

**HB**

**206**

26-LS0765\C  
Mischel  
3/22/10

**CS FOR HOUSE BILL NO. 206( )**

**IN THE LEGISLATURE OF THE STATE OF ALASKA  
TWENTY-SIXTH LEGISLATURE - SECOND SESSION**

**BY**

**Offered:  
Referred:**

**Sponsor(s): HOUSE EDUCATION COMMITTEE**

**A BILL**

**FOR AN ACT ENTITLED**

1 **"An Act establishing a career assessment requirement in public schools; and relating to**  
2 **secondary school competency testing."**

3 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 **\* Section 1.** AS 14.03 is amended by adding a new section to read:

5 **Sec. 14.03.073. Secondary student career assessment.** (a) Each school  
6 district in the state shall require students in grade 12 to complete a career preparedness  
7 assessment as described in (b) of this section.

8 (b) The commissioner shall select for use in the state an assessment designed  
9 to measure a student's level of preparedness to make the transition to work or college.  
10 The assessment must assess a student's career aptitude and readiness for postsecondary  
11 education or training in the areas of

- 12 (1) applied mathematics;
- 13 (2) reading for information; and
- 14 (3) locating information.

(c) Subject to the availability of appropriations, the department shall

(1) obtain a license that enables school districts to administer the assessment described in (b) of this section with no charge assessed to the district by the vendor of the assessment;

(2) provide districts with training and support in administering the assessment;

(3) provide a report to each student on the results of the student's assessment, based on nationally recognized criteria for evaluating a student's preparedness to make the transition to work or college; and

(4) provide to the Alaska Commission on Postsecondary Education information needed to determine a student's eligibility for financial assistance.

(d) The results of a student's career preparedness assessment shall be displayed in summary form on the student's high school transcript.

\* Sec. 2. AS 14.03.075 is repealed and reenacted to read:

**Sec. 14.03.075. Secondary student competency testing.** (a) Each public secondary school in the state shall require students to take a competency examination in the areas of reading, English, and mathematics. The department shall determine the timing, form, and contents of the examination and shall score completed examinations. The contents of the examination must conform to state performance standards and measure college readiness. The results of the competency testing shall be included in the student's transcript.

(b) A student who fails the examination required under this section shall be retested at least once during a school year on those portions of the examination that the student has not passed. A student who passes any portion of the test may not retake that portion of the test. This subsection does not apply to a student who is a child with a disability if the student's individualized education program team recommends that the student not be retested.

(c) A student who is a child with a disability and who does not achieve a passing score on the examination required under (a) of this section, with or without accommodation, may complete an alternative assessment program required by the student's individualized education program or required in the education plan

1 developed for the student under 29 U.S.C. 794. An alternative assessment program  
2 must, to the maximum extent possible, conform to state performance standards  
3 established for the competency examination required under (a) of this section. This  
4 subsection does not apply to a student unless the department determines that the  
5 student has taken and failed to pass the competency examination with or without  
6 accommodations and the department approves the student's alternative assessment  
7 program described under this subsection.

8 (d) The department shall by regulation establish uniform standards for

9 (1) pre-examination study materials; and

10 (2) procedures to be followed during administration of an examination.

11 (e) The department shall by regulation establish uniform standards for an  
12 alternative assessment program required under (c) of this section. The alternative  
13 assessment program required under (c) of this section applicable to an individual  
14 student may not be changed after February 1 of the student's junior year of study.

15 (f) In this section,

16 (1) "child with a disability" has the meaning given in AS 14.30.350;

17 (2) "individualized education program team" means a group of people  
18 that translates child assessment information regarding a child into a practical plan for  
19 specially designed instruction and delivery of services for the child, consisting of the  
20 persons necessary to qualify the team under appropriate federal regulations applicable  
21 to a child with a disability who is eligible for special education services under  
22 AS 14.30.

23 \* **Sec. 3.** AS 14.03.120(d) is amended to read:

24 (d) Annually, before the date set by the district under (e) of this section, each  
25 public school shall deliver to the department for posting on the department's Internet  
26 website and provide, in a public meeting of parents, students, and community  
27 members, a report on the school's performance and the performance of the school's  
28 students. The report shall be prepared on a form prescribed by the department and  
29 must include

30 (1) information on accreditation;

31 (2) results of norm-referenced achievement tests;

1 (3) results of state standards-based assessments in reading, writing, and  
2 mathematics;

3 (4) a description, including quantitative and qualitative measures, of  
4 student, parent, community, and business involvement in student learning;

5 (5) a description of the school's attendance, retention, dropout, and  
6 graduation rates, [INCLUDING THE NUMBER AND PERCENTAGE OF  
7 STUDENTS WHO RECEIVED A DIPLOMA UNDER A WAIVER FROM THE  
8 COMPETENCY EXAMINATION REQUIRED UNDER AS 14.03.075(a),] as  
9 specified by the state board;

10 (6) the annual percent of enrollment change, regardless of reason, and  
11 the annual percent of enrollment change due to student transfers into and out of the  
12 school district;

13 (7) if Native language education is provided, a summary and  
14 evaluation of the curriculum described in AS 14.30.420;

15 (8) the number and percentage of students in each school who take and  
16 who successfully complete an alternative assessment program in reading, English, or  
17 mathematics; and the number and percentage of pupils in each school who  
18 successfully complete the alternative assessment program but who do not reach the  
19 state performance standards at the competency exam level in reading, English, or  
20 mathematics; a school may not report results under this paragraph unless the school  
21 complies with the family educational rights and privacy requirements of 34 C.F.R. 99;

22 (9) the performance designation assigned the school under  
23 AS 14.03.123 and the methodology used to assign the performance designation,  
24 including the measures used and their relative weights; and

25 (10) other information concerning school performance and the  
26 performance of the school's students as required by the state board in regulation.

27 \* **Sec. 4.** AS 14.07.165 is amended to read:

28 **Sec. 14.07.165. Duties.** The board shall adopt

29 (1) statewide goals and require each governing body to adopt written  
30 goals that are consistent with local needs;

31 (2) regulations regarding the application for and award of grants under

1 AS 14.03.125;

2 (3) regulations implementing provisions of AS 14.11.014(b);

3 (4) regulations requiring approval by the board before a charter school,  
4 state boarding school, or a public school may provide domiciliary services;

5 (5) regulations implementing the secondary school student competency  
6 examination provisions of AS 14.03.075 [, INCLUDING THE CRITERIA AND  
7 PROCEDURE UNDER WHICH A GOVERNING BODY USES A WAIVER TO  
8 GRANT A DIPLOMA TO A STUDENT; CRITERIA REGARDING GRANTING A  
9 WAIVER MUST INCLUDE PROVISIONS THAT A WAIVER MAY ONLY BE  
10 GRANTED FOR STUDENTS WHO ENTER THE SYSTEM LATE OR HAVE  
11 RARE OR UNUSUAL CIRCUMSTANCES MERITING A WAIVER].

Sec. 14.03.075. Secondary student competency testing.

(a) A student may not be issued a secondary school diploma unless the student passes a competency examination in the areas of reading, English, and mathematics or receives a waiver from the governing body. A governing body may not grant a waiver to a student before the student's final semester of attendance. The department shall determine the form and contents of the examination and shall score completed examinations.

(b) A student who fails the examination required under this section shall be retested at least once during a school year on those portions of the examination that the student has not passed. A student who passes any portion of the test may not retake that portion of the test. A student who, when retested, passes the portions of the test not previously passed and who meets any other graduation requirements shall receive a diploma from the school district. This subsection does not apply to a student who is a child with a disability if the student's individualized education program team recommends that the student not be retested.

(c) Notwithstanding (a) of this section,

(1) a student who is a child with a disability and who does not achieve a passing score on the examination required under (a) of this section, with or without accommodation, is eligible to receive a diploma if the student successfully completes an alternative assessment program required by the student's individualized education program or required in the education plan developed for the student under 29 U.S.C. 794; an alternative assessment program must, to the maximum extent possible, conform to state performance standards established for the competency examination required under (a) of this section; this paragraph does not apply to a student unless the department determines that the student has taken and failed to pass the competency examination with or without accommodations and the department approves the student's alternative assessment program described under this paragraph; and

(2) a student who transfers into a public high school in this state shall receive a diploma if the student

(A) meets graduation requirements imposed by the governing body and the state; and

(B) has passed a competency examination in the state from which the student transferred.

(d) A student who fails to qualify for the issuance of a diploma under (a) of this section or a retest under (b) of this section by the end of the student's final semester of attendance, but who has met all other graduation requirements of a governing body and the state, shall be awarded a certificate of achievement. A certificate of achievement may include the following information:

(1) the portions of the examination described under (a) of this section that were passed;

(2) the student's attendance record; and

(3) other information indicating the qualifications of the student that the governing body determines appropriate.

(e) The department shall by regulation establish uniform standards for

(1) pre-examination study materials; and

(2) procedures to be followed during administration of an examination.

(f) The department shall by regulation establish uniform standards for an alternative assessment program required under (c)(1) of this section. The alternative assessment program required under (c)(1) of this section applicable to an individual student may not be changed after February 1 of the student's junior year of study.

(g) In this section,

(1) "child with a disability" has the meaning given in AS 14.30.350;

(2) "individualized education program team" means a group of people that translates child assessment information regarding a child into a practical plan for specially designed instruction and delivery of services for the child, consisting of the persons necessary to qualify the team under appropriate federal regulations applicable to a child with a disability who is eligible for special education services under AS 14.30.

26-LS0765VP  
Mischel  
2/2/10

**CS FOR HOUSE BILL NO. 206( )**

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TWENTY-SIXTH LEGISLATURE - SECOND SESSION**

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**A BILL**

**FOR AN ACT ENTITLED**

**"An Act establishing a career assessment requirement in public schools; relating to postsecondary courses for secondary school students; and relating to student counts and count estimates for school funding purposes."**

**BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

**\* Section 1.** AS 14.03 is amended by adding new sections to read:

**Sec. 14.03.073. Secondary student career assessment.** (a) Each school district in the state shall require students in grade 12 to complete a career preparedness assessment as described in (b) of this section.

(b) The commissioner shall select for use in the state an assessment designed to measure a student's level of preparedness to make the transition to work or college. The assessment must assess a student's career aptitude and readiness for postsecondary education or training in the areas of

- (1) applied mathematics;
- (2) reading for information; and

1 (3) locating information.

2 (c) Subject to the availability of appropriations, the department shall

3 (1) obtain a license that enables school districts to administer the  
4 assessment described in (b) of this section with no charge assessed to the district by  
5 the vendor of the assessment;

6 (2) provide districts with training and support in administering the  
7 assessment;

8 (3) provide a report to each student on the results of the student's  
9 assessment, based on nationally recognized criteria for evaluating a student's  
10 preparedness to make the transition to work or college; and

11 (4) provide to the Alaska Commission on Postsecondary Education  
12 information needed to determine a student's eligibility for financial assistance.

13 (d) The results of a student's career preparedness assessment shall be  
14 displayed in summary form on the student's high school transcript.

15 **Sec. 14.03.074. Secondary student enrollment in postsecondary institution.**

16 (a) A secondary student who passes all portions of the examination required under  
17 AS 14.03.075 may enroll in a postsecondary institution in the state that is approved by  
18 the commissioner if

19 (1) the student is enrolled in a public secondary school in the state;

20 (2) the student is otherwise eligible to enroll, as determined by the  
21 postsecondary institution; and

22 (3) the postsecondary courses will be completed before the student's  
23 graduation from secondary school.

24 (b) The school district in which the student is enrolled in secondary school  
25 shall make arrangement for the fees for the appropriate postsecondary courses in  
26 which the student enrolls under this section.

27 \* **Sec. 2.** AS 14.17.600 is amended to read:

28 **Sec. 14.17.600. Student count periods.** (a) Within two weeks after the end of  
29 the 80-school-day period ending the second Friday in February [20-SCHOOL-  
30 DAY PERIOD ENDING THE FOURTH FRIDAY IN OCTOBER], each district shall  
31 transmit a report to the department that, under regulations adopted by the department,

1 reports its ADM for that count period and other student count information that will aid  
2 the department in making a determination of its state aid under the public school  
3 funding program. [FOR CENTRALIZED CORRESPONDENCE STUDY, THE  
4 OCTOBER REPORT SHALL BE BASED ON THE PERIOD FROM JULY 1  
5 THROUGH THE FOURTH FRIDAY IN OCTOBER.] The department may make  
6 necessary corrections in the report submitted and shall notify the district of changes  
7 made. The commissioner shall notify the governor of additional appropriations the  
8 commissioner estimates to be necessary to fully finance the public school funding  
9 program for the current fiscal year.

10 (b) Upon written request and for good cause shown, the commissioner may  
11 permit a district to use an 80-school-day [A 20-SCHOOL-DAY] count period other  
12 than the period set out in (a) of this section. However, a count period approved under  
13 this subsection must be 80 [20] consecutive school days unless one or more alternate  
14 count periods are necessary to permit a district to implement flexible scheduling that  
15 meets the district's needs and goals without jeopardizing the state aid for which the  
16 district would ordinarily be eligible under this chapter.

17 \* **Sec. 3.** AS 14.17.600 is amended by adding new subsections to read:

18 (c) The student count conducted for the immediately preceding school year  
19 shall be used for calculating state aid under AS 14.17.410.

20 (d) A student who is enrolled and graduates from secondary school during the  
21 counting period shall be included in the student count for the full counting period.

22 \* **Sec. 4.** AS 14.17.610(a) is amended to read:

23 (a) Except as provided in (d) of this section, the [THE] department shall  
24 determine the state aid for each school district in a fiscal year on the basis of the  
25 district's student count reported under AS 14.17.600 for the preceding fiscal year. On  
26 or before the 15th day of each of the first nine months of each fiscal year, one-twelfth  
27 of each district's state aid shall be distributed on the basis of the data reported for the  
28 preceding fiscal year. On or before the 15th day of each of the last three months of  
29 each fiscal year, one-third of the balance of each district's state aid shall be distributed,  
30 after the balance has been recomputed under (d) of this section [ON THE BASIS OF  
31 STUDENT COUNT AND OTHER DATA REPORTED FOR THE CURRENT

1 FISCAL YEAR].

2 \* Sec. 5. AS 14.17.610 is amended by adding a new subsection to read:

3 (d) If the student count made and reported by a district under AS 14.17.600 for  
4 the current year is higher than the count made under that section for the preceding  
5 fiscal year, the department shall recompute the state aid, including per school student  
6 count data, to adjust for the higher student count, and the higher count shall be used  
7 for the student count for the current year and for the estimates made for the succeeding  
8 fiscal year under AS 14.17.500. The student count must be submitted to the  
9 department by March 1 of the current year for a recomputation to be made under this  
10 subsection.

11 \* Sec. 6. The uncodified law of the State of Alaska is amended by adding a new section to  
12 read:

13 TRANSITION. In the first school year following the effective date of this Act, the  
14 student count completed in the immediately preceding school year shall be used as the student  
15 count under AS 14.17.610(a), as amended by sec. 4 of this Act.

AMENDMENT # 1 - Tabled

OFFERED IN THE HOUSE

BY REPRESENTATIVE SEATON

TO: CSHB 206( ), Draft Version "P"

1 Page 3, line 18:

2 Delete "The"

3 Insert "Except as provided in AS 14.17.610(d) and (e), the"

4

5 Page 3, line 23, following "(d)":

6 Insert "and (e)"

7

8 Page 4, line 2:

9 Delete "a new subsection"

10 Insert "new subsections"

11

12 Page 4, line 8, following "AS 14.17.500.":

13 Insert "A recomputation under this subsection shall take into account the supplement  
14 received by a district under (e) of this section and include the remaining balance owed in state  
15 aid for the increase in the current year student count that was the basis for the supplement if,  
16 at the end of the 80-day count period, the increase in the current year student count is the  
17 same or higher for the entire count period."

18

19 Page 4, following line 10:

20 Insert a new subsection to read:

21 "(e) Before a recomputation is made under (d) of this section, a district may  
22 request supplemental state aid by providing satisfactory proof on a form provided by  
23 the department that the student count conducted in the first 20 days of the 80-day

1 student count period in the current fiscal year is more than 10 percent above the count  
2 made in the 80-day student count period for the preceding fiscal year. The department  
3 shall provide an eligible district supplemental state aid before the recomputation  
4 period in an amount that is equal to 80 percent of the state aid owed for the difference  
5 in the student counts. Nothing in this subsection requires a district to seek  
6 supplemental state aid before a recomputation is made under (d) of this section."

26-LS0765\N  
Mischel  
4/22/09

**CS FOR HOUSE BILL NO. 206(EDC)**

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**TWENTY-SIXTH LEGISLATURE - SECOND SESSION**

**BY THE HOUSE EDUCATION COMMITTEE**

**Offered:**

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7 **district in the state shall require students in grade 12 to complete a career preparedness**  
8 **assessment as described in (b) of this section.**

9 **(b) The commissioner shall select for use in the state an assessment designed**  
10 **to measure a student's level of preparedness to make the transition to work or college.**  
11 **The assessment must assess a student's career aptitude and readiness for postsecondary**  
12 **education or training in the areas of**

13 **(1) applied mathematics;**

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1 (3) locating information.

2 (c) Subject to the availability of appropriations, the department shall

3 (1) obtain a license that enables school districts to administer the  
4 assessment described in (b) of this section with no charge assessed to the district by  
5 the vendor of the assessment;

6 (2) provide districts with training and support in administering the  
7 assessment;

8 (3) provide a report to each student on the results of the student's  
9 assessment, based on nationally recognized criteria for evaluating a student's  
10 preparedness to make the transition to work or college; and

11 (4) provide to the Alaska Commission on Postsecondary Education  
12 information needed to determine a student's eligibility for financial assistance.

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15 **Sec. 14.03.074. Secondary student enrollment in postsecondary institution.**

16 (a) A secondary student who passes all portions of the examination required under  
17 AS 14.03.075 may enroll in a postsecondary institution in the state that is approved by  
18 the commissioner if

19 (1) the student is enrolled in a public secondary school in the state;

20 (2) the student is otherwise eligible to enroll, as determined by the  
21 postsecondary institution; and

22 (3) the postsecondary courses will be completed before the student's  
23 graduation from secondary school.

24 (b) The school district in which the student is enrolled in secondary school  
25 shall make arrangement for the fees for the appropriate postsecondary courses in  
26 which the student enrolls under this section.

27 \* **Sec. 2.** AS 14.17.500(a) is amended to read:

28 (a) A district shall prepare and submit to the department by March 15  
29 [NOVEMBER 5] of each fiscal year, in the manner and on forms prescribed by the  
30 department, an estimate of its ADM and other student count data, including per school  
31 student count data, for the current and succeeding fiscal year upon which

1 computations can be made to estimate the amount of state aid for which the district  
2 may be eligible under AS 14.17.400 in the succeeding fiscal year. In making its report,  
3 the district shall consider its ADM, other student count data, the pattern of growth or  
4 decline of the student population in preceding years, and other pertinent information  
5 available to the district.

6 \* Sec. 3. AS 14.17.600(a) is amended to read:

7 (a) Within two weeks after the end of each of the 20-school-day periods  
8 [PERIOD] ending the fourth Friday in October and the last Friday in February,  
9 each district shall transmit a report to the department that, under regulations adopted  
10 by the department, reports its ADM for that count period, the average ADM over the  
11 two consecutive counting periods for the previous fiscal year, and, for the  
12 February report and October report, the current year, and other student count  
13 information that will aid the department in making a determination of its state aid  
14 under the public school funding program. [FOR CENTRALIZED  
15 CORRESPONDENCE STUDY, THE OCTOBER REPORT SHALL BE BASED ON  
16 THE PERIOD FROM JULY 1 THROUGH THE FOURTH FRIDAY IN OCTOBER.]  
17 The department may make necessary corrections in the report submitted and shall  
18 notify the district of changes made. The commissioner shall notify the governor of  
19 additional appropriations the commissioner estimates to be necessary to fully finance  
20 the public school funding program for the current fiscal year.

21 \* Sec. 4. AS 14.17.610(a) is amended to read:

22 (a) Except as provided in (d) of this section, the [THE] department shall  
23 determine the state aid for each school district in a fiscal year on the basis of the  
24 district's averaged student count for the October and February counting periods  
25 [DATA] reported under AS 14.17.600 for the preceding and current fiscal years.  
26 On or before the 15th day of each of the first nine months of each fiscal year, one-  
27 twelfth of each district's state aid shall be distributed on the basis of the [DATA  
28 REPORTED FOR THE] preceding fiscal year entitlement. On or before the 15th day  
29 of each of the last three months of each fiscal year, one-third of the balance of each  
30 district's state aid shall be distributed, after the balance has been recomputed under  
31 (d) of this section [ON THE BASIS OF STUDENT COUNT AND OTHER DATA

1 REPORTED FOR THE CURRENT FISCAL YEAR].

2 \* Sec. 5. AS 14.17.610 is amended by adding a new subsection to read:

3 (d) If the averaged student count made and reported by a district under  
4 AS 14.17.600 for the current year is higher than the averaged count made under that  
5 section for the preceding fiscal year, the department shall recompute the state aid,  
6 including per school student count data, to adjust for the higher average student count,  
7 and the higher average count shall be used for the student count for the current year  
8 and for the estimates made for the succeeding fiscal year under AS 14.17.500. The  
9 February student count must be submitted to the department by March 15 of the  
10 current year for a recomputation to be made under this subsection.

11 \* Sec. 6. The uncodified law of the State of Alaska is amended by adding a new section to  
12 read:

13 TRANSITION. In the first school year following the effective date of this Act, the  
14 student count completed in the immediately preceding school year shall be used as the  
15 average student count under AS 14.17.610(a) and (d), as amended and added by secs. 4 and 5  
16 of this Act, as though two student count periods had occurred for that year and added.

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT  
 2010 College Credit Inquiry  
 February 26, 2010

District	Does district offer credit for college level courses?	Who pays for college Credits?	Reduced / Negotiated rate for credits?	Any credits offered outside of U of A system?
ALASKA GATEWAY	Yes	District based on grade		No
ALEUTIAN REGION	No			
ALEUTIANS EAST	Yes	District	No	No
ANCHORAGE	Yes	Student	Yes	No
ANNETTE ISLAND	Yes	District based on grade	No	No
BERING STRAIT	Yes	District	No	Yes
BRISTOL BAY	Yes	Student/District/Grant	Yes	No
CHATHAM	No			
CHUGACH	Yes	District based on grade	No	Yes
COPPER RIVER	Yes	Student	Yes	Yes
CORDOVA	Yes	District	Yes	No
CRAIG	Yes	Student	Yes	No
DELTA/GREELY	Yes	Student/District	Yes	No
DENALI	Yes	Student	No	Yes
DILLINGHAM	Yes	Student/District/Grant	No	No
FAIRBANKS	Yes	Student/ District	Yes	No
GALENA	Yes	District		No
HAINES	Yes	District	Yes	No
HOONAH	Yes	Student/District	Yes	No
HYDABURG	Yes	District based on grade	No	No
IDITAROD	Yes	District based on grade	No	No
JUNEAU	Yes	District	No	Yes
KAKE	No			
KASHUNAMIUT	Yes	District	Yes	No
KENAI	Yes	Student/District	Yes	Yes
KETCHIKAN	Yes	Student	Yes	Yes
KLAWOCK	Yes	Student	Yes	No
KODIAK	Yes	Student	Yes	No
KUSPUK	Yes	District/Grant	Yes	Yes
LAKE AND PENINSULA	Yes	Student/District	No	Yes
LOWER KUSKOKWIM	Yes	District based on grade	No	No
LOWER YUKON	Yes	District	No	Yes
MAT-SU	Yes	Student/Grants	Yes	No
NENANA	Yes	Student/District/Grant		No
NOME	Yes	Student/District/College	Yes	Yes
NORTH SLOPE	Yes	Student/District/Waived	Yes	Yes
NORTHWEST ARCTIC	Yes	Student/ District/College	Yes	No
PELICAN	Yes	District		No
PETERSBURG	Yes	Student	Yes	No
PRIBILOF	Yes	District	No	No
ST. MARY'S	Yes	Student	No	No
SITKA	Yes	Student/District/College		No
SKAGWAY	Yes	Student	Yes	No
SOUTHEAST ISLAND	Yes	District based on grade	No	No
SOUTHWEST REGION	Yes	Grants	Yes	No
TANANA	No			
UNALASKA	Yes	Student/Grants	Yes	No
VALDEZ	Yes	Student	Yes	No
WRANGELL	Yes	Students	Yes	No
YAKUTAT	No			
YUKON FLATS	Yes	District	Yes	No
YUKON/KOYUKUK	Yes	District	Yes	No
YUPIIT	Yes	District based on grade	No	Yes
MT. EDGECUMBE	Yes	School	Yes	No

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# LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES  
LEGISLATIVE AFFAIRS AGENCY  
STATE OF ALASKA

(907) 465-3867 or 465-2450  
FAX (907) 465-2029  
Mail Stop 3101


State Capitol  
Juneau, Alaska 99801-1182  
Deliveries to: 129 6th St., Rm. 329

## MEMORANDUM

March 3, 2010

**SUBJECT:** Effect of legislation on teacher contract (CSHB 206 ( )); (Work Order No. 26-LS0765\P))

**TO:** Representative Paul Seaton  
Chair of the House Education Committee  
Attn: Louis Flora

**FROM:** Jean M. Mischel  
Legislative Counsel 

You have asked about the effect on a teacher contract of a new provision in the above referenced bill that would allow a high school student to enroll in a postsecondary institution and require school districts to provide fees for the postsecondary courses. You state that high school teachers currently volunteer to teach dual credit classes and wonder whether the bill provision would require compensation to those teachers under contract with the school district. The short answer is that the bill provision does not appear to affect payments made to public high school teachers but I do not have a teacher contract to review to determine whether specific contract conditions may be invoked.

