local/community level, CIS Affiliates had *102 community partnerships*, *222 local volunteers* and *51 locally engaged board members* whom provided *3781 volunteer hours*. Additionally, the State Office, CIS of Alaska, benefited greatly by and expanded our impact through the support of over *50 local, state and national partnerships*.

Dollar for dollar, the right investment in our children's future.



With sites in Anchorage/AVAIL, Bethel, Juneau, Mat-Su and Fairbanks (and Nome pending), **Communities In Schools of Alaska** is making remarkable progress in positively affecting the high school dropout rate, early literacy and career development. Highlights from the current 2008-2009 year include:

- **CIS of Anchorage/AVAIL** is serving 81 students that were dropouts. Students are now learning, earning credit and preparing for their HSGQE, with an average of 65-70% attendance rates. This demonstrates great improvements from their past truant behaviors which resulted in their prior dropout.
- **CIS of Bethel** is working creatively with the District Court, the community of Bethel and its neighboring villages to address underage drinking. So far this year, it has served 75 youth and families and has received 31 referrals from court or Juvenile Justice. Additionally, it recently graduated its first Youth Court official.
- **CIS of Fairbanks** is the newest affiliate to our network and represents participation of over 30 school sites and 18 "graduation coaches" in the graduation success program in the North Star Borough School District.
- **CIS of Juneau** has been operating an effective and very successful care coordinator program that provides at-risk students with needed services to help them stay in school. Since the inception of the program five years ago it has served over 500 students ranging from pre-kindergarten through twelfth grade. The majority of students that were served were in high school. Out of all those students, less than 10% of students dropped out. This is where the CIS motto of "A Personal One-On-One Relationship with a Caring Adult" is a proven truism. Additionally, CIS of Juneau has recently implemented a new Ethics and Leadership After School Program for students from elementary through high school.
- **CIS of Mat-Su** The CIS of Mat-Su site, the Mat-Su Day School, provides education, mental health counseling, evaluation, and case management services on campus and also uses a "running team" to provide outreach to students in regular schools who are in need of support to keep them in school. By serving students with emotional problems, CIS of Mat-Su is focusing directly on the heart of the dropout problem because this group has the highest dropout rate of all students, exceeding 50% nationwide. So far this year, we have served 64 of our highest risk youth.
- **Career Exploration Opportunities (CEO)** a statewide initiative, works to expand career opportunities to Alaskan youth, specifically targeting rural high school students through providing a blended learning program with video-conferencing as an integral component. This year, CEO has enrolled approximately 100 High School students, grades 9 - 12 from eight school districts and 12 school sites, including: Iditarod School District – McGrath, Takotna, Grayling, Holy Cross & Shageluk; Nome School District – Nome High School; Yupiit School District – Tuluksak; Lower Yukon – Scammon Bay; Valdez – Valdez High School; Dillingham – Dillingham Alternative School; ASD – AVAIL Alternative School; and Juneau High School.
- **Dolly Parton's Imagination Library**, another statewide initiative and an early intervention program to combat illiteracy, started with a pilot program in Nome in response to the Nome elementary principal's observation that children were reporting to kindergarten unprepared, especially in the area of reading. The program quickly spread to Juneau where over 800 children have enrolled with another 2000 additional children eligible, but lack of funds has slowed sign-ups. Wainwright, Wrangell, Ketchikan and Fairbanks also have active IL programs with Mat-Su poised for implementation. Anchorage's new IL has already enrolled approximately 1000 children and has a goal to double that number of enrollments. By the end of this year, over 5,000 children birth to five will be enrolled statewide, including the First Family's newest addition, Trig Palin. Reading is fundamental. A recent survey saw the number of parents reading to their children jump from 50% to 75% in one year! The Imagination Library is a proven effective program that helps children start school ready to learn and has been adopted by Best Beginnings.
- **And, CIS is evidence-based--our model works!** The CIS Model is proving very effective. Research shows that comprehensive, integrated student services are necessary components of effective, school-based efforts to increase graduation rates and improve student achievement.

Communities In Schools of Alaska is focused on the priorities of this State: Education, Literacy, Graduation and Career Development. CIS of Alaska is making a difference.

CIS of Alaska is a non-profit 501 (c) 3 agency (Tax I.D. # 06-1689908) dedicated to removing barriers to education for youth, working to increase graduation rates and reducing drop-out rates.
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