The provision in question in HB 206 is as follows:

**Sec. 14.03.074. Secondary student enrollment in postsecondary institution.** (a) A secondary student who passes all portions of the examination required under AS 14.03.075 may enroll in a postsecondary institution in the state that is approved by the commissioner if

- (1) the student is enrolled in a public secondary school in the state;
- (2) the student is otherwise eligible to enroll, as determined by the postsecondary institution; and
- (3) the postsecondary courses will be completed before the student's graduation from secondary school.

(b) The school district in which the student is enrolled in secondary school shall make arrangement for the fees for the appropriate postsecondary courses in which the student enrolls under this section.

This section does not provide for additional fees to be paid to a high school but rather for fees associated with postsecondary courses for which a student enrolls to be paid to the postsecondary institution. The bill section allows a high school student to enroll in a

Representative Paul Seaton

March 3, 2010

Page 2

*postsecondary institution* that provides the courses. Therefore, a public school teacher under contract with a school district does not appear to be affected at all by the student's decision to enroll in a postsecondary institution or the district's requirement to pay for that.

If, on the other hand, a school district requires enrollment in a postsecondary institution in order to take dual credit courses offered at a high school in the district, the dual credit course may technically fall under the fee provision in subsection (b) of the bill provision. Since that course is already funded by the school district, the bill provision has no fiscal effect either on the district or on the teacher employed by the district, lacking any future incentive offered by a district to provide additional dual credit courses for which postsecondary enrollment is required under the bill.

The only current statute that appears relevant to this question is AS 14.20.158, which provides

**Sec. 14.20.158. Continued contract provisions.** Continuation of the provisions of a teacher's contract under AS 14.20.145 or 14.20.155 does not

(1) affect the alteration of the teacher's salary in accordance with the salary schedule prescribed by state law, or in accordance with a local salary schedule applicable to all teachers in the district and adopted by bylaws;

(2) *limit the right of the employer to assign the teacher to any teaching, administrative, or counseling position for which the teacher is qualified;* or

(3) limit the right of the employer to assign the teacher, as is reasonably necessary, to any school in the district. (emphasis supplied)

The standard teacher contract provisions in regulations at 4 AAC 18.010 do not address payment for dual credit courses.

I have not been provided, and cannot locate, a standard teacher contract for the state. It is conceivable that a provision in a teacher contract would require additional payment for dual credit courses, with or without this bill provision. Lacking a copy of a teacher contract that provides, for example, for a higher teacher salary for teaching a dual credit course that requires enrollment in a postsecondary institution for which additional fees are required to be paid by law by a school district, I don't see any affect of the bill provision on public high school teacher pay agreements.

If I may be of further assistance, please advise.

JMM:plm  
10-129.plm



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# Alaskans Support High School "Exit Exam"

**Approximately three-out-of-four Alaskans support keeping the high school graduation qualifying exam.**

**QUESTION:** *"Currently, Alaskan students must pass the high school graduation qualifying exam, commonly known as the "exit exam", in order to receive a diploma. There is a bill before the Alaska State Legislature to eliminate the exit exam. Opponents of the exit exam say it keeps hundreds of Alaska students from earning diplomas and getting jobs, and is a waste of classroom time and resources. Supporters of the exit exam say that graduation rates have risen since the exit exam took effect, and that the exam is a useful tool to evaluate the performance of teachers and schools, and ensures students demonstrate at least minimum skills in reading, writing and math before receiving a diploma.*

*What is your opinion -- do you feel the state should remove the exit exam requirement or should it be kept?"*

**STATEWIDE RESULTS:**

24%	Remove exam
<b>74%</b>	<b>Keep exam</b>
2%	Unsure

**Support for "Exit Exam" is strong and consistent throughout Alaska.**

**CROSSTABULATIONS:**

		<u>Remove exam</u>	<u>Keep exam</u>	<u>Unsure</u>
<u>REGIONAL RESULTS</u>	Rural	27%	73%	--
	Central (Fairbanks)	25%	72%	3%
	Southcentral	24%	75%	1%
	Anchorage	24%	71%	5%
	Southeast	19%	81%	--
<u>POLITICAL RESULTS</u>	Democrat	25%	74%	1%
	Republican	19%	78%	3%
	Non-Partisan	27%	70%	3%
	Other	18%	82%	--
	Not registered	13%	81%	6%

**“Exit Exam” support is also strong and consistent among men and women and through all age groups.**

<b>CROSSTABULATIONS: (con't)</b>		<b><u>Remove exam</u></b>	<b><u>Keep exam</u></b>	<b><u>Unsure</u></b>
<b><u>AGE RESULTS</u></b>	18-29 years of age	30%	70%	--
	30 - 44 years of age	27%	71%	1%
	45-59 years of age	22%	75%	3%
	60 plus	23%	74%	4%
<b><u>GENDER RESULTS</u></b>	Male	22%	76%	2%
	Female	26%	71%	4%

# FISCAL NOTE

**STATE OF ALASKA**  
**2010 LEGISLATIVE SESSION**

Fiscal Note Number: \_\_\_\_\_  
 Bill Version: CS HB 206  
 () Publish Date: \_\_\_\_\_

CSHB 206 Dept. Affected: EDUCATION  
 Title HIGH SCHOOL ASSESSMT/POSTSECONDARY CLASS RDU \_\_\_\_\_  
 Component \_\_\_\_\_  
 Sponsor House Education Committee  
 Requester \_\_\_\_\_ Component Number \_\_\_\_\_

**Expenditures/Revenues** (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information						
		FY 2011	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
<b>OPERATING EXPENDITURES</b>								
Personal Services								
Travel								
Contractual								
Supplies								
Equipment								
Land & Structures								
Grants & Claims								
Miscellaneous								
<b>TOTAL OPERATING</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

<b>CAPITAL EXPENDITURES</b>								
-----------------------------	--	--	--	--	--	--	--	--

<b>CHANGE IN REVENUES ( )</b>								
-------------------------------	--	--	--	--	--	--	--	--

**FUND SOURCE** (Thousands of Dollars)

1002 Federal Receipts								
1003 GF Match								
1004 GF								
1005 GF/Program Receipts								
1037 GF/Mental Health								
Other Interagency Receipts								
<b>TOTAL</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Estimate of any current year (FY2010) cost: \_\_\_\_\_

**POSITIONS**

Full-time								
Part-time								
Temporary								

**ANALYSIS:** (Attach a separate page if necessary)

Prepared by: Louie Flora, House Education Committee Aide  
 Division: \_\_\_\_\_  
 Approved by: Representative Seaton, Chairman, House Education Committee

Phone 465-3923  
 Date/Time 4/5/10 12:00 AM  
 Date 4/5/2010

## Louie Flora

---

**From:** jgreely@aaSb.org on behalf of John Greely [jgreely@aaSb.org]  
**Sent:** Thursday, February 18, 2010 12:30 PM  
**To:** Louie Flora  
**Subject:** Enrollment numbers  
**Attachments:** DG\_Nen\_Wra\_Cord\_Skag Enrollment Graph[1].pdf; Anchorage Enrollment Graphs[1].pdf; Kenai\_LKSD\_KTN\_Sitka Enrollment Graph.pdf; Enrollment Numbers\_Single Page[1].pdf

Here are the enrollment figures we have collected from our member districts, per your request on HB 206. The graphs summarize enrollment changes between the months of October and February in four recent school years. The one-page summary includes explanations from the districts on enrollment fluctuations.

If you have any questions, please don't hesitate to contact us.

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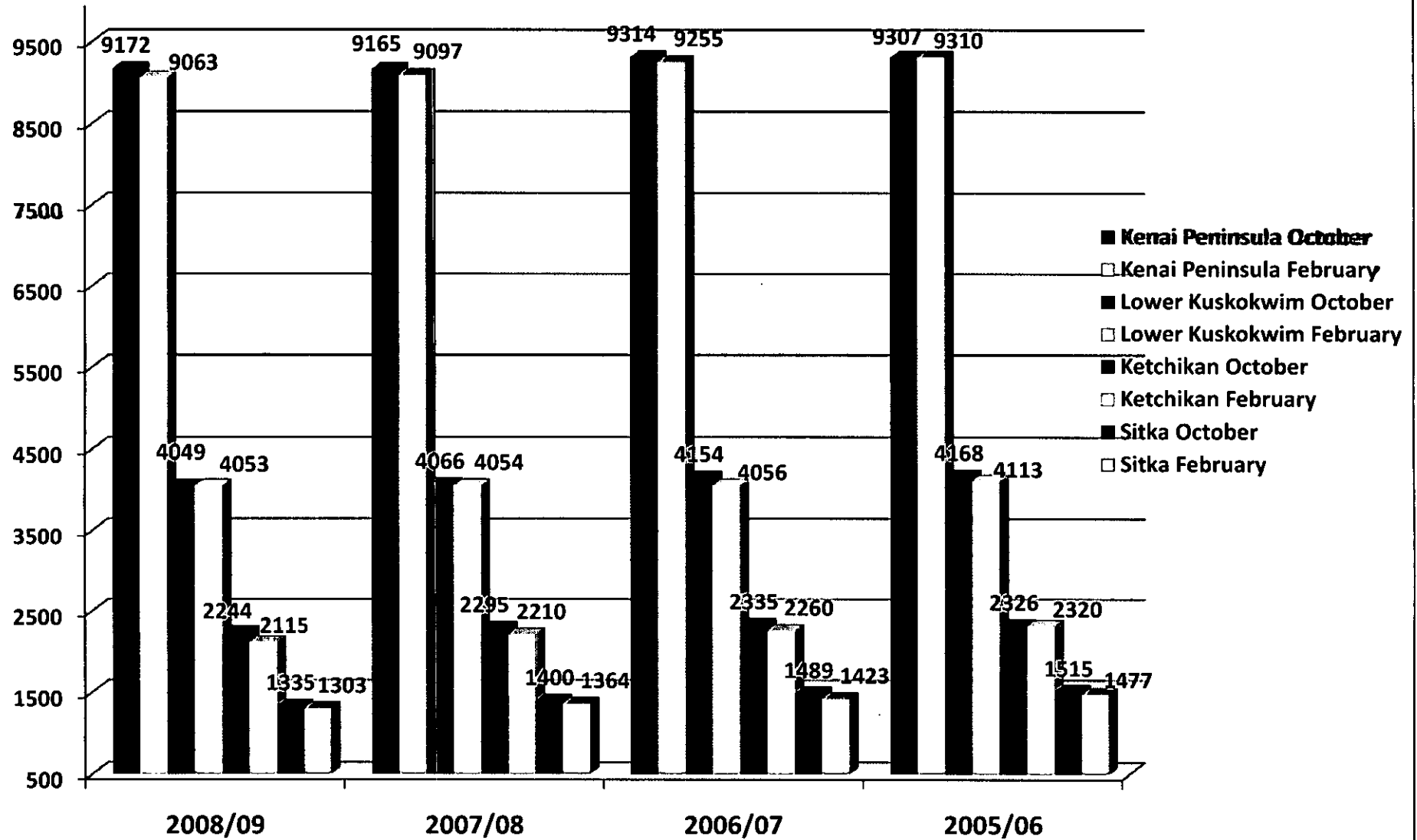
John Greely  
Chief Editor

Association of Alaska School Boards  
1111 W. 9th Street  
Juneau, Alaska 99801  
Tel: (907) 586-1083 Fax (907) 586-2995  
Website: [www.aasb.org](http://www.aasb.org)  
E-mail: [jgreely@aaSb.org](mailto:jgreely@aaSb.org)

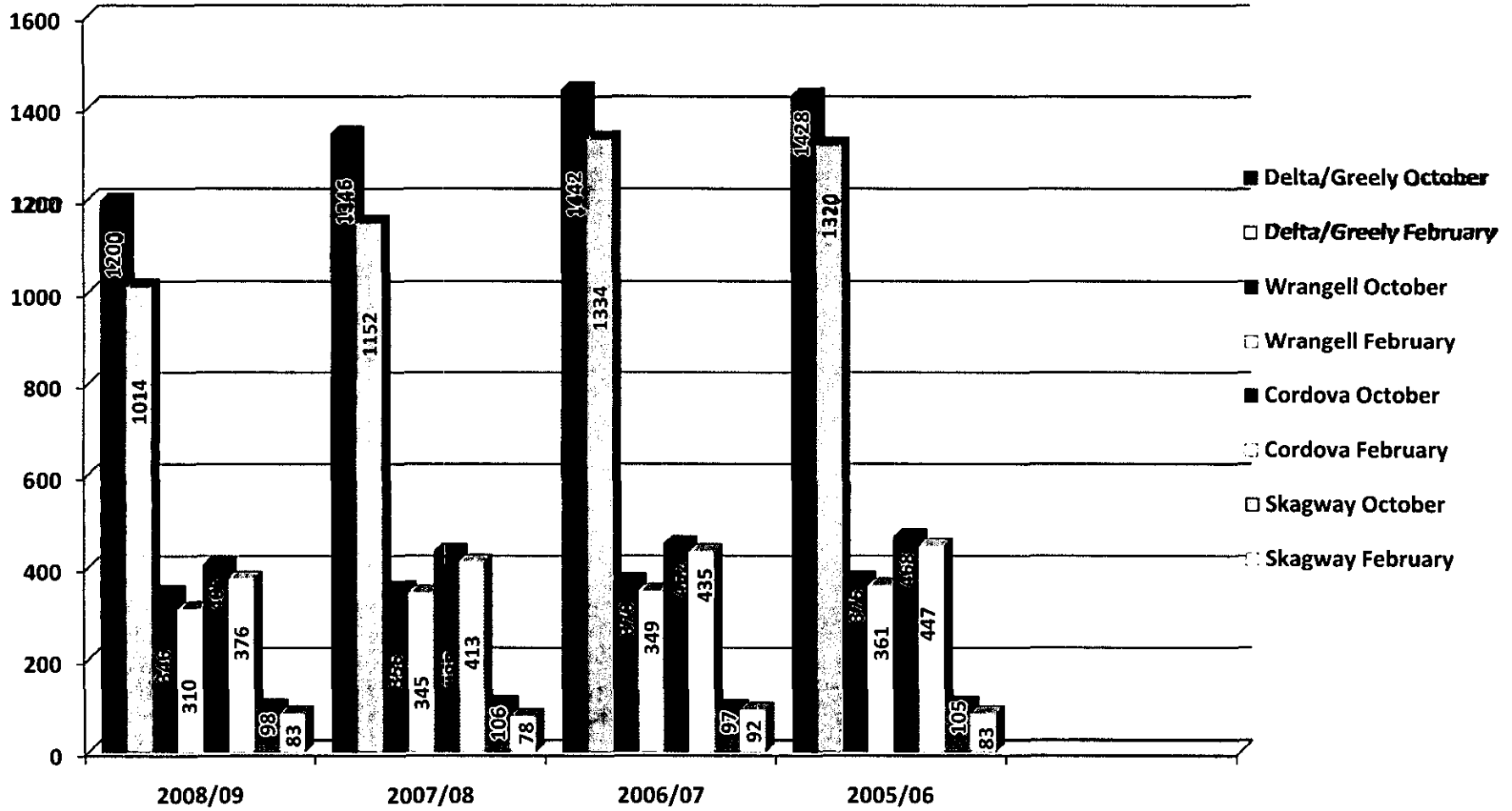
Enrollment Comparisons  
October-February  
2005-2009

Anchorage School District			DISTRICT EXPLANATION	MISCELLANEOUS COMMENTS
	October	February	Decrease enrollment from October to February is generally due to high school seniors graduating early. In 2009, the increase appears to be military students and other in-migration from outside of Alaska	<b>Hydaburg:</b> We don't keep data on February enrollment, so I can't do the survey. However, my experience here and in other districts has been that February enrollment is typically less than October enrollment. I recall Eddy Jeans once saying that when there was an optional February count, virtually no districts took advantage of it. That tells me that during the many years having the option to count ADM in February if it was higher than October, districts didn't take the option because February enrollment was almost always lower than in October
2008/09	48348	48759		
2007/08	48915	48065		
2006/07	49539	48492		
2005/06	49399	49163		
Kenai Peninsula			DISTRICT EXPLANATION	
	October	February	N/A	
2008/09	9172	9063		
2007/08	9165	9097		
2006/07	9314	9255		
2005/06	9307	9310		
Lower Kuskokwim			DISTRICT EXPLANATION	<b>Haines:</b>
	October	February	In LKSD the difference is not significantly high. The difference of kids enrolled in October & February is less than 50 students every year. The differential average in this five years is 19 kids.	I asked our secretary and without digging out the old files, she is reasonably sure that our October and February enrollment haven't varied much in the past five years for the Haines Borough School District.
2008/09	4049	4053		
2007/08	4066	4054		
2006/07	4154	4056		
2005/06	4168	4113		
Ketchikan			DISTRICT EXPLANATION	
	October	February	Anecdotally, seasonal workers who work through the fall will depart with their families as the Christmas shopping season approaches to work retail.	
2008/09	2244	2115		
2007/08	2295	2210		
2006/07	2335	2260		
2005/06	2326	2320		
Sitka			DISTRICT EXPLANATION	
	October	February	The numbers in February are not as accurate as October, due to the October count being the OASIS numbers which is done as an average over the months and February is just one day's enrollment. Also here are a couple of other reasons for the discrepancy, students graduate at semester, charter fisherman, tourism families and fisherman families leave during October, Coast Guard families transfer in December and the movement of students in and out of the Hanson House.	
2008/09	1335	1303		
2007/08	1400	1364		
2006/07	1489	1423		
2005/06	1515	1477		
Delta/Greely			DISTRICT EXPLANATION	
	October	February	N/A	
2008/09	1200	1014		
2007/08	1346	1152		
2006/07	1442	1334		
2005/06	1428	1320		
Cordova			DISTRICT EXPLANATION	
	October	February	N/A	
2008/09	407	376		
2007/08	435	413		
2006/07	452	435		
2005/06	468	447		
Wrangell			DISTRICT EXPLANATION	
	October	February	We have declining enrollment from outward migration of parents and students. There is no reason to believe this migration only happens over the summer. It is year round phenomenon. We have very few dropouts, but any reviewer will notice that our numbers have declined both from year to year and from October to March. This decline is not the result of large numbers of dropouts	
2008/09	346	310		
2007/08	355	345		
2006/07	370	349		
2005/06	375	361		
Skagway			DISTRICT EXPLANATION	
	October	February	Tourism, parents who are seasonal workers.	
2008/09	98	83		
2007/08	106	78		
2006/07	97	92		
2005/06	105	83		

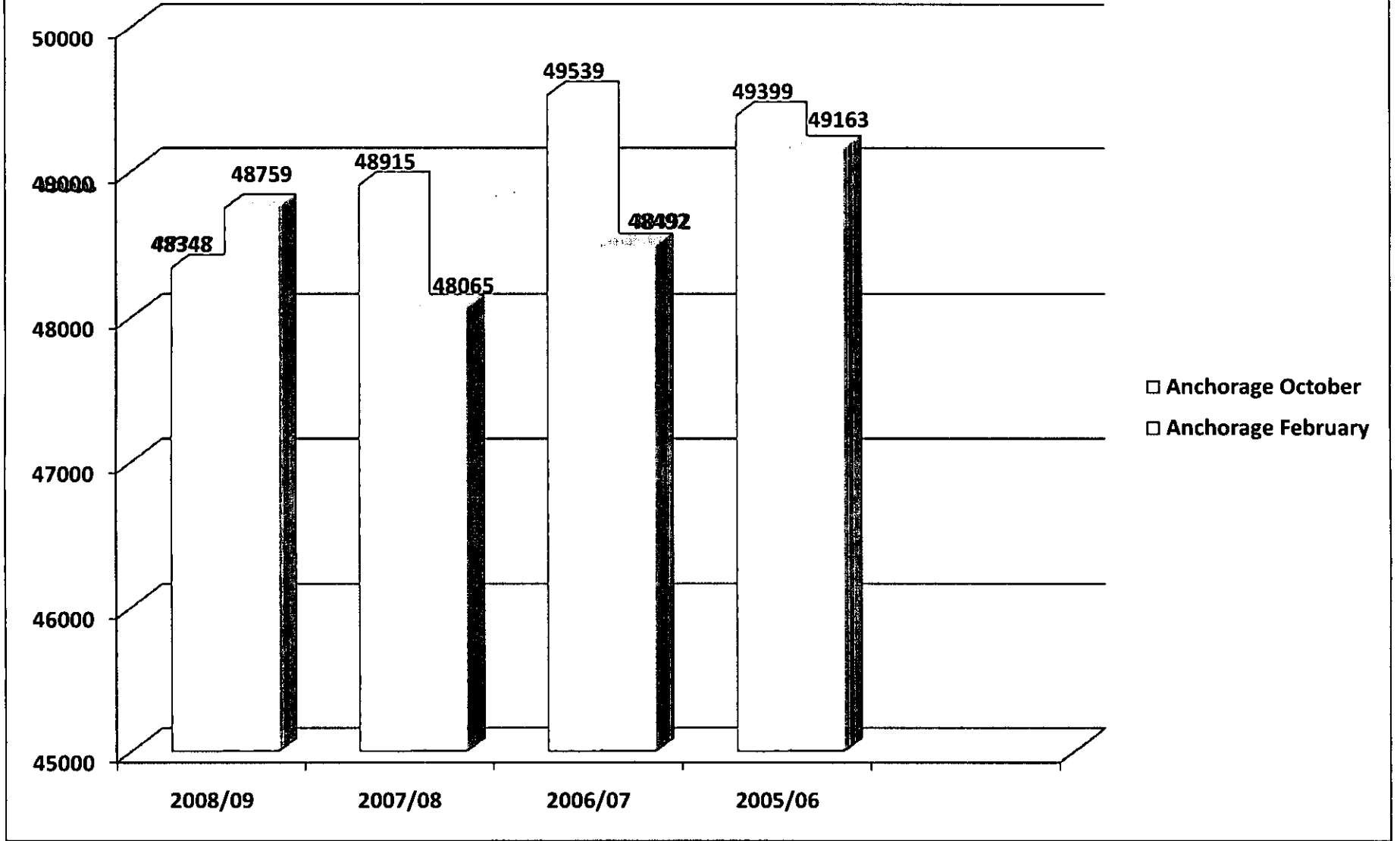
**Enrollment Comparison**  
**October-February (2005-2009)**  
*Kenai, Lower Kuskokwim, Ketchikan, Sitka*



### Enrollment Comparison October-February (2005-2009) *Delta/Greely, Nenana, Wrangell, Cordova, Skagway*



### Enrollment Comparison October-February (2005-2009) Anchorage School District



□ Anchorage October  
□ Anchorage February

## Louie Flora

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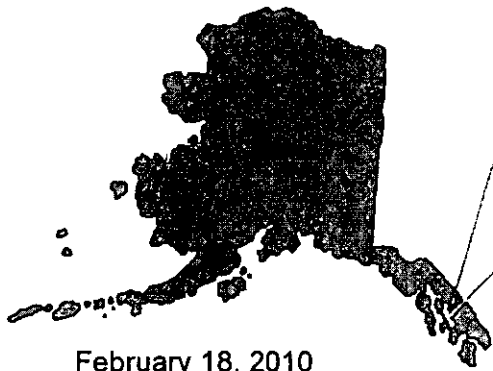
**From:** Sharon Waldo [swaldo@dgsd.k12.ak.us]  
**Sent:** Thursday, February 18, 2010 11:55 AM  
**To:** Louie Flora  
**Subject:** Delta/Greely 5 year counts.xlsx  
**Attachments:** 5 year counts.xlsx

Hi Louie,

Attached please find the 5 year count information from Delta/Greely School District. Please let me know if you need or would like any additional information.

Sharon Waldo  
Delta/Greely School District  
907-895-4658 ext 25

DELTA/GREELY SCHOOL DISTRICT COUNTS			
	10/15/2009	2/15/2010	Difference
Student Count	813	809	-4
	10/15/2008	2/15/2009	
Student Count	807	801	-6
	10/15/2007	2/15/2008	
Student Count	842	828	-14
	10/15/2006	2/15/2007	
Student Count	864	850	-14
	10/15/2005	2/15/2006	
Student Count	826	836	10



**WRANGELL  
PUBLIC SCHOOLS  
DISTRICT OFFICE**

P.O. BOX 2319  
WRANGELL, ALASKA 99929  
Telephone (907) 874-2347  
Fax # (907) 874-3137

GATEWAY TO THE STIKINE

February 18, 2010

Honorable Representative Seaton and Honorable Education Committee Members  
The following data and comments are respectfully submitted per your request:

**Concerning Wrangell Public Schools**

<u>Wrangell Public School Counts</u>		<u>District Wide Dropout Rates</u>		
2005 Feb.	374	Oct.	370	4.8%
2006 Feb.	361	Oct.	355	1.1%
2007 Feb.	349	Oct.	346	1.1%
2008 Feb.	345	Oct.	324	0.5%
2009 Feb.	310	Oct.	317	1.1%

In Wrangell we have had a general decline in enrollment ever since the federal government chose to curtail forest production. Since about 1995 our enrollment numbers have been on a downward spiral. To assume that because we loose students between October and February there is a positive correlation to our dropouts is unfounded. In the above figures you will notice the same trend between February and October of the next year.

Generally each summer we do have some families that move to Wrangell. Because the job market here has been dismal they often are not able to make it through an entire winter. The most likely time for them to leave is after the permanent fund checks are distributed in October. Many of them move at Christmas time since this is a natural break for them.

The same is true of the summer months. Many families move as soon as school is out. It seems to be a natural break for them. Some families move north to the cities in Alaska and many of them move south to the lower forty-eight. Even though we have families moving to Wrangell the general trend over the last fifteen years has been more families with children moving out than moving in.

I can tell you without equivocation that every student who drops out has been contacted as well as the parent(s) of that student if we know their whereabouts. Even one dropout is too many in our view.

**Concerning Bush Alaska**

Having had some experience as an administrator in bush Alaska I can also share what sometimes happens there. Some families move to the cities when the permanent fund checks come out in October. They often stay one or two weeks, however, some stay much longer. There are many students who do not enroll in school during this time. Some families stay with friends or relatives until their money runs out.

I have heard the comment from committee legislators that principals or school district personnel should make contact with drop outs and their families and encourage their return, see if there is a problem, determine if someone can help the student return, etc. In many of these instances school personnel does not know where these families are or how to get hold of them.

When and if these students traveling with their parents return to school, whether it is in their home school or the school of new residence, they often have missed so much school they cannot receive credit for the semester. Even more problematic is when the student is out of school for significant periods of two separate semesters, the end of the first semester and the beginning of the second. For many students this is adequate reason to drop out. And for many that is what they do.

I would contend that even if the school personnel could locate and contact these parents it would be of little consequence. The students of parents in the above situation, who allow their children to be out of school for long periods of time, are highly likely to drop out of school.

One simple answer to solve this problem is to change the permanent fund pay out. Give it out in June. A second answer is to fine parents when their children are out of school and unaccounted for. Garnishing an amount equal to the permanent fund from a parent of a child who is not in school would significantly curtail the dropout problem in Alaska.


I am not naive. I know these are difficult issues to address. But changing the permanent fund payday or fining parents who are delinquent in their duties would have a direct and positive correlation to improved school attendance and would lower Alaska's drop out rates.

In my opinion, lengthening the count period, splitting the count period, or otherwise tinkering with the count period assuming it will significantly address the dropout problem is short sighted. If there was a way for economists to apply a cost-benefit analysis to this idea they would likely predict the result to be insignificant or perhaps unrelated to the real issue at hand, dropouts.

It is difficult enough to reconcile student counts to one twentieth ( $1/20^{\text{th}}$ ) of the foundation formula. With an eighty-day count we would be reconciling to one eightieth ( $1/80^{\text{th}}$ ). Adding this bureaucracy to the burden of districts without a fiscal note to this legislation is just another unfunded mandate. And even though Mr. Jeans indicates he has no plans to add staff to the Dept. of Education in an effort to reconcile an eighty-day count I suspect the folks expected to do those reconciliations are groaning loud enough for you to hear it across town in the committee room.

The Education Committee is brave for tackling such difficult issues. The answers to complicated issues are often, as one would expect, complicated. Thank you for your willingness to look at the hard issues and try to find those complicated answers.

Sincerely yours,

  
Woody Wilson  
Superintendent

## Louie Flora

---

**From:** David Means, Director of Administrative Services [david\_means@jsd.k12.ak.us]  
**Sent:** Thursday, February 18, 2010 10:58 AM  
**To:** Louie Flora  
**Cc:** Glenn Gelbrich; Jeans, Eddy (EED); Lobaugh, Mindy H (EED)  
**Subject:** Estimate for Juneau School District HB 206  
**Attachments:** Extend Count Date to 80.pdf

Hi

I developed an estimated fiscal impact to extending the count date to 80 days for the Juneau School District as requested. I estimate that extending the counting period to 80 days would reduce state foundation by \$57,000 in FY 2011, or slightly more than 1% of the District's basic need of \$51,048,000. This would also reduce the maximum level of local municipal appropriation by \$13,000 for a total impact to the District of \$71,000.

I also see increased difficulty in administering the foundation program by the Alaska Department of Education and Early Development. Each and every school district is required to prepare a school calendar and submit it the Department of Education and Early Development. It will be highly unlikely that all districts have the same 80 days of school because of variations in when they take winter break and potential holidays such as Veteran's Day, Alaska Day, and Dr. Martin Luther King, Jr. birthday. Students transfer between district's and this can result in a student having more or less than 80 days because of the differences in calendars.

Sincerely,

David Means  
Director of Administrative Services  
Juneau School District

907-523-1770

Juneau School District  
 Analysis of Extending the Count Period to 80 days

Prepared by  
 David Means  
 February 17, 2010

School	FY 2009			FY 2010			Combined		Change
	20 days	80 days	+/-	20 days	80 days	+/-	+/-	Multiplier	
Juneau-Douglas HS	1038	1026	-12	939	926	-13	-25	0.84	-20.622
Thunder Mountain HS	471	465	-6	565	561	-4	-10	0.92	-9.350
Yaakoosge Daakahidi HS	149	142	-7	156	150	-6	-14	0.84	-11.645
Floyd Dryden MS	560	562	1	564	561	-3	-2	0.92	-1.437
Dzantiki Heeni MS	504	503	-1	466	468	2	1	0.92	0.794
Auke Bay ES	342	345	3	319	318	-2	1	0.97	1.176
Gastineau ES	286	292	6	286	293	7	13	0.97	12.586
Glacier Valley ES	328	326	-1	371	368	-2	-4	0.97	-3.638
Harborview ES	415	418	3	469	471	2	5	0.92	4.405
Mendenhall River CS	392	393	1	417	420	3	4	0.92	3.369
Riverbend ES	348	347	-1	334	336	1	1	0.97	0.837
Juneau Community CS	68	68	0	86	86	0	-1	1.18	-0.841
HomeBRIDGE	71	78	7	72	80	8	15	0.80	12.240
Johnson Youth Center*	28	28	0	28	28	0	0	0.00	0.000
<i>Totals</i>			<u>-6</u>			<u>-9</u>	<u>-15</u>		<u>-12.126</u>
Two Year Average									<u>-6.063</u>
<i>Without HomeBRIDGE</i>									-24.366
Two Year Average									-12.183
FY 2011 DCF								1.111	-13.535
FY 2011 Program Adjustments								1.2	-16.242
HomeBRIDGE Adjustment									6.120
<i>Total Adjustments</i>									<u>-10.122</u>
FY 2011 Base Student Allocation								5680	-57,493
Effects on CBJ								0.23	-13,223
<b><i>Estimated Total Change in Revenues</i></b>									<u><u>-70,716</u></u>

## Louie Flora

---

**From:** PJ Ford Slack [pjford@dgsd.k12.ak.us]  
**Sent:** Thursday, February 18, 2010 10:43 AM  
**To:** Louie Flora; lhsclaf+akschooldistricts@legis.state.ak.us  
**Cc:** alasbo@gci.net; jgreely@aasb.org; Mary Francis  
**Subject:** RE: HB 206 amendment and renewed call for student count numbers

Dear Louie,

I am sitting here waiting for the fog to lift and realize I have been focused on answering your questions about counts, numbers, and how DGSD an REAA might be affected by this. What I continue to miss and need to address is the whole reason for this bill or so it seems...and that is that districts, after count, don't care whether a student drops out. The supposition with that thought is that our count goes down because we encourage, help, or just turn our heads to students dropping out.

DGSD lost 65 students last year when the oil prices hit the roof in our area. These students were from the elementary school, a Blue Ribbon School. Their parents left, either to Anchorage or the lower 48, because it was to darn expensive to live in our area.

80 days is not going to keep students in school in my are and I dare say there are not many who would find this a drop out reduction technique. We are doing everything we can at DGSD to keep students in school. I know all my colleagues are too. We might help students look for other career paths if traditional high school is not working but that is not to rid ourselves of students. For example at DGSD we are looking at moving 5th grade to Ft. Greely to have a comprehensive middle school (that is on base so there will be protests to that) but it will allow all the staff to wrap their arms around students from 5-8th grade. There will be a math focus if it happens and we will continually work on transition to high school. The students who drop out do so in most cases between 7-9th grade. Our New Horizons program hold on to fathers, mothers, and many of our Slavic Students. Those students, who make up 30% of our population are a group whose family does not recognize the high school diploma as a usealbrale certificate. They come from a European system where most students "leave" at 16 to work or apprentice unless you go to college. This is not wrong it is just different and it is something we work all the time to educate about. Will an 80 day count change that cultural thought, NO.

We also have a 9th grade academy to wrap our arms around the new 9th graders. It takes teacher and staff time to connect...that is what holds students in school not an 80 day count.

So will 80 days help stop drop outs, not in most schools. It might change the reporting for correspondence schools but for most of us it will not be what keeps a student in school. Not 80 or 60 or 40...the connection is person to student not money.

Hope that helps. PJ

---

**From:** Louie Flora [mailto:Louie\_Flora@legis.state.ak.us]  
**Sent:** Wed 2/17/2010 12:11 PM  
**To:** lhsclaf+akschooldistricts@legis.state.ak.us  
**Cc:** alasbo@gci.net; jgreely@aasb.org; Mary Francis  
**Subject:** HB 206 amendment and renewed call for student count numbers

Hi,

The purpose of this e-mail is to remind districts that HB 206 will be discussed on Friday in House Education. As you are aware, HB 206 Work-draft Version P is posted on the Basis web-site under the "documents" tab. This is the Work-draft with the 80-day count requirement. Following discussion with school districts we have proposed and amendment dealing with unanticipated increases in student count numbers occurring at the start of the 80-day count period. Please see the attached amendment allowing a 20-day count at the beginning, and providing a district with the ability to seek funding during the current year count period to cover the unanticipated increases. Recall that under the version P Work-draft districts are funded in the current year based on the previous year's count.

## Louie Flora

---

**Subject:** FW: HB 206 amendment and renewed call for student count numbers

-----Original Message-----

From: pjford@dgsd.k12.ak.us [mailto:pjford@dgsd.k12.ak.us]

Sent: Thursday, February 18, 2010 4:41 AM

To: Louie Flora

Subject: Re: HB 206 amendment and renewed call for student count numbers

Deart louie

I have not had connectivity on the road. I am currently dealing with the enrollment of 3 intensive students ( in Jan). 2 of which may require out of state residential. This is a huge cost to an REAA.

I have no one in our district who can compile. Feb counts for past years but I shall see what I can do today.

REAA's are most at risk. Without extra funds (in our case no large impact aide and no native Corp) we can not afford any touch to the BSA. I don't mind an 80 day count nor does our board as long as it does not increase our need for more personnel. We would welcome a way to petition for funds when something unusual arises like what has happened this year.

Thank you

PJ Ford Slack, Ph.D

Supt

DGSD

REAA 15

Sent from my BlackBerry® smartphone powered by ACS!

## Louie Flora

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**Subject:** FW: HB 206 amendment and renewed call for student count numbers  
**Attachments:** HB 206 Version P Amendment.pdf

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**From:** Vanni Prichard [mailto:Vanni.Prichard@nsbsd.org]  
**Sent:** Wednesday, February 17, 2010 8:21 PM  
**To:** Louie Flora  
**Subject:** FW: HB 206 amendment and renewed call for student count numbers

Good Evening Mr. Flora:

Superintendent Peggy Cowan has requested that I provide the following information to you for the North Slope Borough School District.

**1. During the past five years, what was your district's total enrollment in October?**

2009	1592
2008	1626
2007	1656
2006	1745
2005	1721

**2. During the past five years, what was your district's total enrollment in February?**

2009	1538
2008	1582
2007	1634
2006	1712
2005	1671

**3. Please explain briefly what caused any fluctuations within a given year.**

The majority of the fluctuations between October and February from year to year are attributable to multiple factors: Transfers in and out of district; students temporarily left school due to family problems, pregnancy, medical/psych hospital; lack of progress, or excessive absences; early graduation in December. Additionally, some of the students identified as having excessive absences often could also fall into the category of having personal or family problems.

Please feel free to contact me if you have further questions.

Respectfully,

Vanni Prichard  
Director of Assessment/Accountability  
North Slope Borough School District

## Louie Flora

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**From:** Richard Carlson [richard.carlson@klawockschool.com]  
**Sent:** Wednesday, February 17, 2010 1:12 PM  
**To:** Louie Flora  
**Subject:** RE: HB 206 amendment and renewed call for student count numbers

Louie: Over the years Klawock has seen very little change in enrollment numbers from the October count period to February.

Richard E. Carlson  
Superintendent  
Klawock City School District

--- Original Message ----

**From:** Louie\_Flora@legis.state.ak.us  
**To:** lhsclaf+akschooldistricts@legis.state.ak.us  
**Cc:** alasbo@gci.net, jgreely@aasb.org, mary-acsa@gci.net  
**Subject:** RE: HB 206 amendment and renewed call for student count numbers  
**Sent:** Wednesday, February 17, 2010 12:11:59 PM YST

Hi,

The purpose of this e-mail is to remind districts that HB 206 will be discussed on Friday in House Education. As you are aware, HB 206 Work-draft Version P is posted on the Basis web-site under the "documents" tab. This is the Work-draft with the 80-day count requirement. Following discussion with school districts we have proposed an amendment dealing with unanticipated increases in student count numbers occurring at the start of the 80-day count period. Please see the attached amendment allowing a 20-day count at the beginning, and providing a district with the ability to seek funding during the current year count period to cover the unanticipated increases. Recall that under the version P Work-draft districts are funded in the current year based on the previous year's count.

Also, we made a request recently that districts provide the committee with information as relates to enrollment numbers historically in October and February, as well as any explanation the districts may have for fluctuations in enrollment. To date we have received materials from the Anchorage School District, but no other districts. Please provide our office with this analysis if you are able prior to the Friday meeting in House Education.  
Thanks again for your help,

Louie Flora  
House Education Committee Aide,  
Representative Paul Seaton, Chairman  
(907) 465-3923

**Louie Flora**

---

**To:** Connie A. Newman  
**Subject:** RE: Enrollment

---

**From:** Connie A. Newman [mailto:canewman@hotmail.com]  
**Sent:** Wednesday, February 17, 2010 2:56 PM  
**To:** Louie Flora  
**Cc:** Babe Odell  
**Subject:** Enrollment

Good Afternoon Louie,

I submitted the data for our enrollment on an AASB survey. Here is the data I shared

October	February
2009 15	13
2008 15	15
2007 15	16
2006 13.6	11
2005 12	13.5

Families leave to find work in Winter.

I have read through the bill and was wondering how this will help students stay in school? Did I miss something?

Thank you,

*Connie A. Newman, Superintendent  
Pelican City Schools*

"It's okay to make mistakes. Mistakes are our teachers -- they help us to learn."

~~ John Bradshaw

## Louie Flora

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**From:** Gary Baldwin [Gary\_Baldwin@lksd.org]  
**Sent:** Wednesday, February 17, 2010 3:15 PM  
**To:** Louie Flora  
**Subject:** Re: HB 206 amendment and renewed call for student count numbers

**Louie Flora <Louie\_Flora@legis.state.ak.us> writes:**

Also, we made a request recently that districts provide the committee with information as relates to enrollment numbers historically in October and February, as well as any explanation the districts may have for fluctuations in enrollment. To date we have receive materials from the Anchorage School District, but no other districts.

Louie,

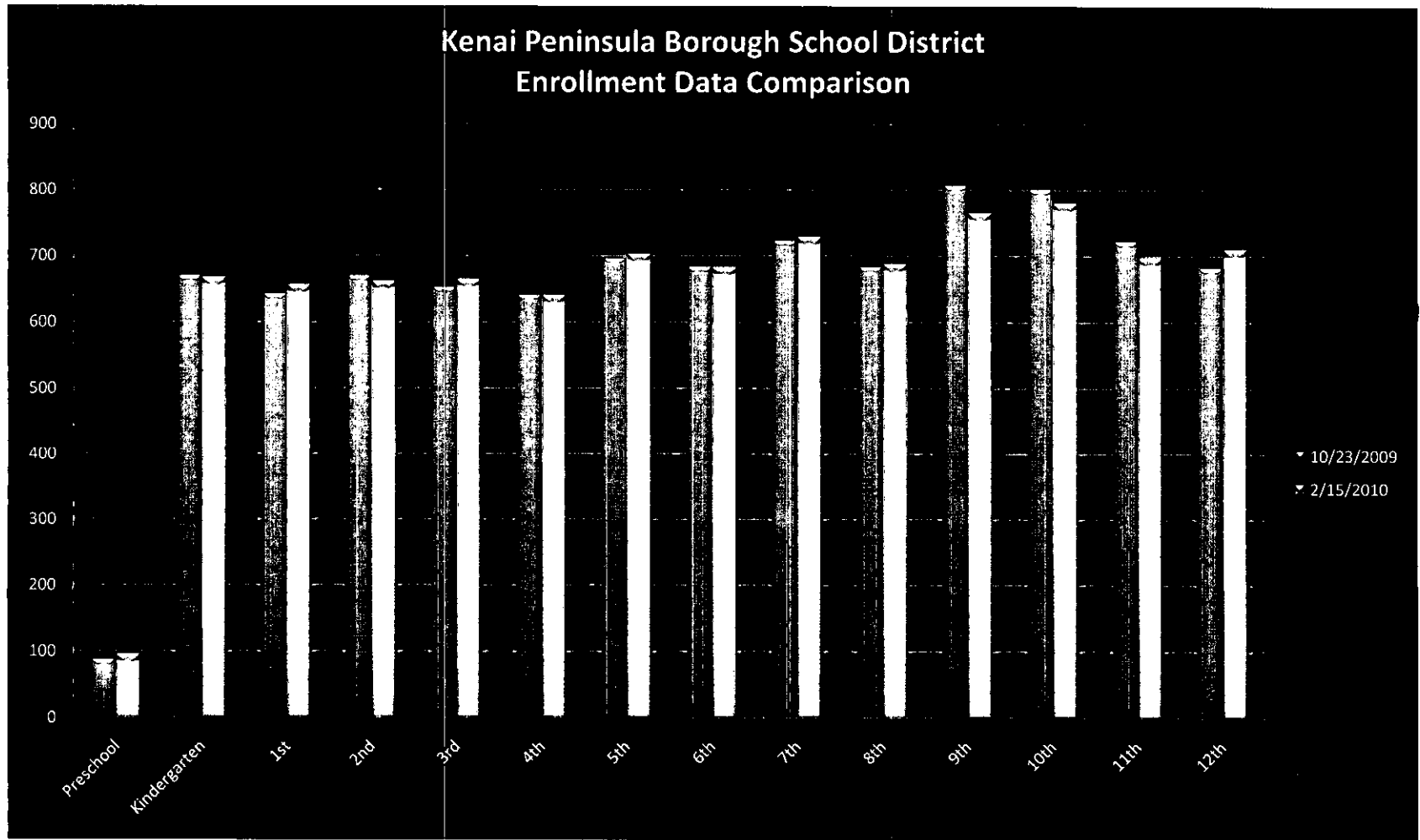
AASB just ran a survey with these same question, so hopefully that information is available. When I compared our February enrollments with those in October, we consistently have about 50 fewer students in February out of about 3900 students. We have students who enroll in August, drop out during the year and re-enroll the next August. Some of them actually graduate after 5 or 6 years of high school.

There has been some comment about the longer count period providing and incentive for district's to keep students in school. Nothing could be further from the truth. With rare exceptions school districts are doing everything in their power to keep students from dropping out.

I hope this helps.

Gary Baldwin  
Superintendent  
Lower Kuskokwim School District  
Phone (907) 543-4912  
Fax (907)543-4904  
[gary\\_baldwin@lksd.org](mailto:gary_baldwin@lksd.org)

	Preschool	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	
10/23/2009	88	670	643	670	653	641	697	684	724	684	808	802	723	683	9170
2/15/2010	96	667	656	662	664	641	704	683	729	688	766	780	698	711	9145
															35



## Louie Flora

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**From:** jgreely@asb.org on behalf of John Greely [jgreely@asb.org]  
**Sent:** Thursday, February 18, 2010 3:10 PM  
**To:** Louie Flora  
**Subject:** Unalaska survey on enrollment

The following survey numbers are from Unalaska City School District:

FY05 386.5 February, 398.7 October (12.2 students less in February than October)

FY06 399.75 February, 397.7 October (2.05 students more in February than October)

FY07 379 February, 385.75 October (6.75 students less in February than October)

FY08 391.25 February, 387.75 October (3.5 students more in February than October)

FY09 398.25 February, 402.35 October (4.1 students less in February than October)

(from Superintendent John Conwell)

--  
John Greely  
Chief Editor

Association of Alaska School Boards  
1111 W. 9th Street  
Juneau, Alaska 99801  
Tel: (907) 586-1083 Fax (907) 586-2995  
Website: [www.aasb.org](http://www.aasb.org)  
E-mail: [jgreely@asb.org](mailto:jgreely@asb.org)

**Louie Flora**

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**From:** Susan Edwards [sedwards@lpsd.com]  
**Sent:** Thursday, February 18, 2010 3:30 PM  
**To:** Louie Flora  
**Subject:** Comments on HB206

Mr. Flora,

I would like to add my comments on HB206, particularly Sec.(s) 2 through 4, as to what affects I believe it would have in our district, and other rural school districts.

1 If the intent of this bill is to reduce the dropout rate, it is at best misdirected. The cause and reasons for rural, mostly native students, to leave school are various and mostly beyond the control of a school or district. These factors include the economic, social and demographic conditions in the villages. No matter how dedicated and hard working a school or district staff is, these are variables beyond the control or the authority of the educational entity. Our district has some of the

most dedicated and hardworking professional educators who devote more than their contracted time to providing their students with the best instruction possible, but for all that work and dedication, they are not the solution to socio-economic conditions.

2 Declining school enrollment is a product of a demographic shift from rural to urban environment. This demographic change is motivated by socio-economic factors that the local school authority has no influence over. If the State provided coherent and sustained economic development and social services in rural areas, such demographic migration might be ameliorated.

3 This would bill would impose undue and unnecessary costs on schools and districts already dealing with shrinking budgetary resources. The count period as it is structured now requires the expenditure of man hours to collect, collate, and validate the data the state requires. Prolonging the count period increases the demand for these resources, taking them away from other equally pressing administrative needs. Unless the State is going to subsidize the additional costs of this data collection,

it is just one more unfunded mandate piled on an already burdened administrative staff.

4 If the goal is to reduce the dropout rate and increase graduation rates statewide, the relevant national research points fairly conclusively that establishing and maintaining early learning programs has been the most effective for keeping kids in school.

While the intentions of this bill should be applauded as well meaning and recognizes the problem of students not completing school, the bill does not recognize nor provide a solution for the causality of the problem.

Susan Edwards, Accountant  
Lake and Peninsula Borough School District

(907) 246-4280  
(907) 246-4473 -fax  
[sedwards@lpsd.com](mailto:sedwards@lpsd.com)

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Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information yada yada yada."

Pessimism negates the existing world. Yet its negating is ambiguous. It can simply will decay and nothingness, but it can also renounce what exists and thus open a path for a new formation of the world."--- Martin Heidegger

*Alaska Association of School Business Officials (ALASBO)*

*Laura Hylton, President*

*Amy Lujan, Executive Director*

*3145 Pioneer Avenue*

*Juneau, AK 99801*

*907-500-9086; alasbo@gci.net*

February 18, 2010

Honorable Representative Seaton, Chair  
House Education Committee - Alaska State Legislature

RE: HB206

Committee Members,

On behalf of the Board of the Alaska Association of School Business Officials, I would like to submit the following comments to the committee for consideration with regard to this bill.

The proposed extended 80-day is not an effective strategy for dropout prevention and unfairly penalizes school districts for a multifaceted problem. There are many reasons that students leave during the year, aside from dropping out. Review of data from past years suggests that districts will generally have lower counts under an 80-day system and reduced funding. Districts offer myriad counseling and instructional programs to support students most at risk of dropping out. If specific instances exist where this is not the case, efforts should be made to address those anomalies, rather than imposing an 80-day count on all districts.

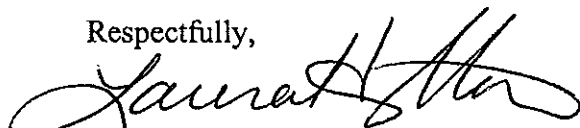
Although the committee has tried to adjust for early grads and potential increases in enrollment, there will be unintended consequences of moving to an 80-day count, and an additional administrative cost. These impacts are not justified by the small possibility of an effect on dropouts.

We are in favor of the proposal to base funding on the prior year count, which would allow for better planning for school programs. However, this could be implemented with the current 20-day count system.

A proposed amendment to version P of the bill would allow an adjustment to the count only if the enrollment change is 10% or more. This is too high a threshold; if enrollment increases, districts need to receive funding accordingly.

Finally, the proposal for districts to "arrange for fees" for postsecondary courses is likely to be seen by some parents as a commitment for school districts to pay for these courses. This is a potential unfunded mandate on districts.

Respectfully,



Laura Hylton, President



THE  
LAKE AND PENINSULA  
SCHOOL DISTRICT  
101 Jensen Drive  
P.O. Box 498  
King Salmon, Alaska 99613  
Phone (907) 246-4280 / Fax (907)  
246-4473



February 18, 2010

Honorable Representative Seaton, Chair  
House Education Committee  
Alaska State Legislature

RE: HB206

Representative Seaton and Honorable Members of the House Education Committee:

I would like to start by saying we appreciate your efforts to confront the dropout problem in Alaska and working with the educational community to solve this dilemma. However, we feel the proposed 80-day count period is not an effective strategy for dropout prevention. The cause and reasons for rural students leaving school are various and mostly beyond the control of a school or district. These factors include the economic, social and demographic conditions in the villages. Simply put, our population in rural Alaska is often times transient. These students move from one village to the next to live with relatives or leave for brief periods of time. Most if not all of these students eventually return. They do not drop out.

The implications of HB206 could be severe. For small rural districts, such as LPSD, that already suffer from declining enrollment the 80 day count period would most likely mean the loss of even more student funding. Without adequate funding programs that specifically target dropout prevention (Preschool, Early Literacy, School to Life, Activities) would eventually go away and hence, dropout rates would increase. Small schools would also be threatened and several in our region might ultimately have to close. This leaves students with no school and very few options as far as continuing education. Our parents are not prepared to take these already struggling students and home school them through graduation. Lastly, as these schools close and students move on, the villages will begin to die. Without kids a village is not healthy and eventually ceases to exist. Unfortunately, we have seen this happen with Ivanof Bay and if an 80-day count goes into affect, we will likely experience the same fate for two or three more villages.

While the intentions of this bill should be applauded, it does not recognize nor provide a solution for the problem. In my opinion, this untested theory, could become a problem in itself for Bush Alaska. Funding will be reduced, programs will be cut, schools will close, and villages will die – this is a huge chance to take on a proposal with no research behind it. If the goal is to reduce the dropout rate and increase graduation rates statewide, the relevant national research points fairly conclusively that establishing and maintaining early learning programs has been the most effective for keeping kids in school.

Respectfully,

Ty Mase  
Superintendent

*Chignik Bay • Chignik Lagoon • Chignik Lake • Egegik • Igiugig • Ivanof Bay • Kokhanok • Levelock Newhalen  
• Nondalton • Pedro Bay • Perryville • Pilot Point • Port Alsworth • Port Heiden*

## Louie Flora

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**From:** Cindy Reilly [creilly@yksd.com]  
**Sent:** Sunday, February 21, 2010 12:57 PM  
**To:** Louie Flora  
**Subject:** HB206

Mr Flora:

I wanted to voice my concerns about HB206, which would call for an 80-day student count on which education funding would be based. It has been suggested that school districts would work harder to keep students from dropping out if there was a longer period of count. I do not believe this is the case. We often see a reduction in the number of students enrolled during the year, but this is not for lack of trying to keep them enrolled. Our district provides guidance support to all our students working to meet their individual needs and working to remove the barriers that keep them from finishing their coursework. We believe all children are worth "whatever it takes" to succeed.

I am also concerned with the added burden of an 80 day count. The extra paperwork involved will bog down already stretched staff members, and for the small possibility of an effect this effort will have on the dropout problem, it just seems unneeded.

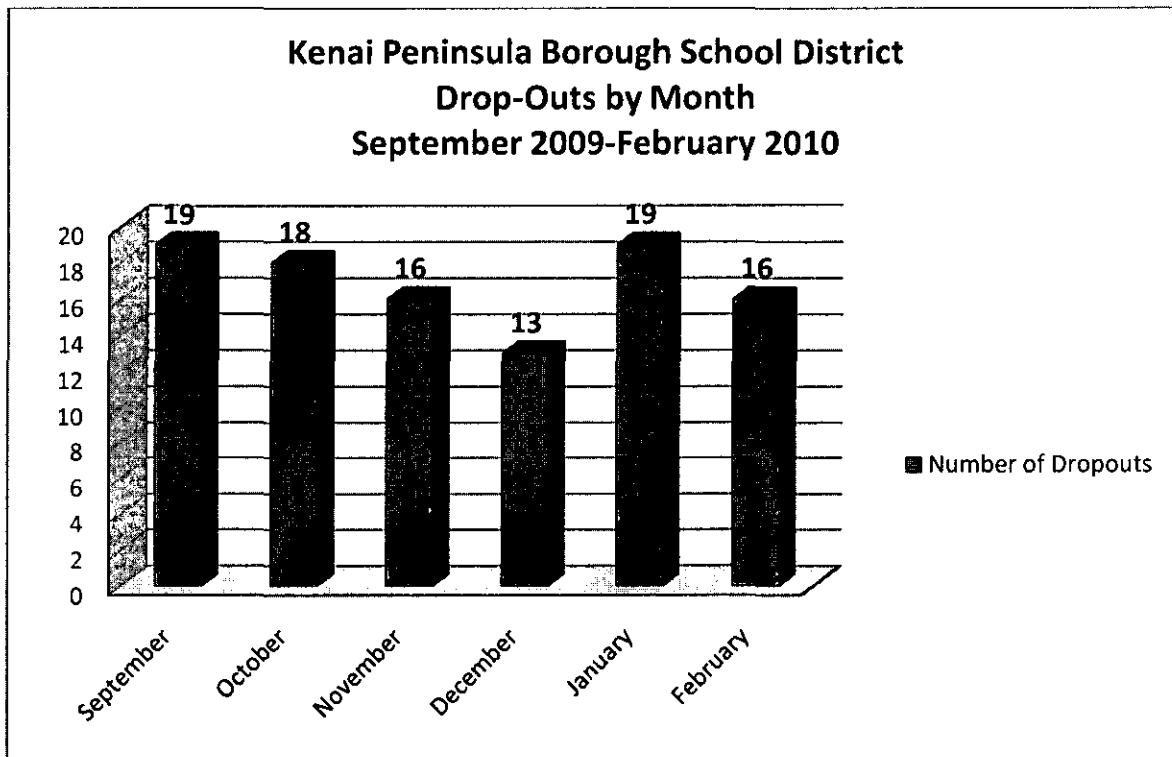
Finally, I want to say that I do like the idea of basing next year's funding on this year's count. Currently, I am building our FY11 budget. Not only am I unsure how much money I will actually have to work with, I don't even know for sure what my FY10 funding will be as the final Foundation report has not yet been released. It is extremely difficult to operate that way especially when education dollars are so tight already.

Thank you for the opportunity to comment on HB206.

Cindy Reilly, CFO  
Yukon Koyukuk School District  
4762 Old Airport Way  
Fairbanks, AK 99709  
(907)374-9410  
Cell (907)750-7660

The Kenai Peninsula Borough School District has a high rate of transiency. This transiency can be attributed to a number of factors. From September through February, a total of 155 students transferred into the district from a district outside of Alaska and a total of 190 students transferred into the district from another Alaska district. In addition, a total of 147 students transferred to another district in Alaska and a total of 138 students transferred out of the state during the same timeframe.

Concern has been expressed that after the October count period efforts to keep students in school are relaxed. As our data demonstrates, there is no correlation between the end of the count period and the number of dropouts. The reasons why students drop out are complex and often have little immediate connection with school.



The district offers its struggling students several options to help them stay in school including alternative schools, a district-wide correspondence program and a credit recovery program that is located within the high school. During the 2009-2010 school year a total of 222 students transferred to a total of 234 additional educational settings within the district.

## Louie Flora

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**From:** Vorachek\_Laurel [Vorachek\_Laurel@asdk12.org]  
**Sent:** Tuesday, February 16, 2010 11:34 AM  
**To:** Louie Flora  
**Cc:** Comeau\_Carol; Graff\_Ed; Fleckenstein\_Mike  
**Subject:** Oct 1 and 2nd Friday in February Counts  
**Attachments:** 2009-10.pdf

Louie,

I have attached the data that you requested regarding the comparison of ASD's enrollment on October 1 with the 2<sup>nd</sup> Friday in February. It is important to note that the October 1 count is from the Fall OASIS that is submitted to Alaska Department and Education and Early Development (EED) and is still considered preliminary because EED is still looking at the data from all districts. Our IT staff pulled the 2<sup>nd</sup> Friday in February data on Feb. 12.

The significant changes are an increase in our special education and English language learners—both groups are from programs where additional services are provided.

Here is a legend to use with the data:

AF AM=African American or Black

AKNA/AI=Alaska Native or American Indian

Asian

NH-OPI=Native Hawaiian or other Pacific Islander

Hispanic=Hispanic or Latino

ME=Reporting two or more races (multi-ethnic)

EDS=Economically Disadvantaged Students

SWD=Students with Disabilities

LEP=Limited English Proficient (English Language Learners)

If you have any questions, please let me know. Thanks. Laurel

*Laurel Vorachek*

*Executive Director, Assessment and Evaluation*

*Anchorage School District*

*5530 E. Northern Lights Blvd.*

*Anchorage, AK 99504*

*907.742.4427*

*Fax 907.742.4430*

2009-2010 Anchorage School District

	AF AM	AKNA/AI	Asian	NH/OPI	White	Hispanic	ME	Total	EDS	SWD	LEP
Count as of February 12, 2010											
Number	3,155	4,454	5,146	1,955	23,806	4,868	6,180	49,564	21,826	7,401	5,535
Percent	6.37%	8.99%	10.38%	3.94%	48.03%	9.82%	12.47%	100.00%	44.04%	14.93%	11.17%
Count as of October 1, 2009											
Number	3,102	4,480	5,065	1,957	23,846	4,886	6,257	49,593	21,856	6,877	5,400
Percent	6.25%	9.03%	10.21%	3.95%	48.08%	9.85%	12.62%	100.00%	44.07%	13.87%	10.89%

**From:** Norman Eck [mailto:norman\_eck@nwarctic.org]  
**Sent:** Thursday, February 25, 2010 4:52 PM  
**To:** Louie Flora  
**Cc:** J.M. Walsh Company, Inc.; Andy Baker; Kent Dawson; Wendy Chamberlain  
**Subject:** HB 206 concern: 80 Day Count Provision

Hi,

I am very concerned with the 80-day student count provision in HB 206.

Here is an analysis of our student count over an 80 day period for last and this school years. You will see how the student membership fits a similar pattern each year. I would expect that other districts have the same membership pattern as this.

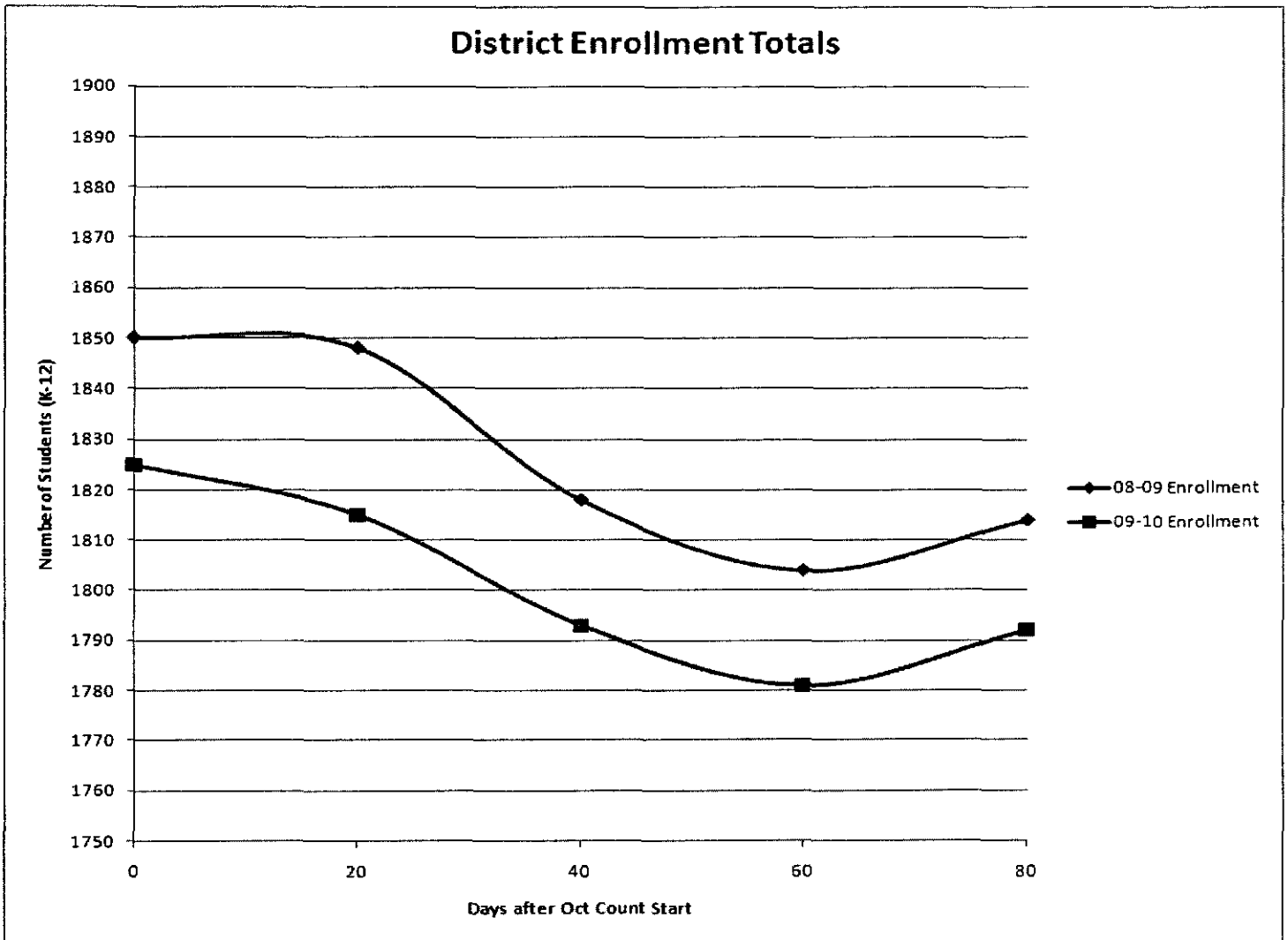
For last school year, FY2009, we had a decline of 1.8% in our student numbers over an 80 day period versus at the end of 20 days.

For the current school year, FY2010, we have a decline of 1.3% at the end of 80 days verses at the end of 20 days. This was a total of 23 students. We filed with District Court, in mid-December, 23 truancy cases with the District Attorney's office in Nome. We were instructed not to file them with the Kotzebue court. To date, about 60 days after filing the cases, I do not know of any result or any action taken by the court.

When the statement is made that the reason to have an 80-day count over a 20 day count is that schools push students out after 20 days of the count period is erroneous. All Northwest Arctic personnel are daily encouraging all students to be in school every day. Our teachers encourage good attendance habits. Our school board speaks to good attendance.

Northwest Arctic School District has about a \$50 million budget. 1.3% of that budget is \$650,000. This would cause Northwest Arctic to have \$650,000 less in revenue to teach our students. With 85% of our budget being for personnel, and our fiscal plant items remaining constant regardless of our student count, we would have to reduce our teaching force by 7 or 8 teachers.

Below, please see a chart of our attendance over an 80 day period for last school year and this.



An 80 day count would be OK if a re-calibration (adjustment of about 2%) would be made to the funding formula to account for the natural decrease in enrollment experienced over the school year.

Please share this with Senator Seaton and the House Education Committee members.

Respectfully,

*Norman Eck*

Norman Eck, Ph.D.  
 Superintendent  
 Northwest Arctic Borough School District



## Kodiak Island Borough School District

Office of the Superintendent

722 Mill Bay Road

Kodiak, AK 99615

907-481-6200

March 4, 2010

Representative Paul Seaton, Education Committee Chair  
State Capitol, Room 102  
Juneau, AK 99801-1182

### **RE: Kodiak Island Borough School District's Testimony Regarding House Bill 206**

Dear Education Committee Chair Seaton and Education Committee Members:

Administration, School Board members and the finance department of Kodiak Island Borough School District (KIBSD) have reviewed House Bill 206 and would like to submit the following testimony for your consideration.

1. KIBSD is not in favor a provision that would limit our ability to offer students dual credit opportunities before they have taken and passed all three sections of the High School Graduation Qualifying Examination (HSGQE).

Currently, KIBSD offers twenty dual credit courses that meet the approved course description for college, vocational and technical courses. A list of KIBSD's dual credit courses is enclosed with this document. Many of our students begin taking these dual credit classes as early as the ninth grade as well as seniors who have not yet passed all the required sections of the HSGQE. Dual credit courses give students the opportunity to not just work toward a high school diploma but to achieve certifications that would allow them to enter into the work force at an elevated level immediately following their graduation from high school.

2. KIBSD is not in favor of a mandated requirement to offer dual credit courses.

The twenty dual credit courses currently being offered to Kodiak High School students are taught by ten teachers on a voluntary basis. These teachers do not receive an additional stipend from the university system but qualify as instructors of record. They have the ability to issue high school curriculum credit as well as approved syllabus college credit. The program could not suddenly expand due to a mandate; it takes time to develop a teacher's sense of collegial professionalism and willingness to voluntarily teach dual credit courses. A mandate would cause the union to become involved; thus, driving the delivery cost of dual credit courses to the point of jeopardizing the entire program.

3. KIBSD is not in favor of a requirement that would make Work Keys a high-stakes assessment.

Our District utilizes Work Keys, in addition to a variety of other assessments, by allowing students to take multiple assessments throughout a school year to compile the vital information needed to study their own learning. Students become more meaningfully engaged in instruction and ultimately more connected to their life goals by studying their own learning. KIBSD also reaches into elementary grade levels with this low-stakes formative assessment methodology through Key Train. KIBSD intends to apply the knowledge gained through low-stakes formative assessments such as Key Train and Work Keys to a student's five-year career

plan; hence, laying the foundation for career choices and the pursuit of high school dual credit courses. Any legislation to increase the formality of the Work Key test would disrupt our low-stakes formative assessment process and hinder our ability to study student learning with students at their speed of learning. This combination of assessments, formative assessments and student options for dual credit helps to keep students engaged in school, graduate on time, and address drop-out issues.

Currently Kodiak High School has an over 80% graduation rate based on students graduating in four years. KIBSD graduation rate is 77.25% island-wide. Many of our students continue with an additional semester or school year and do in fact receive their high school diploma. Unfortunately, under current state reporting regulations, these students are not included in KIBSD's official graduation rate. KIBSD's current drop-out rate is 3.5%, which equates to twenty-eight students that we know by name. Of these twenty-eight students twenty have re-enrolled in our program to seek a degree but again, due to the rules of counting, are still considered drop-outs by the State. KIBSD boasts a higher graduation rate than we are allowed to report under the current rules and we attribute this success to the extra work we put into these students. I believe this type of success is shared by many school districts across Alaska who are engaged in similar programs.

4. KIBSD is not in favor of expanding the twenty-day student enrollment count to eighty days.

KIBSD researched its student enrollment records for the past five years focusing on the time frame of October through February and averaged a decline of 1.5%. The decline was not a consistent trend as each year indicated unique circumstances as follows:

School Year	Student Enrollment	Comments
2008/2009	-3	Enrollment declined between October to February mostly due to early graduation but was balanced by increased enrollment - early graduation at semester; some students enrolled in drug and alcohol rehabilitation programs; and some students transferred to other schools.
2007/2008	-30	Enrollment declined between October to February mostly due to early graduation - early graduation at semester; some students enrolled in drug and alcohol rehabilitation programs; and some students transferred to other schools.
2006/2007	-74	Enrollment declined between October to February due to excessive attendance expulsions (misused policy - policy has since been revised) - early graduation at semester; some students enrolled in drug and alcohol rehabilitation programs; and some students transferred to other schools. Nearly all the 74 students were brought back into the system by the beginning of the 2007/2008 school year.
2005/2006	+52	Enrollment increased between October to February due to more students enrolling than withdrawing - early graduation at semester; some students enrolled in drug and alcohol rehabilitation programs; and some students transferred to other schools.
2004/2005	-50	Enrollment declined between October to February due to early graduation at semester; some students enrolled in drug and alcohol rehabilitation programs; and some students transferred to other schools.

KIBSD believes educational programs should not be influenced by funding legislation through an eighty-day enrollment count but dependent on student progress and program need.

With an expanded eighty day count, school districts would experience increased reporting and related costs. Follow-up reporting to the State would also increase with a greater number of cross-over or double counted students; thus, growing the district level time, effort and cost to carry out this phase of the reconciliation. In addition, this measure will not effectively address drop-out rates because it does not specifically target grades 9-12. Rather, the expanded count requires that school districts dedicate additional State and local resources to track, report, and verify data for every student in grades K-12.

5. KIBSD is in favor of funding school districts based on the prior year student enrollment count.

School district funding based on the prior year student enrollment count would establish reliable funding levels fundamental to the annual development of our budget as well as the preparation and establishment of educational programs.

In summary, Kodiak Island Borough School District is not in favor of House Bill 206 components that pertain to a provision that would limit our ability to offer dual credit courses to students prior to their passing the HSGQE; a mandated requirement to offer dual credit courses; a requirement that would make Work Keys a high-stakes assessment; or expanding the twenty-day student enrollment count to eighty days. Kodiak Island Borough School District is in favor of funding school districts based on the prior year student enrollment count.

Thank you for considering this testimony given by Kodiak Island Borough School District regarding House Bill 206.

Sincerely,



Stewart McDonald  
Superintendent

## HSGQE Proficiency Descriptors and WorkKeys Skill Levels

The tables for Reading and Mathematics below compare the Proficiency Descriptors for HSGQE to the WorkKeys Skills Levels descriptions. This comparison is only of descriptors prepared by EED, Assessment Unit. (A more thorough, rigorous comparison between assessments would need to be done at the item level.) Also, it is not clear which WorkKeys Skill Level (most skill areas are scored from level 3 to level 7) is most equivalent to Proficient on the HSGQE. The tables include the WorkKeys skills for the three main “certificate” levels.

Students in Alaska can earn a career readiness certificate (CRC) by taking WorkKeys assessments in three key skill areas: Reading for Information, Applied Math, and Locating Information.

CRC Level	WorkKeys Requirements
Bronze	scored at least a level 3 in each of the three core areas and has the necessary foundational skills for 35 percent of the jobs in the WorkKeys database
Silver	scored at least a level 4 in each of the three core areas and has the necessary foundational skills for 65 percent of the jobs in the WorkKeys database
Gold	scored at least a level 5 in each of the three core areas and has the necessary foundational skills for 90 percent of the jobs in the WorkKeys database
Platinum (new)	scored at least a level 6 in each of the three core areas and has the necessary foundational skills for nearly all of the jobs in the WorkKeys database

Competency areas highlighted in yellow in the WorkKeys section indicates those areas “may” be more challenging than the required competencies in the HSGQE proficiency descriptors, however significantly more detailed analysis would be required to determine the level of match between HSGQE and WorkKeys requirements.

While writing is required on the HSGQE it is not addressed in this document as writing is not currently a required component of WorkKeys in the Alaska regulations.

### Reading

This comparison of descriptions for the HSGQE and skills for the WorkKeys assessments seems to show that, as might be expected from the description of the WorkKeys Reading for Information and Locating Information assessments (see below), there is some overlap in the areas of vocabulary; identifying main ideas; summarizing technical information; interpreting charts, graphs, tables, and illustrations; and following directions. There are areas in Summarize

Information and especially in Critique Arguments and Make and Support Assertions that do not seem to be addressed by the WorkKeys Reading for Information and Locating Information assessments.

“The WorkKeys *Reading for Information* test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience. Reading for Information materials do not include information that is presented graphically, such as in charts, forms, or blueprints.”

“The WorkKeys *Locating Information* test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.”

*Reading for Information* and *Locating Information* contain informational text that would be found in the work place. The text types in the HSGQE are 60% informational and 40% literature.

<b>HSGQE Proficiency Descriptors of the Minimum Competencies in Essential Skills for Reading</b>	<b>WorkKeys Skills RFI (Reading for Information) LI (Locating Information)</b>
<b>Use Context Clues</b> A student proficient in the minimum competencies in essential skills	
uses context clues to determine the meaning of unfamiliar words within a text.	RFI:L3 Choose the correct meaning of a word that is clearly defined in the reading RFI: L3 Choose the correct meaning of common, everyday workplace words RFI:L4 Use the reading material to figure out the meaning of words that are not defined RFI:L5 Figure out the correct meaning of a word based on how the word is used RFI:L5 Identify the correct meaning of an acronym that is defined in the document RFI:L5 Identify the paraphrased definition of a technical term or jargon that is defined in the document RFI:L5 Apply technical terms and jargon and relate them to stated situations
<b>Summarize Information</b> A student proficient in the minimum	

competencies in essential skills	
summarizes events presented in a passage.	
determines and describes an author's position and/or viewpoint and applies it to a hypothetical situation.	
identifies relevant details and main ideas in a passage or parts of a passage.	RFI:L3 Identify main ideas and clearly stated details LI:L5 Sort through distracting information
summarizes technical information from a set of directions into a chart.	LI:L4 Summarize information from one or two straightforward graphics LI:L5 Summarize information from one or more detailed graphics
determines the purpose of a text.	
infers connections between ideas and events.	RFI:L4 Identify important details that may not be clearly stated
interprets charts, graphs, tables, and illustrations.	LI:L4 Find several pieces of information in one or two graphics LI:L4 Understand how graphics are related to each other LI:L4 Identify trends shown in one or two straightforward graphics LI:L4 Compare information and trends shown in one or two straightforward graphics LI:L5 Identify trends shown in one or more detailed or complicated graphics LI:L5 Compare information and trends from one or more complicated graphics
interprets information and applies it to new situations.	RFI:L5 Apply straightforward instructions to a new situation that is similar to the one described in the material
<b>Critique Arguments</b> A student proficient in the minimum competencies in essential skills	
locates supporting evidence in text.	
sorts and categorizes information.	

applies information from a text.	RFI:L5 Apply complex instructions that include conditionals to situations described in the materials
uses evidence to determine and support key ideas.	
describes the purpose behind language in an advertisement.	
differentiates between arguments based on opinions and arguments based on facts.	
<b>Apply Multi-Step Directions</b> A student proficient in the minimum competencies in essential skills	
follows multi-step directions to complete a task.	RFI: L3 Choose when to perform each step in a short series of steps RFI: L3 Apply instructions to a situation that is the same as the one in the reading materials RFI:L4 Apply instructions with several steps to a situation that is the same as the situation in the reading materials
determines and explains the reasons for using specific methods to complete a task.	RFI:L4 Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements)
identifies and sequences information from a variety of sources.	
locates specific information from multi-step directions from one or more sources.	
uses information from a chart to fill out a form.	LI: L3 Find one or two pieces of information in a graphic LI: L3 Fill in one or two pieces of information that are missing from a graphic
<b>Make and Support Assertions</b> A student proficient in the minimum competencies in essential skills	
identifies clear assertions (statements, opinions, or interpretations).	

identifies evidence and details from a text to support assertions.	
--	--

### Mathematics

Most of the WorkKeys skills for Applied Math (see the description below) appear to compare to the Estimation and Computation skills of adding, subtracting, multiplying, and dividing numbers in various forms: positive and negative numbers, fractions, decimals, and percents. Some WorkKeys skills overlap with Numeration and Measurement. One skill assesses Geometry; no WorkKey skills cover Statistics and Probability and Functions and Relationships, however we have yet had time to review the new levels (6 and 7). It appears that the higher levels may cover some of these areas.

“Applied Mathematics: This assessment measures the skill people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems and do the types of calculations that actually occur in the workplace. This test is designed to be taken with a calculator. A formula sheet that includes all formulas required for the assessment is provided. While individuals may use calculators and conversion tables to help with the problems, they still need to use math skills to think them through.”

HSGQE Proficiency Descriptors of the Minimum Competencies in Essential Skills for Mathematics	WorkKeys Skills Applied Mathematics (AM)
<p><b>Problem Solving, Communication, Reasoning, and Connections</b> A student proficient in the minimum competencies in essential skills</p>	<p><i>Problem Solving, Communication, Reasoning, and Connections are Process Skills. Students use Process Skills whenever they solve math problems.</i></p>
<p>uses appropriate symbols to justify solutions to mathematics problems.</p>	
<p>uses a variety of problem-solving strategies (guess and check, working backwards, diagrams, patterns, etc.).</p>	
<p>solves multi-step problems in real-world context.</p>	<p>AM:L5 Find the best deal using one- and two-step calculations and then comparing results</p>

<b>Numeration</b> A student proficient in the minimum competencies in essential skills	
reads, writes, models, and orders positive and negative numbers including fractions, decimals, percents, square roots, and numbers with simple exponents.	
converts between fractions, decimals, and percents.	AM: L3 Change numbers from one form to another using whole numbers, fractions, decimals, or percentages
compares, orders, and uses data containing mixed units of measurement (hours and minutes, feet and inches, metric units).	AM:L5 Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes)
expresses numbers in scientific notation.	
applies basic order of operations and rules of divisibility.	AM:L4 Put the information in the right order before performing calculations
<b>Measurement</b> A student proficient in the minimum competencies in essential skills	
accurately measures and draws distances and angles using a ruler or protractor.	
estimates and converts measurements of length and weight within the same system or between systems (standard and metric).	AM:L5 Decide what information, calculations, or unit conversions to use to solve the problem AM:L5 Look up a formula and perform single-step conversions within or between systems of measurement
identifies the appropriate tool and /or unit of measure with which to measure objects.	
solves problems involving rate, distance, time, scale, and money.	AM: L3 Convert simple money and time units (e.g., hours to minutes)
reads, writes, and uses money notation, determining possible combinations of coins and bills to equal given amounts; counts back change for any given situation.	

<p><b>Estimation and Computation</b> A student proficient in the minimum competencies in essential skills</p>	
<p>adds, subtracts, multiplies, and divides numbers in various forms: positive and negative numbers, fractions, decimals, and percents.</p>	<p>AM: L3 Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers AM: L3 Add or subtract negative numbers AM:L4 Solve problems that require one or two operations AM:L4 Multiply negative numbers AM:L4 Add commonly known fractions, decimals, or percentages (e.g., 1/2, .75, 25%) AM:L4 Add up to three fractions that share a common denominator AM:L4 Multiply a mixed number by a whole number or decimal AM:L5 Divide negative numbers AM:L5 Calculate percent discounts or markups</p>
<p>solves multi-step problems using ratios and proportions.</p>	<p>AM:L4 Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals</p>
<p>rounds numbers appropriately to solve problems.</p>	
<p>simplifies expressions involving simple exponents.</p>	
<p><b>Functions and Relationships</b> A student proficient in the minimum competencies in essential skills</p>	
<p>analyzes, extends, and applies visual, numeric, and geometric patterns.</p>	
<p>evaluates and simplifies algebraic expressions and equations.</p>	
<p>converts representation of data between graphs, tables, and linear equations.</p>	
<p>solves linear equations, simple inequalities, and systems of linear equations.</p>	

<b>Geometry</b> A student proficient in the minimum competencies in essential skills	
identifies and applies properties of angles, polygons, and lines (including parallel, perpendicular, and intersecting lines)	
uses formulas to calculate perimeters, circumferences, and areas	AM:L5 Calculate perimeters and areas of basic shapes (rectangles and circles)
applies the properties of equality and proportionality to solve problems involving congruent or similar shapes	
<b>Probability and Statistics</b> A student proficient in the minimum competencies in essential skills	
selects and uses appropriate scales of graphs	
reads data and predicts trends from tables, graphs, and charts	
analyzes, interprets, and appropriately labels bar graphs, line graphs, and circle graphs to display data	
determines the probability of an event	
selects an appropriate sampling group	

## Dual Credit Courses

### KHS and Kodiak College, UAA

### Approved for 2009-2010

KHS Course	KOC Course Number	KOC Course Name	KIBSD Faculty	KOC Credit	Cost
Accounting	ACCT A120	Bookkeeping for Business	Jim Lambert	3	\$75
Computerized Accounting & Business Co-op	ACCT A222	Intro to Computerized Accounting (QuickBooks)	Jim Lambert	3	\$75
Advanced Auto Tech	ADT A102	Intro to Automotive Technology	David Morgan	3	\$75
Mechanical Drawing	AET A100	Fundamentals of Drafting	Barry Altenhof	3	\$75
Arch. Design Tech	AET A101	Fundamentals of CADD for Building Construction	Barry Altenhof	4	\$100
Keyboarding or Computer Applications	CIOS A101	Keyboarding – Fall Semester*	Jim Lambert	3	\$75
Multi-Media	CIOS A255	Multi-Media Applications	Matt Bieber	3	\$75
Advanced Computer Apps	CIS A105	Intro to PC & Applications – Spring Semester**	Jim Lambert	3	\$75
American Literature	ENGL A121	Intro to Literature	Ben Jackson	3	\$75
Film as/and Literature	HUM A220	Film as/and Literature	Giovanni Tallino	3	\$75
Spanish III	SPAN A101	Elementary Spanish I	Chad Pysher	4	\$100
Welding I	WELD A112	Shielded Metal Arc Welding	A. Cavan & E. Raisley	4	\$100
Welding II	WELD A114	Welding of High Strength Steel	A. Cavan & E. Raisley	4	\$100
Advanced Welding Tech	WELD A157	Technical Drawing for Welders	A. Cavan & E. Raisley	3	\$75
Boat Building	WELD A190	Selected Topics in Welding	Anthony Cavan	3	\$75

Students must be enrolled for the full year to earn college credit except where noted.  
List is subject to change. Call Kodiak College, UAA Student Services at 486-1235 for information.

#### **2009-2010 Dual Credit Timeline:**

Week of November 2nd – KoC Registrar visits KHS Keyboarding & Computer Applications classes to register students\*

End of Feb 2010 – Kodiak College Registrar visits all other courses to register students\*\*

\*DEADLINE for students to register for Fall classes = Friday before WINTER BREAK

DEADLINE for students to register for yearlong classes = Friday before SPRING BREAK

#### **Approved for Dual Credit but no students enrolled for 2009-2010**

American Literature	ENGL A121	Intro to Literature	Dana Strong – Port Lions	3	\$75
Spanish IV	SPAN A102	Elementary Spanish II	Chad Pysher	4	\$100

**Pending Approval – A Plus Certification course, Occupational Safety & Health course**

2/8/2010

Questions from (H) EDC from 3/19/2010  
Regarding Workkeys and the HSGQE

1. The regulation reads if a student takes the Workkeys in 11<sup>th</sup> grade, then retakes in 12<sup>th</sup> grade but scores higher then it is paid for by EED, if they do not score as high then either the student or the district would pay. Is this accurate? If it is accurate, what is the cost per test the student or district would pay?

The original intent of 4 AAC 06.717 (e) was that the state would pay for a second administration of any or all of the WorkKeys tests (doesn't specify 11th or 12th grade) if before the 2nd WorkKeys administration the student has used the instructional courseware and has shown a gain of at least one skill level in the courseware (e.g. Billy gets a Level 3 on WorkKeys math, then gets a level 4 on the math placement test in WIN or KeyTrain. Billy could then retake WorkKeys math at the state's expense, even if he ultimately gets a Level 3 on WorkKeys again.) Having said that, after re-reading the regulation, I believe it could be interpreted as you state below (i.e., Billy has to use WIN or KeyTrain after his first WorkKeys test, but EED would pay for the 2nd WorkKeys test only if he gets at least a Level 4 on WorkKeys that 2nd time.)

For students who want to retake WorkKeys, could they do that through the DOLWD?  
As I mentioned in my previous email, EED and DOLWD have agreed on a policy that students will take WorkKeys at their high schools, whether it is the first test administration or a re-test. DOLWD will handle WorkKeys testing for its clients who are not in school. DOLWD currently offers WorkKeys testing at 13 of its 22 Job Centers (<http://www.ajcn.state.ak.us/offices/index.html>).

2. Right now it says the test results will be in the cumulative file, correct? I don't think we indicate it will be on transcript or diploma.

Correct -- the regulation says the WorkKeys scores will be kept in the cumulative record - nothing about transcript or diploma.

3. How can employers get a record of a student's/job-seeker's WorkKeys scores? Could DOLWD give WorkKeys scores to employers at students' request?

DOLWD will only have a record of WorkKeys scores for its clients who tested at a Job Center, and will release scores only if authorized by the individual. EED and each district will have a record of students' WorkKeys scores.

There are several ways in which a student may provide his/her own WorkKeys information directly to an employer:

- For each person (student or adult) who earns a National Career Readiness Certificate (NCRC), which means they obtained at least a Level 3 on all three tests, ACT issues an actual paper certificate that shows the level (Bronze, Silver, Gold, or Platinum), and the skills that were demonstrated. The student may show his/her certificate to an employer as part of the job application package or portfolio.

- ACT also provides a website that a certificate-earner may use to allow employers to verify the certificate online. [As an aside, ACT recommends that WorkKeys scores over 5 years old be considered out-of-date, although they no longer show an expiration date on the NCRC.]
- Alaska DOLWD's Labor Exchange System (ALEXsys - <http://alexsys.labor.state.ak.us/>) now provides a place for job applicants to list their WorkKeys NCRC level. All Alaska residents, including students, may establish an account in ALEXsys and keep track of their work history, education, certificates, skills, resumes, etc. Employers may search in ALEXsys for job candidates with a specific level of NCRC. Additionally, DOLWD is currently mounting a statewide outreach and education campaign to let Alaska employers know about WorkKeys and the NCRC (<http://www.careerready.alaska.gov/employers.html> for more info.)

4. How would WorkKeys information on a student transcript or cumulative record look?

It might look something like this:

WorkKeys Assessments

Applied Math - Level 4 (September 7, 2009)

Reading for Information - Level 3 (January 15, 2010)

Locating Information - Level 5 (April 28, 2010)

National Career Readiness Certificate (NCRC) - Bronze Level (issued May 5, 2010)

For more information about WorkKeys and the NCRC, please see

<http://www.act.org/certificate/index.html>

5. Information during the hearing was presented about the 12<sup>th</sup> grade class in 2008. Questions were asked about the data presented; those questions are in red, and the responses in green.

Class of 2008 Analysis

Number of grade 12 non-graduates	2787
Number of grade 12 students coded by district as drops	1250
Did any of these 1250 return and graduate since?	
Yes - 82	
Number of grade 12 continuing students (intend to attend in 08-09)	1537
Did these students return and graduate since?	
Yes - 424	
Number of grade 12 non-graduates passing all parts of exam	1926 (69.1%)
Did any of these graduate due to passing local requirements since 2008?	
Yes - 452	
Number of grade 12 students who earned certificate of achievement	270*
*Number not included in grade 12 non-graduates	
Did any of these return and take the HSGQE and earn a diploma?	
Yes - 11	

6. One member of the committee asked for items sampler / practice tests from the HSGQE, those are attached to the email.

Post-It® Fax Note 7671		Date 3/1/10	# of pages 1
To Louise Flora	From Valdez LIO		
Co./Dept.	Co.		
Phone #	Phone # 835-2111		
Fax #	Fax #		

# aska State Legislature



Please enter into the record my testimony to the House Education  
(committee name)  
 committee on HB 206, dated 3/1/10  
(bill # / subject)

2 questions about the local district paying for college classes

1) Does this just apply to designated dual credit courses or also to approved <sup>(for instance, for a GT program or where local offerings are limited)</sup> (by the district) courses or to any course the student wants to take (at any price). The third option represents a blank check that is not manageable for local districts. ~~It~~

2) Not everyone who has passed the graduation qualifying exam is ready for college courses. The HSGQE is intended to be a minimum, not a college entrance exam. Correct me if I'm wrong, but I think the current language would allow a student to take algebra II or precalc at the community college and have the district pay for it, rather than avail themselves of the instruction in these subjects offered at the high school. Likewise they <sup>student</sup> could decide to take their electives as college classes at district expense, devastating the local budget and thus the offerings for other students at the high school.

Signed:

Kathleen M. Todd MD  
 Testifier

Valdez City School Board (board member)  
 Representing (optional)

Box 1889 Valdez 99686  
 Address

907-835-4200  
 Telephone



## **Student Enrollment Count Mechanisms for School Funding: State Policies**

States use different mechanisms for counting students for the purpose of funding school districts. These approaches have important consequences for accurately compensating districts for the students in their schools and for retaining students in school throughout the school year.

### **Considerations for Colorado**

As state policymakers consider whether and how to establish a new student enrollment count for Colorado, it is important to understand the variation in these mechanisms among states. State decision-makers must recognize the incentives for school districts if changes are made to Colorado's current single October count date. Depending on the mechanism and the implementation of a change, some districts could gain funding and some districts could lose funding if the state's count mechanism is changed.

Funding needs are also a key issue for districts under the state's current single October 1 count date system. For example, districts may lack resources to effectively serve students who return to school after the count date. State policymakers will also need to consider the financial incentives for school districts to educate students created by these different approaches.

This document identifies general state count mechanisms, their specific characteristics, and advantages and disadvantage of each approach.

### **General Student Count Mechanisms**

- **Single Count Date** – a count on one day near the beginning of the year
- **Multiple Count Dates** – calculation based on two or more count dates during the year
- **Average Daily Attendance (ADA)** – an average of a daily count during all or most of the year of students in attendance
- **Average Daily Membership (ADM)** - an average of a daily count during all or most of the year of students enrolled
- **Single Count Period** – an average of a daily count during a period of time near the beginning of the year
- **Multiple Count Periods** – an average of a daily count during two or more periods of time during the year

## **Year of Funding**

Each of the mechanisms can apply the count to district funding for the year in which the count was taken, or for the subsequent year. Such options are discussed in more detail on page 4.

## **Single Count Date**

The single count date is a count of the number of students in attendance in each school district on a particular date – usually October 1, which is when the federal government requires a count of the number of students eligible for the free and reduced price lunch program for purposes of Title I funding. An advantage of the single count date is that it is relatively simple and thus minimizes state administrative costs.

There are several disadvantages to this strategy. First, the single count date gives school districts no financial incentives to focus on retaining students after the count date. Second, in most cases, enrollment rises or falls somewhat from fall to spring, so by basing funding on one fall count, districts are more over-funded or under-funded than by using other approaches. Third, some students don't enroll in a public school until after October 1, so the districts receive no funding for these students under the single count date approach. For high schools, this means that schools have a financial disincentive to enroll out-of-school youth who try to reenroll after the count date. It also impacts districts with enrollment affected by seasonal employment in the local community, as in resort communities where enrollment can increase during the ski season.

**States using single count date (13):** CO, GA, CT, IN, IA, KS, MD, MA, NV, NH, NJ, UT, WV

## **Multiple Count Dates**

States that use multiple count dates take a count of the number of students in attendance on two or more particular dates. States usually require two count dates – one in the fall and the other in winter or spring – with half (or some other specific percentage) of a district's funding based on the first count and half on the second. Using multiple count dates encourages districts to retain their students throughout the year, and it also provides more of an accurate enrollment count than the single count date. Using just two count dates, however, still translates into a large degree of inaccuracy and increases pressure on schools to ensure that students are in attendance for the two days of the count.

**States using multiple count dates (5):** LA, ME, MI, MT, WI

## **Average Daily Attendance (ADA)**

States that use ADA fund districts based on an average of a count conducted every school day of students in attendance throughout the school year. This report also includes in this category one state that conducts the daily counts of students in attendance for most of the school year. Under

ADA, absent students are excluded from the daily count and the district's average is lowered accordingly. This component encourages school districts to improve attendance to avoid funding reductions. This full-year count is the most accurate in funding students who attend school and provides districts with the financial incentives to keep them in school and in attendance. School districts in several states that turned to ADA cited this mechanism as another reason to bolster their attendance policies. A disadvantage of ADA is that districts' funding is reduced when students are absent, regardless of whether they are excused or unexcused. This mechanism may also entail greater state administrative costs because of more and ongoing counts.

**States using ADA (7):** CA, ID, KY, MS, MO, NY, TX

\*\*Idaho counts the 28 weeks in the school year with the highest ADA

### **Average Daily Membership (ADM)**

States that use ADM fund districts based on an average of a count conducted every school day of students in enrolled in a school throughout the school year. This report also includes in this category the three states that count enrolled students for most of the school year. ADM differs from ADA because the daily count includes absent students. Advantages of this approach include greater accuracy, a financial incentive to keep students in school all year, and no funding affect on districts for absent students. However, because ADM is based on students being enrolled – whether or not they are attending classes – a drawback of this method is that it provides no financial incentive for boosting attendance. Also, because ADM involves more counts, or ongoing counting and reporting, it might be more time-consuming and costly to administer.

**States using ADM (18):** AR, AZ, AK, DE, FL, MN, NE, NC, ND, OK, OR, PA, RI, SC, SD, TN, VT, VA

\*\*Arkansas counts during the first three-quarters of the school year; Virginia counts from beginning of the school year through March 31; and Arizona counts the first 100 or 200 days.

### **Single Count Period**

Several states use a single count period, characterized by a specific, multi-week period, typically at the beginning of the year that occurs for less than half of the school year. Some of these states include absent students in this count and others do not, and some of these states refer to this method as ADA or ADM because they average each daily count during the period. This report, however, does not characterize the approach this way because the count is for less than half of the school year. The single count period yields a more accurate count than a single count date, but as with the single count date, provides no financial incentive for school districts to retain or accept students after the period ends. Also similar to the single count date, this approach does not allow for state funding of districts that enroll students after the count period ends.

**States using single count period (3):** Alabama uses ADM of the first 20 days after Labor Day; New Mexico and Wyoming use ADM of the first 40 days of school.

## Multiple Count Periods

The two states that use the multiple count periods approach fund districts based on an average count of more than one specified period of time – week, month, multiple weeks/months – during the school year that amounts to less than half of the school year. One state uses a period at the beginning of the year and later in the year; another state allows districts to use the highest number of enrolled students during a specified number of weeks. One of these states includes absent students in this count (ADM) and the other does not (ADA). This report does not include these two approaches in the ADM or ADA categories because the counts are for less than half of the school year. Multiple count periods are more accurate than single count dates or periods and multiple count dates, and provide districts with more of a financial incentive to retain students. This mechanism, however, is less accurate and has less of a financial incentive to keep students than counting students every day. Partial year counts, such as multiple count periods and the single count period may offer states lower administrative costs than longer counts.

**States using multiple count periods (2):** Illinois uses ADA of the best 3 month period; Ohio uses ADM of the first full week in October and the first full week in February.

### **Year of Funding:**

Regardless of the mechanism, some states use counts for the current school year, some use counts for the subsequent school year, and one state uses counts from the current year and previous year as a basis for funding districts.

- **Examples of states that apply the count to the current school year:** Colorado (October 1 of current school year); Alaska (ADM); Nevada (last school day of first month of school year); Ohio (ADM of first week in October and first week in February).
- **Examples of states that apply the count to the subsequent school year:** Iowa (third Friday of the September of the prior year); Kentucky (prior year final ADA); Maine (October 1 and April 1 of year prior to the year of funding; Massachusetts (October 1 of previous year).
- **Example of a state that applies counts from the current and previous years:** Michigan (February count date from previous school year and September count date from current school year).

# ACTIVITY

W I N T E R . 2 0 1 0

## WorkKeys Prepares Criminal Justice Students in New Mexico for Industry Demands

Their performance on eight ACT WorkKeys assessments carries a lot of weight for students in the criminal justice program at Central New Mexico Community College (CNM).

To graduate, they must achieve specific skill levels on the Applied Mathematics, Applied Technology, Listening, Locating Information, Observation, Reading for Information, Teamwork, and Writing assessments.

"Students need to attain the median skill levels required for the police patrol officer WorkKeys occupational profile," said Kevin Daugherty, director of the criminal justice program at CNM. "We use this profile because it best reflects the skills needed in the industry as a whole."

Daugherty knows what the industry needs thanks to local employers who serve on the program's advisory committee. Criminal justice students take the Listening, Reading, and Writing assessments upon entry into the



They take the five other assessments upon exit from the program.

Students' WorkKeys scores account for 30 percent of their grade in the criminal justice capstone course, a one-credit hour competency course students take as they prepare to exit a program.

While preparing for and taking the WorkKeys assessments means extra work for students,

...at Central New Mexico Community College listen as an instructor explains an assignment. CNM is using eight WorkKeys assessments in several of its associate degree programs.

Daugherty says the benefits have been significant. "Students' academic performance overall improves as their WorkKeys skill levels increase. Our graduates tell us how well the program prepared them for the workforce and that they appreciated the opportunity to improve their skills."

The majority of CNM graduates go on to complete a four-year degree in criminal justice. Others enroll in police academies, and some go directly to work in corrections, probation and parole, security, and forensics. A few students are active duty police officers, who

CNM, continued on page 15

Associate Degree Programs at Central New Mexico Community College Using WorkKeys Assessments	Usage			ACT WorkKeys Assessments							
	Required for ENTRY	Required for EXIT	Pretest and Posttest	Applied Mathematics	Applied Technology	Listening	Locating Information	Observation	Reading for Information	Teamwork	Writing
Automotive Technology			■	■			■		■		
Carpentry				■					■		
Computer Information Systems		■		■			■				
Construction Management		■		■			■	■	■	■	
Cosmetology		■				■	■	■		■	
Criminal Justice		■	■	■	■	■	■	■	■	■	■
Culinary Arts		■		■		■	■		■		
Diagnostic Medical Sonography	■			■			■		■		
Electrical Trades		■		■			■		■		
Emergency Medical Services		■				■		■		■	■
Fire Science		■		■	■	■		■		■	■
Medical Laboratory Technician		■					■	■	■	■	
Paralegal		■				■				■	■
Plumbing		■					■		■		
Project Management		■								■	
Radiologic Technician	■	■				■	■	■		■	
Surgical Technician		■				■	■	■		■	
Welding		■				■				■	

*CNM, continued from page 8*

enroll in the program to earn a degree for promotion purposes.

Criminal justice is one of 18 associate degree Career and Technical Education programs into which CNM has integrated the WorkKeys system. Faculty in these programs teach the skills that are assessed by WorkKeys.

Students take various WorkKeys assessments upon entry into or exit from programs to ensure they meet the skill levels required by the occupational profiles. CNM uses several assessments to qualify students for entry into two of its more popular programs—diagnostic

medical sonography and radiologic technician. A growing number of the college's technical proficiency certificate programs—dental assistant, clinical laboratory assistant, and phlebotomist—also require WorkKeys testing.

In addition to their program degree or certificate, students earn a "WorkKeys Testing Results" document that lists the assessments taken and the scores earned. Students may also be eligible for a National Career Readiness Certificate by registering through the ACT system.

Requiring WorkKeys at CNM has proven to be a win-win situation for faculty, graduates, and employers.

"Faculty get better qualified students in their programs and are assured that their students are acquiring fundamental skills. Graduates gain a competitive edge by mastering skills in demand in the workplace, and employers get staff who are well prepared for their jobs," said David Licht, career analyst for CNM.

"We consider Central New Mexico Community College to be a major mover in economic development. An important part of our mission is to help provide New Mexico with the most highly trained labor force possible so we can be more competitive nationally and globally. WorkKeys assessments help us do just that." ♦

## HSGQE Proficiency Descriptors and WorkKeys Skill Levels

The tables for Reading and Mathematics below compare the Proficiency Descriptors for HSGQE to the WorkKeys Skills Levels descriptions. This comparison is only of descriptors prepared by EED, Assessment Unit. (A more thorough, rigorous comparison between assessments would need to be done at the item level.) Also, it is not clear which WorkKeys Skill Level (most skill areas are scored from level 3 to level 7) is most equivalent to Proficient on the HSGQE. The tables include the WorkKeys skills for the three main “certificate” levels.

Students in Alaska can earn a career readiness certificate (CRC) by taking WorkKeys assessments in three key skill areas: Reading for Information, Applied Math, and Locating Information.

CRC Level	WorkKeys Requirements
Bronze	scored at least a level 3 in each of the three core areas and has the necessary foundational skills for 35 percent of the jobs in the WorkKeys database
Silver	scored at least a level 4 in each of the three core areas and has the necessary foundational skills for 65 percent of the jobs in the WorkKeys database
Gold	scored at least a level 5 in each of the three core areas and has the necessary foundational skills for 90 percent of the jobs in the WorkKeys database
Platinum (new)	scored at least a level 6 in each of the three core areas and has the necessary foundational skills for nearly all of the jobs in the WorkKeys database

Competency areas highlighted in yellow in the WorkKeys section indicates those areas “may” be more challenging than the required competencies in the HSGQE proficiency descriptors, however significantly more detailed analysis would be required to determine the level of match between HSGQE and WorkKeys requirements.

While writing is required on the HSGQE it is not addressed in this document as writing is not currently a required component of WorkKeys in the Alaska regulations.

### Reading

This comparison of descriptions for the HSGQE and skills for the WorkKeys assessments seems to show that, as might be expected from the description of the WorkKeys Reading for Information and Locating Information assessments (see below), there is some overlap in the areas of vocabulary; identifying main ideas; summarizing technical information; interpreting charts, graphs, tables, and illustrations; and following directions. There are areas in Summarize

Information and especially in Critique Arguments and Make and Support Assertions that do not seem to be addressed by the WorkKeys Reading for Information and Locating Information assessments.

“The WorkKeys *Reading for Information* test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience. Reading for Information materials do not include information that is presented graphically, such as in charts, forms, or blueprints.”

“The WorkKeys *Locating Information* test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.”

*Reading for Information* and *Locating Information* contain informational text that would be found in the work place. The text types in the HSGQE are 60% informational and 40% literature.

<b>HSGQE Proficiency Descriptors of the Minimum Competencies in Essential Skills for Reading</b>	<b>WorkKeys Skills RFI (Reading for Information) LI (Locating Information)</b>
<b>Use Context Clues</b> A student proficient in the minimum competencies in essential skills	
uses context clues to determine the meaning of unfamiliar words within a text.	RFI:L3 Choose the correct meaning of a word that is clearly defined in the reading RFI: L3 Choose the correct meaning of common, everyday workplace words RFI:L4 Use the reading material to figure out the meaning of words that are not defined RFI:L5 Figure out the correct meaning of a word based on how the word is used RFI:L5 Identify the correct meaning of an acronym that is defined in the document RFI:L5 Identify the paraphrased definition of a technical term or jargon that is defined in the document RFI:L5 Apply technical terms and jargon and relate them to stated situations
<b>Summarize Information</b> A student proficient in the minimum	

competencies in essential skills	
summarizes events presented in a passage.	
determines and describes an author's position and/or viewpoint and applies it to a hypothetical situation.	
identifies relevant details and main ideas in a passage or parts of a passage.	RFI:L3 Identify main ideas and clearly stated details LI:L5 Sort through distracting information
summarizes technical information from a set of directions into a chart.	LI:L4 Summarize information from one or two straightforward graphics LI:L5 Summarize information from one or more detailed graphics
determines the purpose of a text.	
infers connections between ideas and events.	RFI:L4 Identify important details that may not be clearly stated
interprets charts, graphs, tables, and illustrations.	LI:L4 Find several pieces of information in one or two graphics LI:L4 Understand how graphics are related to each other LI:L4 Identify trends shown in one or two straightforward graphics LI:L4 Compare information and trends shown in one or two straightforward graphics LI:L5 Identify trends shown in one or more detailed or complicated graphics LI:L5 Compare information and trends from one or more complicated graphics
interprets information and applies it to new situations.	RFI:L5 Apply straightforward instructions to a new situation that is similar to the one described in the material
<b>Critique Arguments</b> A student proficient in the minimum competencies in essential skills	
locates supporting evidence in text.	
sorts and categorizes information.	

applies information from a text.	RFI:L5 Apply complex instructions that include conditionals to situations described in the materials
uses evidence to determine and support key ideas.	
describes the purpose behind language in an advertisement.	
differentiates between arguments based on opinions and arguments based on facts.	
<b>Apply Multi-Step Directions</b> A student proficient in the minimum competencies in essential skills	
follows multi-step directions to complete a task.	RFI: L3 Choose when to perform each step in a short series of steps RFI: L3 Apply instructions to a situation that is the same as the one in the reading materials RFI:L4 Apply instructions with several steps to a situation that is the same as the situation in the reading materials
determines and explains the reasons for using specific methods to complete a task.	RFI:L4 Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements)
identifies and sequences information from a variety of sources.	
locates specific information from multi-step directions from one or more sources.	
uses information from a chart to fill out a form.	LI: L3 Find one or two pieces of information in a graphic LI: L3 Fill in one or two pieces of information that are missing from a graphic
<b>Make and Support Assertions</b> A student proficient in the minimum competencies in essential skills	
identifies clear assertions (statements, opinions, or interpretations).	

identifies evidence and details from a text to support assertions.	
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**Mathematics**

Most of the WorkKeys skills for Applied Math (see the description below) appear to compare to the Estimation and Computation skills of adding, subtracting, multiplying, and dividing numbers in various forms: positive and negative numbers, fractions, decimals, and percents. Some WorkKeys skills overlap with Numeration and Measurement. One skill assesses Geometry; no WorkKey skills cover Statistics and Probability and Functions and Relationships, however we have yet had time to review the new levels (6 and 7). It appears that the higher levels may cover some of these areas.

“Applied Mathematics: This assessment measures the skill people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems and do the types of calculations that actually occur in the workplace. This test is designed to be taken with a calculator. A formula sheet that includes all formulas required for the assessment is provided. While individuals may use calculators and conversion tables to help with the problems, they still need to use math skills to think them through.”

HSGQE Proficiency Descriptors of the Minimum Competencies in Essential Skills for Mathematics	WorkKeys Skills Applied Mathematics (AM)
<b>Problem Solving, Communication, Reasoning, and Connections</b> A student proficient in the minimum competencies in essential skills	<i>Problem Solving, Communication, Reasoning, and Connections are Process Skills. Students use Process Skills whenever they solve math problems.</i>
uses appropriate symbols to justify solutions to mathematics problems.	
uses a variety of problem-solving strategies (guess and check, working backwards, diagrams, patterns, etc.).	
solves multi-step problems in real-world context.	AM:L5 Find the best deal using one- and two-step calculations and then comparing results

<b>Numeration</b> A student proficient in the minimum competencies in essential skills	
reads, writes, models, and orders positive and negative numbers including fractions, decimals, percents, square roots, and numbers with simple exponents.	
converts between fractions, decimals, and percents.	AM: L3 Change numbers from one form to another using whole numbers, fractions, decimals, or percentages
compares, orders, and uses data containing mixed units of measurement (hours and minutes, feet and inches, metric units).	AM:L5 Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes)
expresses numbers in scientific notation.	
applies basic order of operations and rules of divisibility.	AM:L4 Put the information in the right order before performing calculations
<b>Measurement</b> A student proficient in the minimum competencies in essential skills	
accurately measures and draws distances and angles using a ruler or protractor.	
estimates and converts measurements of length and weight within the same system or between systems (standard and metric).	AM:L5 Decide what information, calculations, or unit conversions to use to solve the problem AM:L5 Look up a formula and perform single-step conversions within or between systems of measurement
identifies the appropriate tool and /or unit of measure with which to measure objects.	
solves problems involving rate, distance, time, scale, and money.	AM: L3 Convert simple money and time units (e.g., hours to minutes)
reads, writes, and uses money notation, determining possible combinations of coins and bills to equal given amounts; counts back change for any given situation.	

<p><b>Estimation and Computation</b> A student proficient in the minimum competencies in essential skills</p>	
<p>adds, subtracts, multiplies, and divides numbers in various forms: positive and negative numbers, fractions, decimals, and percents.</p>	<p>AM: L3 Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers AM: L3 Add or subtract negative numbers AM:L4 Solve problems that require one or two operations AM:L4 Multiply negative numbers AM:L4 Add commonly known fractions, decimals, or percentages (e.g., <math>\frac{1}{2}</math>, .75, 25%) AM:L4 Add up to three fractions that share a common denominator AM:L4 Multiply a mixed number by a whole number or decimal AM:L5 Divide negative numbers AM:L5 Calculate percent discounts or markups</p>
<p>solves multi-step problems using ratios and proportions.</p>	<p>AM:L4 Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals</p>
<p>rounds numbers appropriately to solve problems.</p>	
<p>simplifies expressions involving simple exponents.</p>	
<p><b>Functions and Relationships</b> A student proficient in the minimum competencies in essential skills</p>	
<p>analyzes, extends, and applies visual, numeric, and geometric patterns.</p>	
<p>evaluates and simplifies algebraic expressions and equations.</p>	
<p>converts representation of data between graphs, tables, and linear equations.</p>	
<p>solves linear equations, simple inequalities, and systems of linear equations.</p>	

<b>Geometry</b> A student proficient in the minimum competencies in essential skills	
identifies and applies properties of angles, polygons, and lines (including parallel, perpendicular, and intersecting lines)	
uses formulas to calculate perimeters, circumferences, and areas	AM:L5 Calculate perimeters and areas of basic shapes (rectangles and circles)
applies the properties of equality and proportionality to solve problems involving congruent or similar shapes	
<b>Probability and Statistics</b> A student proficient in the minimum competencies in essential skills	
selects and uses appropriate scales of graphs	
reads data and predicts trends from tables, graphs, and charts	
analyzes, interprets, and appropriately labels bar graphs, line graphs, and circle graphs to display data	
determines the probability of an event	
selects an appropriate sampling group	

## **Testimony: HB 206 High School Assessment /Post Secondary Class**

**On behalf of Dr. Norman Eck, Superintendent, Northwest Arctic Borough School District**

### **80-Day Count**

- Makes a flawed assumption that school districts intentionally push students out of school after the count.
- In reality the count is below level in rural Alaska due to PDF checks being distributed at the same time as the count with parents often traveling to Anchorage for shopping, medical and other reasons once the dollars are available.
- Students who drop out midyear often re-enroll in spring hence many fifth and sixth year graduates across the state.
- Request to change distribution date until summer or before the winter holiday and leave the 20 day count in October in place.

### **Work Keys as an Additional or Replacement Assessment for Alaska Graduates**

- This needs to be a voluntary assessment and used as career awareness program starting in early grades, not an end of high school assessment.
- Career awareness comes through exposure, and this assessment favors urban students with professional parents as opposed to rural students in communities with limited career/job options.
- Our understanding that in the pilot district this did not working smoothly. This will make it very difficult to run in rural Alaska.
- Having access to pencil/paper tests in lieu of on line testing dismisses the critical career awareness interactive lessons that accompany the full program.
- Recommend making Work Keys fully available as an instruction and assessment tool, but not required as a high school exit requirement.

### **Postsecondary Classes/Training Offered in High School**

- If students are to have access to college classes while in high school, the State needs to set the criteria and cover the costs as it public schools mandate responsibility for K-12 students.
- If we have an option for additional grades we recommend full funding for 2-year kindergarten, giving all students in underperforming schools a boost toward success as opposed to providing funds for those already successful.

## Wrangell High School College Class Enrollment 2009-2010

<u>Math 105 (4 credits)</u>	Total WRG Senior Credits	40	\$22,560	
	Total WRG Credits			40
<u>Math 107 (4 credits)</u>	Total WRG Senior Credits	40	\$22,560	
	Total WRG Credits			40
<u>Math 108 (3 credits)</u>	Total WRG Senior Credits	9	\$3,807	
	Total WRG Credits			9
<u>Math 200 (4 credits)</u>	Total WRG Senior Credits	12	\$6,768	
	Total WRG Credits			12
<u>English 111 (3 credits)</u>	Total WRG Senior Credits	15	\$6,345	
	Total WRG Credits			15
<u>English 211 (3 credits)</u>	Total WRG Senior Credits	15	\$6,345	
	Total WRG Credits			15
<u>EMT (6 credits)</u>	Total WRG Senior Credits	12	\$10,152	
	Total WRG Credits			78
<u>CNA (9 credits)</u>	Total WRG Senior Credits	36	\$45,684	
	Total WRG Credits			36
<u>Welding 120 I/II (6 credits)</u>	Total WRG Senior Credits	0		
	Total WRG Credits			132
<u>Marine Fab 175 (3 credits)</u>	Total WRG Senior Credits	12	\$5,076	
	Total WRG Credits			27
<u>Advanced Woods 100 (3 credits)</u>	Total WRG Senior Credits	6	\$2,538	
	Total WRG Credits			15
Total 2010 Senior Credits Including in Progress		197		
Total Full Tuition Charge to WHS at UAS Fee Rate for Seniors Only			\$131,835.00	
Total WHS Credits in Progress Spring Semester 2010				419



## FINANCIAL AID TUITION AND FEES

FINANCIAL AID      COST OF ATTENDANCE      TUITION AND FEES

COSTS

### 2009-2010 Tuition Schedule

TUITION AND FEES

Additional credits are assessed at the appropriate rate per credit. For non-residents rates are \$471 per credit for lower division, \$489 for upper division, and \$64 per credit.

BUDGETS

- Non-residents may take up to 4 credits per semester at the resident rate however, additional credits will cause all credits, including the first full semester, to be re-assessed at the non-resident rate.
- For Alaskan residents, additional credits are assessed at \$141 per credit for lower division, \$159 for upper division, and \$316 for graduate credit.
- Western Undergraduate Exchange (WUE) program: residents of Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, South Dakota, Utah, Washington and Wyoming and are eligible for the WUE program. The WUE surcharge is 150% of the lower division resident rate.

Tuition prices vary, based upon the following criteria:

- Lower division (000 - 299 level), upper division (300-499 level) and graduate (600-699 level) courses.
- Resident - State of Alaska, Sister City, Yukon and Northwest Territories
- Non-resident - Residents of all non-WUE states, International students
- WUE - residents of the 14 participating western states.

Following are three graphs showing tuition costs per credit for Resident, WUE and Lower Division, Upper Division and Graduate level courses per semester. Summary to be determined.

#### LOWER DIVISION (000-299)

	Resident	WUE	Non-Res
	\$141	\$212	\$471
1	\$141	4 credits or less same as resident tuition	
2	\$282		
3	\$423		
4	\$564		
5	\$705	\$1,060	\$2,355
6	\$846	\$1,272	\$2,826

## Louie Flora

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**From:** Friedman\_Jeff [Friedman\_Jeff@asdk12.org]  
**Sent:** Tuesday, February 09, 2010 2:50 PM  
**To:** Louie Flora  
**Subject:** RE: HB 206 also heard on Wednesday

I have a question about the proposed AS 14.03.074(b) in this bill. What does it mean that the district shall "make arrangement for the fee" of the post secondary school? Does that mean pay the fee? Or simply help facilitate the student paying the fee? When my son was enrolled in high school, he also enrolled in courses at Alaska Pacific University. The cost was over \$13,000. It would have been nice for me if the school district had paid that, but it would probably have meant cutting some other student's remedial tutoring.

**Jeff Friedman**  
Anchorage School Board  
1534 D Street  
Anchorage, AK 99501  
907-742-4699

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**From:** Louie Flora [mailto:Louie\_Flora@legis.state.ak.us]  
**Sent:** Tuesday, February 09, 2010 2:13 PM  
**To:** lhsclaf+liolist@legis.state.ak.us; lhsclaf+akschooldistricts@legis.state.ak.us; lhsclaf+educationlist@legis.state.ak.us  
**Subject:** HB 206 also heard on Wednesday

Hi,

This is to inform you that in addition to HB 317 the House Education Committee will hear HB 206 Version P tomorrow. Testimony will be taken on the bill.

Louie Flora  
House Education Committee Aide,  
Representative Paul Seaton, Chairman  
(907) 465-3923



Kodiak Island Borough School District  
722 Mill Bay Road  
Kodiak, Alaska 99615  
(907) 481-6200 Office  
(907) 481-6218 Fax

Board of Education

February 9, 2010

#### Comment on House Bill No. 206

Although the Kodiak Island Borough School District Board of Education supports many measures in HB 206, there are several obstacles that must be addressed before full support can be granted. KIBSD does support the notion of the “Hold Harmless” and the use of the previous year student count for funding of a school year budget. The security of knowing that an increase of students in a given year will result in additional funding for that increase is also appealing. Through special revenue grants, KIBSD currently implement Workkeys and provides opportunities for college credit while taking high school courses. HB 206 mandates this assessment and college credit option but is not clear on how funding will be provided to support cost of implementation. There are three concerns that present barriers to KIBSD to address.

#### First Concern

The 80-day count does not align with other mandated student counts. The current 20-day count satisfies several Federal mandated accounting requirements. These include:

- the Free and Reduced Lunch numbers, counted and reported by November of each year;
- the Title I low income student count factoring into the ESEA funding formula;
- the Title I-C counting period occurs through the first part of every year and is reported at the end of the 20-day count and affects free and reduce lunch funding;
- the Special Education Intensive Needs count is calculated on a single day during the establishment of the Average Daily Membership and utilizes the same personnel resources to collect the data; and
- special revenue funds and competitive grants requiring the Average Daily Membership are based on the 20-day count and are usually due in January of each year.

The 80-day count and conflicting required 20-day counts will produce different numbers resulting in non-representative data. KIBSD does not believe that the intent for this bill is to create complications between various reporting and funding documents.

Second Concern

Early graduation is a common practice for students who have earned their credits and met requirements for graduation before January. This practice is to the advantage of eligible students. These students are often advanced and wish to seek early entry into college/technical training programs; join the military; or other beneficial programs. Other students are fifth year seniors ready to complete their programs. An 80-day count will create pressure to stop this practice and require these students to graduate in May.

Third Concern

The conflicting 20-day and 80-day count models will require additional staff time and effort. The staff responsible for student count periods are otherwise occupied with conducting mid-year grant reporting, developing budgets, completing budget revisions, and preparing for student assessments in the months of January and February. The proposed 80-day count will create an additional unnecessary strain on already stretched resources.

We respectfully request that you take our observations and concerns under consideration as you address HB 206. Some of the provisions of HB 206 are anticipated to cause additional work for our staff and are likely to result in tangible or measurable benefits. We are hopeful that your committee will remove the provision for the 80-day count from HB206 and retain our current 20-day count period.

Thank You,



Norm Wooten  
Board of Education President

## Louie Flora

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Subject: FW: Email Testimony Re: HB 206 Version P

-----Original Message-----

From: alasbo@gci.net [mailto:alasbo@gci.net]  
Sent: Friday, February 05, 2010 5:19 AM  
To: Louie Flora  
Cc: Rep. Paul Seaton  
Subject: Email Testimony Re: HB 206 Version P

Louie,

Thank you for providing me with the latest version of HB206. As we discussed last week, I am out-of-town at a school business conference and will not be able to testify today. I have had the opportunity to discuss the current version of the bill with several colleagues. If possible, please provide the following comments to the committee.

We are concerned with several issues in the current bill:

- 1) Requirement for career assessment appears to be an unfunded mandate for additional testing on school districts. We and our affiliate organizations under the Alaska Council on School Administrators (ACSA) have endorsed a position statement (see below) that opposes mandatory implementation of these types of programs. If implementation were to be required, funded professional development for staff would be essential.
- 2) Payment for postsecondary coursework under the proposed 14.03.074 appears to be another unfunded mandate on school districts. Although many districts already have dual credit arrangements and fee sharing structures in place, the language in this bill may result in parents demanding that these existing systems be restructured and that school districts bear a potentially unlimited cost and administrative burden to provide these courses.
- 3) We do not feel that the 80-day count effectively addresses the dropout issue. We appreciate the addition of new language to address mid-year graduates and increases in enrollment. We also like the idea that baseline funding for the new school year will be determined by the prior year count. However, it is extremely likely that the 80-day count will result in lower counts for school districts, especially those in rural areas. There is often a drop in enrollment by mid-year, as families move out-of-district for various reasons, whereas they tend to move into rural districts in the summer and fall. The 80-day count will also impose an additional administrative burden on both districts and the state. Again, we do not feel it is an effective mechanism for addressing the dropout problem.

Thank you for your consideration and the opportunity to provide input to this process.

Position Statement 09-12

Work Ready College Ready Program Mandate

The Alaska Council of School Administrators recognizes the importance of building pre-vocational and vocational trainings and awareness statewide, but opposes mandatory implementation of the Work Ready

College Ready and Work Keys programs.

- There is no accountability mechanism built into the implementation plans for districts, schools, or students to gauge effectiveness or growth over time for students acquiring the critical work ready skills.
- The lack of appropriate infrastructure supporting the use of the program hinders the effectiveness of the program for our students.
- The Work Ready College Ready and Work Keys programs create another layer of "testing" for students that are not relevant for all students and are not directly aligned with our statewide model for improving student achievement and learning.

Adopted by the Alaska Council of School Administrators  
October and December 2009

Amy Lujan  
Executive Director  
Alaska Association of School Business Officials (ALASBO)  
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On Thu, Feb 4, 2010 at 10:51 AM , Louie Flora wrote:

- > Hi,
- >
- > Attached is the most recent version of HB 206, House Education
- > Committee legislation to address the high-school drop-out rate.
- >
- > New language extending the student count period from 20-days to
- > 80-days begins on page 2, line 27. Per the sponsor statement: HB 206
- > requires school districts to conduct an extended count period to
- > determine school funding. This provision increases the count period
- > from 20-days to 80-days and would provide a financial incentive for
- > schools to retain their students for the whole year. School districts
- > will be funded based on their prior year's count. Current law holds
- > districts harmless for a decrease in student count, and HB 206 would
- > allow districts with an increase in student numbers during the current
- > year to receive an adjusted funding level for that year. Students who
- > graduate from high-school in the middle of the 80-day count would be
- > included in the full count period.
- > This version of HB 206 will be discussed tomorrow in House Education,
- > and potentially voted on. If you wish to participate in the meeting
- > and cannot go to your local Legislative Information Office, please
- > e-mail and I will provide you with a dial-in number.
- >
- > Louie Flora
- > House Education Committee Aide,
- > Representative Paul Seaton, Chairman
- > (907) 465-3923

**Louie Flora**

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**Subject:** FW: House Education Committee Meeting Schedule for Next Week

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**From:** Jack Walsh [mailto:jwalsh@naknek.bbsd.schoolaccess.net]

**Sent:** Friday, February 05, 2010 2:09 AM

**To:** Louie Flora

**Cc:** lhsclaf+houseeducationcommittee@legis.state.ak.us; lhsclaf+liolist@legis.state.ak.us; lhsclaf+educationlist@legis.state.ak.us; 'Cindy Monsen'; 'Mike Swain '

**Subject:** Re: House Education Committee Meeting Schedule for Next Week

In the last week we have received information on HB206 and it's most recent version. While I will not be available for the House Education Committee Meeting on Friday, there are some thoughts I would like to share with Committee Members. I realize an email may be fairly informal, I can provide a follow-up if necessary.

As for the addition of a new testing requirement in career preparedness for all 12th grade students, I am not certain what real purpose this might serve for the state, school districts, the post secondary institutions, employers, and most importantly the individual students asked to take the test. Instituting a test in the 12th grade may suggest career readiness for some, but in what way will it be more informative then what we already have available through transcripts and other standardized measures? Testing in 12th grade in this area seems to be motivated by something other than better serving any individual student.

Like the HSGQE, which may be the last test the legislature required and believed would best serve the public, every test has its limitations and rarely is testing the 'silver bullet' people sometimes hope it will be. Some superintendents hope that this test will eliminate the need for an HSGQE, and would reduce the impact of a 'high stakes test' which occasionally denies students access to a diploma. If the new test eliminates the need for the HSGQE, that may be the best reason for a career preparedness test implementation.

On the issue of an 80 day student count period, I do not see where that would benefit many districts. The extended count period may only further complicate the current system since the 80 day period may see students make multiple moves between multiple districts. I do appreciate the forward funding suggestion which has been suggested frequently over the years. I also appreciate the consideration that the final funding may consider what best serves the district. I am concerned that the sponsor's statement suggests the current funding rules provide a 'hold harmless' safety net, when it actually spreads the funding void over a three year period rather than taking the full impact in any one year. Districts appreciate that relief, but we still lose funding equal to the amount more students would have generated.

The final point I wanted to make is that I believe districts and the UA system have been working on dual credit and other college course option for many years. These situations are most developed and robust in our largest communities and districts where teachers at both the hs and college level have the necessary academic background and have been working together for a while. In these instances they have reached agreements on course costs, and better articulating to parents and students which credits will be useful as students transition from high school. I believe these recommendations may help students in Alaska, but it will also further accentuate the differences in what can be offered in different districts where high turnover and limited personnel restricts available options. Other technologies may level the field some, (video conferencing, eluminate, etc) but there is still a discrepancy in how successful these classes are compared to live instructors on site.

Thanks for the opportunity to reply, I will try to be more timely next time. Jack Walsh, Superintendent of Bristol Bay Borough School District

Louie Flora wrote:  
Please see the attached schedule for next week in House Ed.

Thank you.

Louie Flora  
House Education Committee Staff  
Representative Paul Seaton, Chair  
(907) 465-3923

--

**Jack Walsh, Superintendent**  
Bristol Bay Borough School District  
PO Box 169  
Naknek, AK 99633

Phone: (907) 246-4225  
Fax: (907) 246-6857

Visit our new website at: <http://bbbsd.net/>

## Louie Flora

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**From:** Al Weinberg [alweinberg@hydaburg.k12.ak.us]  
**Sent:** Tuesday, February 09, 2010 3:57 PM  
**To:** Louie Flora  
**Subject:** RE: HB 206 also heard on Wednesday

To: House Education Committee

Re: HB 206 (80-day count period provision)

I have been involved in public education for 48 years, 42 years in Alaska. I have never known an educator who did not care if students dropped out of school, regardless of whether they had been counted for funding. In my opinion, the rationale given for the proposed 80-day count period discredits the motives of educators without providing significant real data to back it up.

B. A. Weinberg, Superintendent  
Hydaburg City School District

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**From:** Louie Flora [mailto:Louie\_Flora@legis.state.ak.us]  
**Sent:** Tuesday, February 09, 2010 2:13 PM  
**To:** lhsclaf+liolist@legis.state.ak.us; lhsclaf+akschooldistricts@legis.state.ak.us; lhsclaf+educationlist@legis.state.ak.us  
**Subject:** HB 206 also heard on Wednesday

Hi,

This is to inform you that in addition to HB 317 the House Education Committee will hear HB 206 Version P tomorrow. Testimony will be taken on the bill.

Louie Flora  
House Education Committee Aide,  
Representative Paul Seaton, Chairman  
(907) 465-3923

## Louie Flora

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**From:** Lauren Burch [lburch@sisd.org]  
**Sent:** Thursday, February 04, 2010 12:45 PM  
**To:** Louie Flora  
**Subject:** comment on HB 206

Hello Sir, I appreciate your keeping us in the loop.

Current law holds districts harmless for a decrease in student count, That is only true for district wide. If my school drops below ten, it is cut from funding. We dropped three schools this year. Two would have been at 8-9, but I could not risk it as zero funding is a hard fall. This will simply compound the issue and close more schools. Unless there is something I do not understand. thanks, lauren

Lauren Burch  
Superintendent  
Southeast Island School District  
(907) 828-8254  
[lburch@sisd.org](mailto:lburch@sisd.org)

"You can judge your age by the amount of pain you feel when you come in contact with a new idea." Pearl S. Buck

## Louie Flora

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**Subject:** FW: HB 206 Version P and new sponsor statement  
**Attachments:** Education Week.pdf

-----Original Message-----

**From:** Doug Conboy [mailto:dconboy@chevakschool.org]  
**Sent:** Thursday, February 04, 2010 2:01 PM  
**To:** Louie Flora  
**Subject:** FW: HB 206 Version P and new sponsor statement

**Conversation:** HB 206 Version P and new sponsor statement  
**Subject:** Re: HB 206 Version P and new sponsor statement

Mr. Flora,  
In the bill 14.03.074 says a district shall pay the costs for post-secondary. What am I missing here? This states very clearly that we would indeed be paying for something.

Also in the bill 14.03.073 calls for a nationally recognized assessment. We are one of two states with the wisdom to refuse National Standards. I see this as a sell out and one that will hurt us all badly down the road. I am attaching an article relating to the total lack of intelligence that National Standards represents for your information. I hope that in reading the message in the article you will understand my intense opposition to National Standards as see the extreme threat they represent to education and to our students.

You state that "the intent of the extended count is to provide an incentive for districts to maintain student numbers year-round"  
I remain confused as to how counting my kids more or longer is going to keep any of them in school?  
If you weight your cows every day they don't gain more weight or gain it any faster. If you want them to gain weight, you need to feed them more or better.  
I see counting our kids longer in the same way. Unless we DO something different. Counting them for a longer period of time is of no more substance than a sack full of wind.

I thank you for your response, but I find this bill lacking in substance and common sense. It also has the potential to decrease funding for schools in enrollment decline as I see it, due to the way it is worded. I will be traveling tomorrow so I cannot testify. I would appreciate you sharing this note and my first with the committee. If it seems appropriate please feel free to do so.

My Thanks,  
Doug Conboy

PS: I made a couple of typo corrections to the first note that will come along with this one. Please do me the favor of using this version if you do share it with the committee.

**Louie Flora**

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**Subject:** FW: HB 206

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**From:** John Conwell [mailto:jconwell@UCSD.net]

**Sent:** Thursday, February 04, 2010 3:10 PM

**To:** Adam Berg; Bryce\_Edgmon@legis.ak.state.us

**Cc:** Holly Holman; John Conwell; Dan Masoni; magnusen@akwisp.com; Sonia Handforth-Kome; Tammy Pound (local); Tonya Miller

**Subject:** HB 206

Dear Representative Edgmon,

I have read the Sponsor Statement for HB 206 (Version P) and would like to share some concerns that I have with you:

1. I do not understand the rationale behind increasing the student count period from 20-days to 80-days as a funding incentive for districts to retain students in school. Is there research to back up the assumption that this measure will reduce the dropout rate? School administrators and teachers have an ethical obligation to do everything in their power to keep children from dropping out of school. It is somewhat insulting to me as a member of the profession to think that educators would want to keep kids in school solely to maintain funding. While schools certainly could do better to keep kids engaged in school, there has to be a better solution than increasing the count period.
2. The provision in the bill that would allow students to take college or vocational education credits for free once they have passed the HSGQE is problematic. Last year, 90% of our 10<sup>th</sup> graders passed the HSGQE on their first try. These students go on in their 11<sup>th</sup> and 12<sup>th</sup> grade years to take many of the courses offered through the District's rigorous curriculum; including advanced math, foreign language, music, art, and Career and Technical Education courses. Some of these courses are offered for college credit through our dual credit and Tech Prep programs. Through our MOA with the university, students earn these college credits at greatly reduced rates. Most of the courses are taught by our high school faculty. Students who want to earn college credit but cannot afford the tuition have access to scholarships. It has been my experience that if the student or the family has to pay the tuition or fill out the paperwork for a scholarship, they have an incentive to finish the course. If these courses are offered for free, as the bill proposes, who pays for the credits? Is the university able to offer so many more courses to students in rural Alaska? Does rural Alaska have the internet bandwidth capacity to handle distance delivered courses? As I may have mentioned to you previously, Unalaska does not presently have the capacity, both in terms of personnel and technology, to offer many distance-delivered or locally taught college courses.
3. The career preparedness requirement outlined in HB 206 is laudable. However, please keep in mind that since the passage of NCLB nearly 10 years ago, school districts have "tooled the factory" to produce students who are proficient in math and language arts. The goal mandated by the legislature was to have all students perform at grade level on the Standards Based Assessments and to pass the HSGQE. If the legislature changes the mandate to require all 11<sup>th</sup> grade students to pass the WorkKey's assessment, they need to know that schools will need to "re-tool." Presumably, the HSGQE was designed to measure what a student knows and is able to do with regard to their post-secondary education and career readiness. Is one to assume now that this assessment that the State has required students to pass for the last several years was flawed?
4. The Sponsor Statement says that "the HSGQE has been identified as a contributing factor to the high-school drop-out rate." Who has identified it at such? Is that statement based on empirical research or anecdotal comments? To the contrary, our District has often found that students who pass the HSGQE, especially ESL students and students with disabilities, have felt even more empowered to finish high

school! We recognize that there are problems with the HSGQE, but let's be careful to not throw out the baby with the bathwater.

I urge you and other members of the House Education Committee to consider the possible adverse consequences of HB 206. As written, this bill contains many complex components; each requiring extensive research and debate. I hope that UCSD board members and I can discuss this bill with you further during the legislative fly-in next week.

Respectfully,

*John P. Conwell*  
Superintendent  
Unalaska City School District  
P.O. Box 570  
Unalaska, AK 99685  
Office: 907-581-3151 Fax: 581-3152 Mobile: 359-3151  
[jconwell@ucsd.net](mailto:jconwell@ucsd.net) [www.ucsd.net](http://www.ucsd.net)

*"To Provide an Exemplary Education"*

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## Louie Flora

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**From:** Woody Wilson [wwilson@wrangellschools.org]  
**Sent:** Thursday, February 04, 2010 5:31 PM  
**To:** Louie Flora  
**Subject:** Comments and questions  
**Attachments:** WRG Comment HB 206.docx

Louie,

I am forwarding these comments for the meeting in the morning. If I can get to the LIO I will try to testify. Wrangell is already doing what the legislation is asking without all the bureaucracy of this legislation.

The WorkKeys is not valuable to college bound students and for the most part is a waste of money, energy, and valuable teaching time for those students. Please see my entire comments.

Would be nice to put the brakes on this thing until further expert testimony could be reviewed.

Thanks.

Woody Wilson, Superintendent  
Wrangellschools.org  
907-874-2347

## HB 206 (Version P) Sponsor Statement

Alaska has one of the highest high-school drop-out rates in the nation. HB 206 addresses this problem by providing incentives for districts to keep students by replacing the current 20-day student count period with an 80-day count for purposes of determining student numbers for school funding. HB 206 seeks to elevate student engagement by allowing students who pass the High School Graduation Qualifying Exam (HSGQE) to take college or vocational education credits for free until high-school graduation.

Students who do not pass all three sections of the HSGQE should not be disqualified from taking college or vocational education credits. Many very successful business people in this and other states could not pass all three sections of the qualifying exam. That should not penalize them or hold them back.

It also adds a student's career preparedness assessment scores to their high-school transcript.

The career preparedness requirement attempts to ensure that high school graduation is based on student competency for real-world employment applications. The Department of Education and Early Development (DEED) currently requires that all 11<sup>th</sup> graders take a career assessment test, in this case the WorkKeys Assessment.

The above statement is incorrect. "The department does "not" currently require....." It is the opinion of my School Board and the opinion I share that WorkKeys should not become a requirement since it has little, if any, value to most students in Wrangell. Students who are college bound will find WorkKey test documents useless for all practical purposes. Most colleges and universities do not recognize WorkKeys scores as having any value. Students entering a trade or going on to technical schools may find more value in the WorkKeys scores since they may find counselors, teachers, and employers who understand what those scores mean. One size does not fit all and we do not believe in mandating something that will have no value to a large number of our students.

WorkKeys is a job skills analysis and assessment system that sets out specific skills and levels of skills required by employers, so that students understand the connection between what they learn in school and what is required for each occupation. HB 206 builds on the DEED plan by requiring that the career preparedness assessment be taken again before a student exits high school, and requiring that those assessment scores be posted on a student's transcript. This would allow a student to use their final year of high school to improve specific skill and make their scores meaningful for employment or college qualification:

To my knowledge no college or universities currently uses WorkKey scores for entrance or anything else. Most do not even know what it is.

HB 206 allows students who take and pass all three sections of the HSGQE prior to graduation to take college credits or vocational school credits until graduation. This could allow students to advance toward an associate degree or vocational education certificate by the time they have graduated high school. New studies indicate all students should start college with at least six college credits to improve college graduation rates. The HSGQE has been identified as a contributing factor to the high-school drop-out rate. Students interpret that passing the exam means they have met their high school qualifying criteria, leading to a lack of interest in school. Incorporation of classes that are selected based on relevance to the individual student will help maintain interest and achievement.

Wrangell Public Schools currently offers 51 College Credits to students in a wide variety of classes. Will this bill help us defray the cost of these courses? This current school year Wrangell Public Schools is offering Math 105, Math 107, Math 108, Math 200, English 111, English 211, Early Childhood Development, Emergency Trauma Technician (ETT), Emergency Medical Technician I (EMT-I), Certified Nurse Assistant, Advanced Woodworking, Welding I (metals fabrication) and Welding II (metal fabrication). All these courses are concurrent or dual enrollment college courses. How will this bill benefit our students or our district?

HB 206 requires school districts to conduct an extended count period to determine school funding. This provision increases the count period from 20-days to 80-days and would provide a financial incentive for schools to retain their students for the whole year. School districts will be funded based on their prior year's count. Current law holds districts harmless for a decrease in student count, and HB 206 would allow districts with an increase in student numbers during the current year to receive an adjusted funding level for that year. Students who graduate from high-school in the middle of the 80-day count would be included in the full count period.

It is my belief that the prolonged count period will accomplish nothing but to perhaps cause more frustration for school secretaries, administrators, and IT people who have to compile these data. It is very possible that school districts may lose funding.

Will there be a fiscal note attached to the bill? Extending the count will not come without cost in each district and in DEED. Thickening the bureaucracy is not always a good thing without knowing if positive results can be gained. The assumption is that schools have control over whether or not the student attend and continue their education. Agreed, schools can influence this decision but schools certainly do not have control. Parents are the control in this instance. I fear schools will be punished for decisions made in the homes of their students:

Furthermore there are other reasons for school populations to increase and decrease that have nothing to do with drop outs. Drop out prevention seems to be the primary purpose for this legislation. How does the bill control for normal transience of school

populations. Transience is certainly not related to school drop outs but would cause a district to either gain or lose funds. For example:

Village A has a fire that burns several homes. Families from Village A move to Village B. Village A has a significant decrease in student population over the count period and Village B has an increase. One school will be penalized while the other will be rewarded. Neither may have had an increase or decrease based purely on drop outs.

- Where will the money for tuition come from? Is it supposed to come from the school district's foundation formula? There is no fiscal note that I have seen yet so I may not understand how this is intended to be paid for.
- What about districts that use their own staff to teach the college courses through articulation agreements with universities and colleges. Are they reimbursed for the courses they are teaching since no university staff is involved other than the registrar?
- If the local district teaches these classes can they be reimbursed through the Governor's Scholarship Program?
- There would seem to be models that achieve the same result, like the current model used in Wrangell, without any need for legislation, additional counts, and additional bureaucracy. Why haven't these models been reviewed?

Thank you for the opportunity to comment.

Woody Wilson  
Superintendent, Wrangell Public Schools  
907-874-2347  
[wwilson@wrangellschools.org](mailto:wwilson@wrangellschools.org)



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## Alaska Council of School Administrators

2 February 2010

House Education Committee Members  
Alaska State Capitol

Dear Chair Seaton:

I will be unavailable to comment on HB 206 during the scheduled hearing on Friday, February 5, 2010. Please accept the following remarks on behalf of the Alaska Council of School Administrators.

It is the administrators' job to inform policy, but ultimately we are the implementers of policy decisions. As HB 206 is written, there are several administrative concerns regarding its implementation.

- 1) The proposed career preparedness assessment would be a new assessment. I am sure the committee realizes that in order to comply with No Child Left Behind mandates, our students have been subjected to an inordinate amount of testing. If there is to be a new assessment, no matter how appealing it may be, something **MUST** be taken off the table. We cannot support yet another layer of testing.
- 2) Districts should not be required to absorb new costs associated with students taking college or vocational credit courses.
- 3) Adjusting the student count period is a concern. At this point, we do not have the necessary data to fully understand the potential impact of proposed changes on school districts' funding. Our operating costs are definitely fixed by the fall, and in many cases have been predetermined the previous spring, once contracts are issued.
- 4) Some discussions in the previous hearing implied that districts are not trying hard enough to keep children in school, thus need a financial incentive to do so. While there may be isolated cases of student count abuse, please do not paint all districts with a broad brush. It is inaccurate to suggest that most school administrators disregard the vital issue of students who leave school early. That quite simply is not the case.

Thank you for taking the time to consider these points as you deliberate HB 206.

Sincerely,

Mary A. Francis, Ph.D.  
Executive Director

## Louie Flora

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**From:** alasbo@gci.net  
**Sent:** Tuesday, February 02, 2010 6:18 PM  
**To:** Rep. Paul Seaton  
**Cc:** Louie Flora; Dave Jones; Laura Hylton  
**Subject:** HB317 & HB206

Representative Seaton,

You asked me yesterday for some additional information on school district pupil transportation contracts during my testimony on HB317.

I have discussed this matter with several of my colleagues and learned that there is variability in the CPI clauses of the contracts around the state. Some of the newer contracts may address both increases and decreases in CPI, whereas others only reference increases. Unfortunately there is no file of all the district contracts, so we'd have to contact each district to get more precise information. Also, some contracts have separate fuel clauses, which may be based on local rates. These rates may not go down, even if the Anchorage CPI does!

In light of this situation, and the uncertain economic times, we would certainly be in favor of the new language proposed in HB317.

Regarding HB206, I did not get a chance to testify on Monday, and I will be out-of-town for the next week, when I understand a new version may be available. I am concerned that the proposed change in the count procedure does not effectively address the dropout issue, and that it will result in reduced funding for districts. Quite often counts will be reduced as the year goes on, but this may be due to mid-year graduations and families moving, not solely to dropouts. While there is movement both in and out throughout the year, families are more likely to move to rural areas of the state in the summer, than in the dead of winter!

In addition to reducing the foundation funding in districts even where there is no dropout problem, a significant change to the count procedure may have other unintended consequences, such as increased closures of small schools "on the edge" of the 10-student minimum.

I am also concerned about possible unfunded mandates in this bill, which may include the additional career assessment exam and district-funded enrollment in post-secondary courses.

My colleagues and I await the expected new version of HB206, and we hope that there will be sufficient time to review it before your committee takes action on the bill. Although I will be traveling this week, I will continue to check BASIS.

Thank you for your consideration.

Amy Lujan  
Executive Director  
Alaska Association of School Business Officials (ALASBO)  
3145 Pioneer Avenue  
Juneau, AK 99801  
907-500-9086  
907-723-7415 (cell)  
[www.alasbo.org](http://www.alasbo.org)

**Louie Flora**

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**From:** Fred E. Parady [fred.parady@nsbsd.org]  
**Sent:** Monday, January 25, 2010 3:07 PM  
**To:** Rep. Paul Seaton  
**Cc:** Peggy Cowan  
**Subject:** HB206

Chairman Seaton:

Thank you in advance for taking time to consider these comments.

It is our understanding that the current draft of HB206 contemplates adding a spring 20 day count period. To be candid, I have been unable to pull up the exact language in the bill, which likely reflects my inexpert use of the legislative website.

Having said that, the North Slope Borough School District opposes such a provision at this time, primarily because the ramifications of an additional counting period are unknown. Given that current funding is tied to this count and that state funding is one of the most critical elements of revenue, and thus our ability to serve students across the Slope, we would prefer further study before enactment of a statute.

We support continued study of school funding and of course, full funding of ISER and full recognition of rural cost differentials.

We appreciate your leadership and legislative support to rural schools across Alaska. Please feel free to contact me for any additional insight or if I can be of any help.

Cordially,

Fred

Fred E. Parady  
Chief Operating Officer  
North Slope Borough School District  
P.O. Box 169  
Barrow, Alaska 99723-0169  
907.852.9516 (w)  
907.367.3529 (cell)  
907.852.9505 (fax)  
[fred.parady@nsbsd.org](mailto:fred.parady@nsbsd.org)

## Louie Flora

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**From:** Woody Wilson [wwilson@wrangellschools.org]  
**Sent:** Tuesday, January 26, 2010 9:01 AM  
**To:** Louie Flora  
**Subject:** additional info

Louie,

This may or may not be information you are interested in for this up coming meeting but students can pick up college courses in Wrangell. We currently have a possible 51 college credit for students this year.

We have a host of academic and tech prep courses available to students. These are taught in Wrangell by teachers in Wrangell. If there is another small district doing more than this I am not aware. The courses are not virtual but I know offering college/dual credit courses has been an issue in the past with the legislature.

Woody Wilson, Superintendent  
Wrangellschools.org  
907-874-2347

**Louie Flora**

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**From:** Steve Atwater [SATwater@KPBSD.k12.ak.us]  
**Sent:** Monday, January 25, 2010 6:16 PM  
**To:** Louie Flora  
**Subject:** Kenai Position on HB206.

**Louie,**

Representative Seaton asked that I email him to let him know KPBSD's support for the proposed revision to HB206 that would change the way school enrollment is counted for funding purposes.

I understand that a current year enrollment would serve as the floor for funding for the following year. Should there be an increase to the enrollment from this floor, then the school district would receive additional funding.

KPBSD does not support the original language of HB206 that called for funding be based on an average of two counts.

Steve Atwater  
Superintendent

**Louie Flora**

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**From:** Michael Byer [mbyer@hbsd.net]  
**Sent:** Sunday, January 24, 2010 8:00 PM  
**To:** Rep. Paul Seaton  
**Cc:** Mary Francis  
**Subject:** HB 206

I think this bill should be reviewed and discussed with school boards and with superintendents at the upcoming legislative fly-in's. I know that other Superintendents have expressed that sentiment within our organization.

Two thoughts immediately come to mind. One is that if we have test that determines graduation/career readiness, we should need only one. The second is that we have not had a problem with the count being in October and a second count would mean extra time and effort by staff that would draw away from the other demands we work hard to satisfy.

Thank you,

-----  
Michael Byer, Superintendent  
Haines Borough School District  
PO Box 1289  
Haines, AK 99827  
(907) 766-6725

School District Comment on student count averaging

Dear Mr. Flora,

Thank you again for the opportunity to respond. The Galena City School District would support a second count period in an effort to allow school funding dollars to follow the students. We hear so often that student's move after the count period causing problems both for the school losing the student and the school receiving students. Larger districts have an economy of number and in my opinion are affected less. Some argue their challenge is simply larger. A second count would provide potential adjustment that (should, could, would) allow funds to follow the students. Some will argue, "schools already have staff contracted and to remove levels of funding will present financial shortfalls". School budgeting requires certain speculation; the legislature has mediated some of that through "hold-harmless" protection which possibly could serve this second count? In the end we support, "the money should follow the student".

Respectfully,

Jim Smith, Galena City Schools Superintendent

**Re: school district comment for Meeting tomorrow**

Lauren Burch [lburch@sisd.org]

**Sent:** Monday, August 24, 2009 2:01 PM

**To:** Louie Flora

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truancy

no citations issued, but that could be our problem if law enforcement is now pursuing the option if informed. In the past our local court system has been unwilling to prosecute truancy at any age. There could be a new attitude by the magistrate for Prince of Wales Island that we missed.

count averaging

we are a district of small schools. We will close as many as four of our ten schools this year because they do not have ten kids. So what happens when I have ten kids in October and then nine later in the year when they do the second count? Our funding is based on making the ten kid minimum. Ten comes with funding and nine comes with no money whatsoever. Or...I start with nine knowing someone is moving in later in the year and I have ten at the second count. So I get full funding when I hit ten later in the year?

We have enough trouble surviving the count period now. Having two adds an additional uncertainty to an already fragile financial situation.

Exam relevancy

I have no opinion. I think we have gone crazy over testing in general. I live on an island where kids need to know how to fix outboard engines, weld, do home repairs, plumbing and wiring. We offer none of these skills as we are so busy making sure they pass the tests and funnel our limited resources in that direction.

Lauren Burch  
Superintendent  
Southeast Island School District  
(907) 828-8254  
lburch@sisd.org

"Today I shall behave as though this day is the one by which I shall be remembered." R. A. Twerski

## Louie Flora

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**From:** Rep. Paul Seaton  
**Sent:** Wednesday, September 30, 2009 4:01 PM  
**To:** Louie Flora  
**Subject:** FW: HB 215

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**From:** David Arp [mailto:arpd@mail.ssd.k12.ak.us]  
**Sent:** Friday, April 10, 2009 2:16 PM  
**To:** Rep. Paul Seaton  
**Subject:** HB 215

Representative Seaton,

I'm writing this letter in an effort to gain more clarification on HB 215. The minimal information I can glean from the internet indicates that the crux of the bill is to assist School Districts budget development process by allowing us to use historic data for future allocations. As a school Business Manager I can appreciate the goal! Prior to assuming this role, I spent a decade managing a private investment group and serving on not for profit boards. Nothing has compared to the difficulty of the current school budget process.

My main concerns with the new format (count in October and count in February) are how it will impact the current cycles. State regulations require us to have a public budget process and turn in the budget to our respective cities by May 1<sup>st</sup> each year. If you run the count until the end of February that will leave less than two months for the State to analyze the numbers for potential duplication of students and the districts to resolve the duplicates, creation of budgets, public process, Board approval, and submission to the City and/or Borough for final approval.

Also, will the new legislation require a balancing of the numbers each year? Depending on how this is handled we could wind up right back where we started. If you or your staff could point me in the direction where I could find more clarification on this bill I would greatly appreciate it. My contact information is listed below. Thank you very much for your time and consideration.

Sincerely,

David W. Arp  
Business Manager  
Sitka School District  
300 Kostrometinoff Street  
Sitka, AK 99835  
Work: 907-966-1254  
Fax: 907-966-1260  
Mobile: 907-738-1343  
Email: [arpd@mail.ssd.k12.ak.us](mailto:arpd@mail.ssd.k12.ak.us)

## Louie Flora

---

**Subject:** FW: House Education Committee hearing on Drop-out prevention through proposed dual student counts January 20th

**From:** PJ Ford Slack [mailto:pjford@dgsd.k12.ak.us]  
**Sent:** Friday, January 08, 2010 12:21 PM  
**To:** Louie Flora  
**Cc:** Michael McCowan  
**Subject:** RE: House Education Committee hearing on Drop-out prevention through proposed dual student counts January 20th

Dear Mr. Flora,

The Student Count briefing sheet still does not address the issue of forward funding. Technically the count for Oct. 2010 and Feb. 2011 (for example) should be used to plan the following years budget (FY 2011-2012). What is being proposed will put many districts, and especially REAA's in a situation where they cannot meet their obligations let alone plan a reasonable budget. As it is we do a projection that may or may not be accurate. Contracts are given out the March prior to the projections. If we do a count the way the document suggests that will be averaged for that school year, a district might be in a position that it would be unable to meet payroll or hold school for the required 180 days. I have been through such shortfalls in Oregon. Once a district must close its door because it has no other funds the impact to the town and businesses is huge.

I suggest if we wish to have a dual count, that is averaged, that the count be used to budget for the following school year so adjustments can be made. That would move our state to a more accurate forward funding model.

Many thanks,

PJ Ford Slack, Ph.D.  
Superintendent Delta/Greely School District  
REAA 15

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**From:** Louie Flora [mailto:Louie\_Flora@legis.state.ak.us]  
**Sent:** Friday, 8 January 2010 10:35 AM  
**To:** lhsclaf+akschooldistricts@legis.state.ak.us  
**Subject:** House Education Committee hearing on Drop-out prevention through proposed dual student counts January 20th

Hello,

The House Education Committee will be holding a hearing on January 20<sup>th</sup> beginning at 8:00 a.m. (concluding at 10:00 a.m.) Under discussion will be the dual student count provision of CSHB 206 which I have attached to this e-mail along with a paper put together by staff at the Department of Education and Early Development for a House Education meeting in August of 2009. We have requested that the department clarify the model that they have put together in the briefing paper as it is somewhat confusing, and to describe the impact of this provision over a three year period. We have also requested that they model the impact of the provision on a small school district and a large school district.

Previously in August we requested school district comment on this provision and there was a discussion on it at that meeting. The committee chair would like to maintain a dialogue, and make sure that all districts have a clear understanding of this provision as we move forward with HB 206.

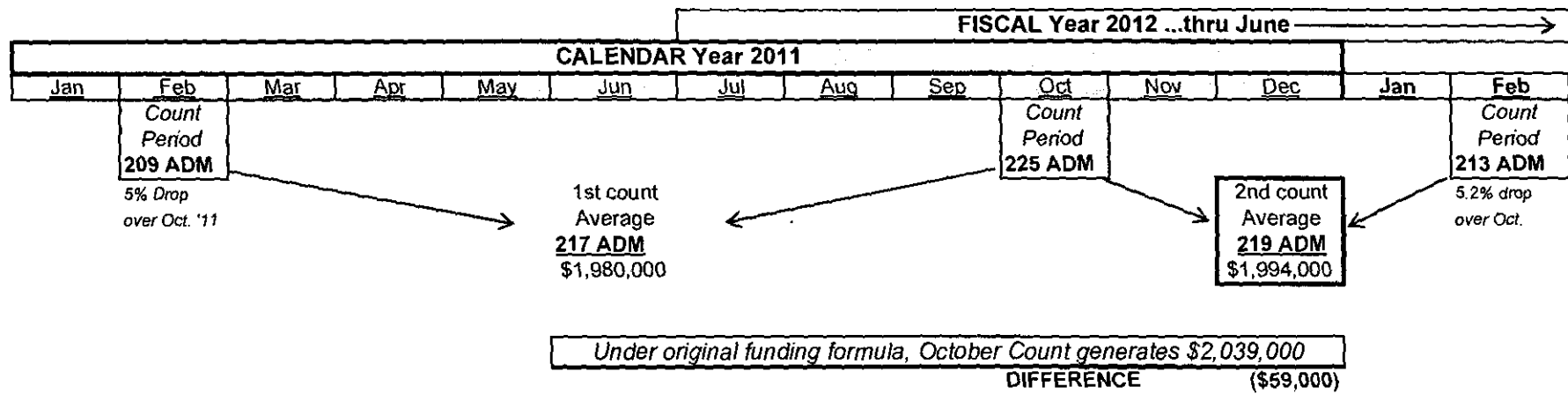
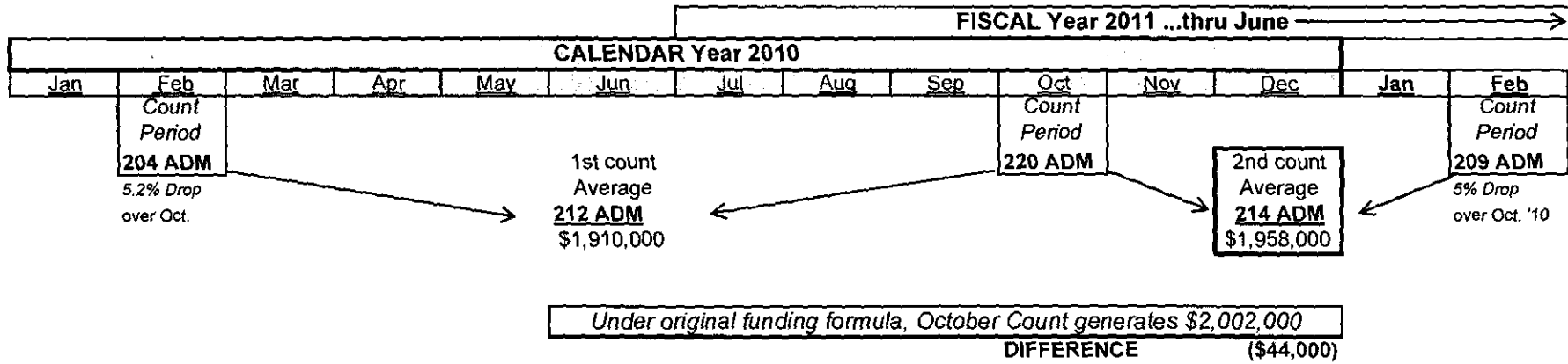
This provision has been added to HB 206 as one way to incentivize a decrease in student drop-out rates statewide.

Please let me know if you will be able to dial in from your office to this meeting. The dial in number is 1-888-295-4546.

Thank you for your assistance in this discussion.

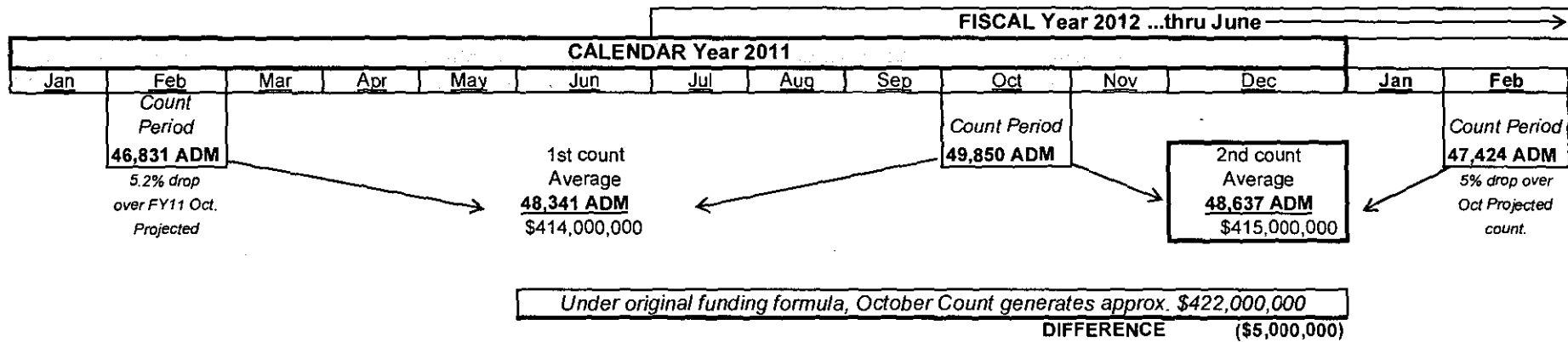
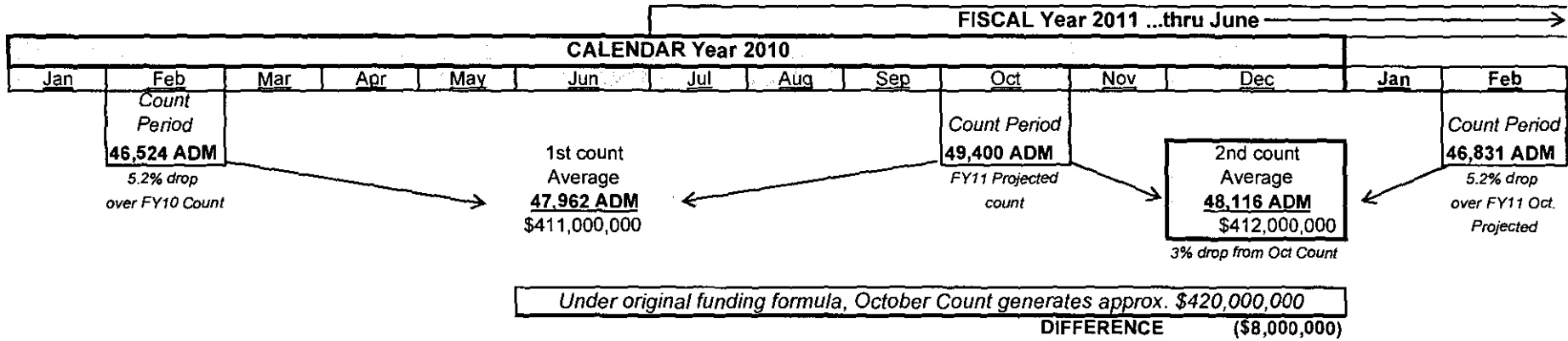
Louie Flora  
House Education Committee Aide,  
Representative Paul Seaton, Chairman  
(907) 235-2921

**HB 206 ~ Averaged Student Count**



NOTE: Reduction in the spring is based on the dropout rates from FY2008 & FY2009 at 5.2%.

**HB 206 ~ Averaged Student Count**  
Large Sample District



**NOTE:** Reduction in the spring is based on the dropout rates from FY2008 & FY2009 at 5.2%.

# Dropout Prevention: Student Views

(Editor's Note: The 18th Annual June Nelson Memorial Scholarship Competition included this essay question: *Alaska's dropout rate, at 8 percent, is double the national average, according to the U.S. Department of Education. Thirty-eight percent of today's 9th graders will have no high school diploma 10 years from now. Knowing this, what can communities, parents and students do to decrease the dropout rate?* Here are two essays based on that question from 2009 June Nelson Scholarship Competition winners.

By Marissa Chingliak  
Akiachak School  
Yupit SD

Although many think that success is a result of luck, the truth is, as Marva Collins quotes, "Success doesn't come to you. . . you go to it." I view dropping out as a loss of motivation to succeed. I believe that parents, students and communities can work together to decrease Alaska's drop-out rate by motivating students to achieve and succeed.

I believe a solid education begins at home. First of all, a parent should teach their child the values of self-discipline, education and success. These concepts work closely together whether in school or in the workplace. Secondly, I believe that a parent should discipline their child so they know not to make decisions that will result in negative consequences. Otherwise the child will go their own way and easily get away with skipping or dropping out of school. Lastly, a parent should encourage their child to stay in school. I know from experience how a little encouragement from a parent goes a long way. Besides parents doing their part to decrease the Alaska drop-out rate, students can make a difference also.

Because we're in school for the majority of your young lives, it makes a big impact on our character. That is why I believe that students should set an example for other students. As a graduating senior, I have mentored some pre-3rd graders as well as some freshmen. I have had the privilege to watch them improve their attitude and work skills. I believe that a positive example will help mold an under-motivated student into a diligent young adult and will prevent dropping out of high school. Secondly, I think that students should encourage other students to stay in school. Many students who drop out feel they are mentally challenged and have no hope. Help and encouragement from another knowledgeable schoolmate will make a possible drop-out motivated to stay in school. Lastly, I think that a peer-mentoring program orchestrated by upperclassmen would be a great way to prevent dropouts. If a student is falling behind in school, a peer-mentor would not only help, but would be another



reason to stay in school. In addition, students making a big difference in the Alaska drop-out rate, a community could also do their part in prevent it. It takes a village to raise a child. A village-community can contribute a lot to decrease the Alaska drop-out rate. For example, if a student decides to drop out, I think that the tribal court should weigh the reasons for the decision. A tribal court judge can decide whether the reason is just, or if it isn't good enough. Another thing a community can do to prevent the Alaska drop-out rate is start a community tutoring program. They can hire professionals, such as teachers, to tutor students who are struggling in school. Often times, when a student struggles in school, their final decision is to just drop out. That is how a community tutoring program could decrease Alaska's drop-out rate. Lastly, a community can encourage a student to stay in school. There can never be too much encouragement, whether from a parent, student or a community. More encouragement just makes students feel content and cared for, and that will make a big difference in a young person's life.

When parents, students and communities work together, they can decrease the Alaska drop-out rate of 8 percent. Parents should start teaching and encouraging their child at home. Students from school can set a positive example for and help motivate struggling students. Communities can also become involved in helping support the efforts of parents and the school. I believe that all these components, working together, will help decrease the drop-out rate of Alaska.

By David Herbert  
Seward High School  
Kenai Peninsula SD

Paul is an ordinary guy. In middle school, he is the class secretary, has a B average in his classes and is popular among his peers. AT home he spends time hanging out with his older "bro" and teasing his little sister. His parents offer him support. He is looking forward to high school, in particular to sports (his brother thinks he has the right stuff for the football team).

Now let's look forward a few years: Paul is a senior now and does not have enough credits to graduate. After many talks with his counselor, Paul decides it is not worth the effort to try and make up the classes and he drops out. In just a few short years, he went from a student brimming with potential to a high school drop-out with limited options. What caused this change? There is no one source, but as we look back at his years in high school we can see problems and possible corrections.

As a freshman Paul's classes provided him with a challenge. Unlike in middle school, the variety of classes for each student meant that his teachers were less aware of each other's assignments and Paul had a difficult time making a schedule. On top of this, he had sport's practices after school, leaving him drained and hampering homework and projects. His B average slipped to a C. In his sophomore year, Paul struggled academically. To maintain his eligibility to play sports, he switched into easier classes. "Getting his art credits out of the way," he told his parents. During his junior year, things continued downhill. After scraping by his first quarter, Paul's grades slipped to a D average, making him ineligible for sports. Under pressure from his coach to get his grades up, he starting doing drugs and drinking with his friends to relieve the stress. Without sports to keep his grades up, he failed several of his classes. In his senior year he loses interest in school entirely and drops out.

Where did Paul go wrong? Or where did we go wrong?

It is obvious to see differences between his actions in middle school and in high school. These changes likely happened gradually and would be overlooked by school officials unless they have records and observations from the middle school and time to look them over. In cases like Paul's, his records should go onto a



warning level to help his counselor better plan later classes. When, in his sophomore year, he starts to avoid hard classes to keep his grades up, he takes the first step to dropping out. Every middle school and high school should have enough counselors to successfully track each student and catch problems early.

Paul was motivated by sports to keep his grades up, but when he became ineligible he lost all interest in school. A simple solution to this would be to make required classes pass/fail. Students should be given chances to learn the material for a class without pressure on GPA and then given the chance to test out of it, earning a credit.

In his junior year, the major problem that every kid is warned about comes up. . . Drugs. The emphasis on how bad drugs are in elementary school and middle school is strong, but in high school there are very few reminders of this. It is very easy for students to forget their D.A.R.E. training after several years. Drugs are more often used by people with lower self-esteem and people under stress. The effects drugs have on a person's health are immense, but the damage they do to a person's reputation and standing can have a much more devastating outcome to their life. Not all students that do drugs will drop out of school. However, drug use is another sign that a student is having problems. Parents must stay tuned into their students' activities outside of school and schools should continue anti-drug education into the high school years.


Ultimately, the problem with dropouts cannot be solved with money or programs alone. It is individual attention from an early age that will motivate students to graduate. To combat a rising drop-out rate schools must provide more counselors to catch problems early and seek individual solutions. Further, schools must be innovative in grading methods, and provide alcohol and drug education during high school. The involvement of students, parents and the community are essential for all schools to be successful and lower the drop-out rate.

# Estimated Impact of Federal Stimulus in Alaska

Estimate based on District % of 2008-2009 allocations.  
 Actual allocations will be based on 2009-2010 data when available.  
 2009-2010 allocations will be based on 2007 census data and  
 the allocations may shift significantly from 2008-2009.

American Recovery and Reinvestment Act of 2009

	Title I ESTIMATE	SFSF ESTIMATE	Title II-D ESTIMATE	Special Education	619 Preschool Disabled
ALASKA GATEWAY SCHOOL DISTRICT	\$ 169,585	\$ 635,579	\$ 10,549	\$ 133,474	\$ 11,098
ALEUTIAN REGION SCHOOL DISTRICT	\$ 5,523	\$ 30,185	\$ 501	\$ 32,057	\$ 10
ALEUTIANS EAST BOROUGH SCHOOL DISTRICT	\$ 29,810	\$ 168,375	\$ 2,794	\$ 53,619	\$ 4,871
ANCHORAGE SCHOOL DISTRICT	\$ 11,547,957	\$ 33,176,445	\$ 550,621	\$ 12,545,691	\$ 476,726
ANNETTE ISLAND SCHOOL DISTRICT	\$ 60,653	\$ 331,248	\$ 5,498	\$ 94,465	\$ 11,752
BERING STRAIT SCHOOL DISTRICT	\$ 1,080,687	\$ 3,413,112	\$ 56,647	\$ 506,947	\$ 14,218
BRISTOL BAY BOROUGH SCHOOL DISTRICT	\$ 9,894	\$ 47,180	\$ 783	\$ 47,184	\$ 2,103
CHATHAM REGION SCHOOL DISTRICT	\$ 53,782	\$ 242,203	\$ 4,020	\$ 44,175	\$ 46
CHUGACH SCHOOL DISTRICT	\$ 49,781	\$ 158,738	\$ 2,635	\$ 47,217	\$ 2,799
COPPER RIVER SCHOOL DISTRICT	\$ 119,012	\$ 522,621	\$ 8,674	\$ 150,157	\$ 9,065
CORDOVA CITY SCHOOL DISTRICT	\$ 32,524	\$ 192,342	\$ 3,192	\$ 101,955	\$ 11,775
CRAIG CITY SCHOOL DISTRICT	\$ 53,936	\$ 249,890	\$ 4,147	\$ 155,867	\$ 5,666
DELTA GREELY SCHOOL DISTRICT	\$ 253,354	\$ 1,090,657	\$ 18,101	\$ 287,682	\$ 31,205
DENALI BOROUGH SCHOOL DISTRICT	\$ 13,806	\$ 111,823	\$ 1,856	\$ 110,286	\$ 2,874
DILLINGHAM CITY SCHOOL DISTRICT	\$ 83,701	\$ 404,240	\$ 6,709	\$ 145,459	\$ 13,179
FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT	\$ 2,335,723	\$ 7,934,180	\$ 131,682	\$ 3,621,828	\$ 140,060
GALENA CITY SCHOOL DISTRICT	\$ 30,630	\$ 147,583	\$ 2,449	\$ 619,422	\$ 1,490
HAINES BOROUGH SCHOOL DISTRICT	\$ 38,833	\$ 218,060	\$ 3,619	\$ 88,379	\$ 5,574
HOONAH CITY SCHOOL DISTRICT	\$ 30,289	\$ 132,782	\$ 2,204	\$ 42,805	\$ 2,782
HYDABURG CITY SCHOOL DISTRICT	\$ 57,341	\$ 181,328	\$ 3,009	\$ 27,529	\$ 710
IDITAROD AREA SCHOOL DISTRICT	\$ 147,862	\$ 517,327	\$ 8,586	\$ 98,664	\$ 8,326
JUNEAU BOROUGH SCHOOL DISTRICT	\$ 486,962	\$ 1,954,868	\$ 32,444	\$ 1,221,660	\$ 38,982
KAKE CITY SCHOOL DISTRICT	\$ 51,000	\$ 192,271	\$ 3,191	\$ 32,397	\$ 3,464
KASHUNAMIUT SCHOOL DISTRICT	\$ 265,349	\$ 797,470	\$ 13,235	\$ 90,421	\$ 1,472
KENAI PENINSULA BOROUGH SCHOOL DISTRICT	\$ 1,579,887	\$ 5,541,645	\$ 91,973	\$ 2,381,192	\$ 83,370
KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT	\$ 264,949	\$ 1,435,382	\$ 23,823	\$ 568,195	\$ 45,202
KLAWOCK CITY SCHOOL DISTRICT	\$ 49,028	\$ 196,223	\$ 3,257	\$ 50,075	\$ 3,472
KODIAK ISLAND BOROUGH SCHOOL DISTRICT	\$ 273,574	\$ 1,521,404	\$ 25,250	\$ 667,894	\$ 22,245
KUSPUK SCHOOL DISTRICT	\$ 192,197	\$ 711,538	\$ 11,809	\$ 126,558	\$ 2,171
LAKE AND PENINSULA SCHOOL DISTRICT	\$ 118,495	\$ 484,908	\$ 8,048	\$ 117,185	\$ 9,029
LOWER KUSKOKWIM SCHOOL DISTRICT	\$ 1,761,519	\$ 6,076,288	\$ 100,847	\$ 1,066,557	\$ 45,732
LOWER-YUKON SCHOOL DISTRICT	\$ 1,725,438	\$ 5,167,303	\$ 85,760	\$ 573,022	\$ 7,488
MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT	\$ 2,474,642	\$ 8,373,915	\$ 138,980	\$ 3,928,474	\$ 130,363
NENANA CITY SCHOOL DISTRICT	\$ 40,501	\$ 180,709	\$ 2,999	\$ 151,236	\$ 195
NOME CITY SCHOOL DISTRICT	\$ 65,641	\$ 371,380	\$ 6,164	\$ 178,894	\$ 10,477
NORTH SLOPE BOROUGH SCHOOL DISTRICT	\$ 221,524	\$ 1,130,970	\$ 18,770	\$ 414,741	\$ 15,515
NORTHWEST ARCTIC SCHOOL DISTRICT	\$ 675,241	\$ 2,566,672	\$ 42,598	\$ 530,247	\$ 14,952
PELICAN CITY SCHOOL DISTRICT	\$ -	\$ -	\$ -	\$ 4,945	\$ 4
PETERSBURG CITY SCHOOL DISTRICT	\$ 46,874	\$ 273,248	\$ 4,535	\$ 152,363	\$ 10,437
PRIBILOF ISLAND SCHOOL DISTRICT	\$ 13,152	\$ 87,694	\$ 1,455	\$ 32,980	\$ 2,088
SITKA BOROUGH SCHOOL DISTRICT	\$ 165,570	\$ 892,115	\$ 14,806	\$ 362,918	\$ 27,817
SKAGWAY CITY SCHOOL DISTRICT	\$ -	\$ -	\$ -	\$ 21,219	\$ 1,397
SOUTHEAST ISLAND SCHOOL DISTRICT	\$ 43,858	\$ 212,448	\$ 3,526	\$ 46,014	\$ 2,791
SOUTHWEST REGION SCHOOL DISTRICT	\$ 476,265	\$ 1,499,073	\$ 24,880	\$ 211,397	\$ 13,935
ST MARYS CITY SCHOOL DISTRICT	\$ 112,942	\$ 352,027	\$ 5,843	\$ 53,643	\$ 740
TANANA CITY SCHOOL DISTRICT	\$ 14,228	\$ 61,367	\$ 1,018	\$ 17,036	\$ 702
UNALASKA CITY SCHOOL DISTRICT	\$ 12,655	\$ 60,418	\$ 1,003	\$ 88,783	\$ 4,895
VALDEZ CITY SCHOOL DISTRICT	\$ 38,196	\$ 182,135	\$ 3,023	\$ 188,694	\$ 15,278
WRANGELL CITY SCHOOL DISTRICT	\$ 63,918	\$ 304,492	\$ 5,054	\$ 93,973	\$ 9,706
YAKUTAT CITY SCHOOL DISTRICT	\$ 14,940	\$ 85,715	\$ 1,423	\$ 31,465	\$ 3,464
YUKON FLATS SCHOOL DISTRICT	\$ 174,149	\$ 623,534	\$ 10,349	\$ 101,452	\$ 9,698
YUKON KOYUKUK SCHOOL DISTRICT	\$ 220,649	\$ 772,149	\$ 12,815	\$ 288,218	\$ 309
YUPIIT SCHOOL DISTRICT	\$ 307,430	\$ 962,277	\$ 15,971	\$ 138,676	\$ 7,003
MT. EDGE CUMBE HS	\$ 10,584	\$ 65,627	\$ 1,089	\$ 69,031	\$ -
Undistributed	\$ -	\$ -	\$ -	\$ -	\$ -
PART D SUBPART 2	\$ 135,433	\$ -	\$ -	\$ -	\$ -
SubTOTAL	\$ 28,301,480	\$ 93,043,162	\$ 1,544,213	\$ 32,956,419	\$ 1,300,721
Title I School Improvement (Set aside)	\$ (1,179,228)		Competitive: \$ 1,544,213		
Total	\$ 29,480,708		Technical Assistance: \$ 160,469		
			Total \$ 3,248,895		



**University of Alaska Anchorage**  
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 907.786.4836  
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**AMEREF**

The mission of the Alaska Mineral and Energy Resource Education Fund (AMEREF) is to provide Alaska's students with the knowledge to make informed decisions relating to mineral, energy, and forest resources.

Visit <http://www.ameref.org/>

Memorandum

From: Louie Flora, Staff, Rep. Seaton  
To: Legal Services  
Date: April 18, 2009  
RE: New workdraft request for HB 206

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On April 15<sup>th</sup> the House Education Committee adopted HB 206 version E and made the following two conceptual amendments:

Insert

On page 2, after line 10”

“(4) provide as needed the Alaska Postsecondary Commission information that would be useful for determining a student’s eligibility for scholarships”

On page 2, line 12

Delete “diploma”

Insert “transcript”

26-LS0765\E  
Mischel  
4/10/09

**CS FOR HOUSE BILL NO. 206(EDC)**

**IN THE LEGISLATURE OF THE STATE OF ALASKA**

**TWENTY-SIXTH LEGISLATURE - FIRST SESSION**

**BY THE HOUSE EDUCATION COMMITTEE**

**Offered:**

**Referred:**

**Sponsor(s): HOUSE EDUCATION COMMITTEE**

**A BILL**

**FOR AN ACT ENTITLED**

1 **"An Act establishing a career assessment requirement in public schools; relating to**  
2 **postsecondary courses for secondary school students; and relating to student counts for**  
3 **school funding purposes."**

4 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

5 **\* Section 1.** AS 14.03 is amended by adding new sections to read:

6 **Sec. 14.03.073. Secondary student career assessment.** (a) Each school  
7 district in the state shall require students in grade 12 to complete a career preparedness  
8 assessment as described in (b) of this section.

9 (b) The commissioner shall select for use in the state an assessment designed  
10 to measure a student's level of preparedness to make the transition to work or college.  
11 The assessment must assess a student's career aptitude and readiness for postsecondary  
12 education or training in the areas of

- 13 (1) applied mathematics;
- 14 (2) reading for information; and

1 (3) locating information.

2 (c) Subject to the availability of appropriations, the department shall

3 (1) obtain a license that enables school districts to administer the  
4 assessment described in (b) of this section with no charge assessed to the district by  
5 the vendor of the assessment;

6 (2) provide districts with training and support in administering the  
7 assessment; and

8 (3) provide a report to each student on the results of the student's  
9 assessment, based on nationally recognized criteria for evaluating a student's  
10 preparedness to make the transition to work or college.

11 (d) The results of a student's career preparedness assessment shall be  
12 displayed in summary form on the student's high school diploma.

13 **Sec. 14.03.074. Secondary student enrollment in postsecondary institution.**

14 (a) A secondary student who passes all portions of the examination required under  
15 AS 14.03.075 may enroll in a postsecondary institution in the state that is approved by  
16 the commissioner if

17 (1) the student is enrolled in a public secondary school in the state;

18 (2) the student is otherwise eligible to enroll, as determined by the  
19 postsecondary institution; and

20 (3) the postsecondary courses will be completed before the student's  
21 graduation from secondary school.

22 (b) The school district in which the student is enrolled in secondary school  
23 shall make arrangement for the fees for the appropriate postsecondary courses in  
24 which the student enrolls under this section.

25 \* **Sec. 2.** AS 14.17.500(a) is amended to read:

26 (a) A district shall prepare and submit to the department by **March 15**  
27 **[NOVEMBER 5]** of each fiscal year, in the manner and on forms prescribed by the  
28 department, an estimate of its ADM and other student count data, including per school  
29 student count data, for the **current and** succeeding fiscal year upon which  
30 computations can be made to estimate the amount of state aid for which the district  
31 may be eligible under AS 14.17.400 in the succeeding fiscal year. In making its report,

1 the district shall consider its ADM, other student count data, the pattern of growth or  
2 decline of the student population in preceding years, and other pertinent information  
3 available to the district.

4 \* **Sec. 3.** AS 14.17.600(a) is amended to read:

5 (a) Within two weeks after the end of each of the 20-school-day periods  
6 [PERIOD] ending the fourth Friday in October and the last Friday in February,  
7 each district shall transmit a report to the department that, under regulations adopted  
8 by the department, reports its ADM for that counting period, the average ADM over  
9 the two consecutive counting periods for the previous fiscal year, and, for the  
10 February report and October report, the current year, and other student count  
11 information that will aid the department in making a determination of its state aid  
12 under the public school funding program. [FOR CENTRALIZED  
13 CORRESPONDENCE STUDY, THE OCTOBER REPORT SHALL BE BASED ON  
14 THE PERIOD FROM JULY 1 THROUGH THE FOURTH FRIDAY IN OCTOBER.]  
15 The department may make necessary corrections in the report submitted and shall  
16 notify the district of changes made. The commissioner shall notify the governor of  
17 additional appropriations the commissioner estimates to be necessary to fully finance  
18 the public school funding program for the current fiscal year.

19 \* **Sec. 4.** AS 14.17.610(a) is amended to read:

20 (a) Except as provided in (d) of this section, the [THE] department shall  
21 determine the state aid for each school district in a fiscal year on the basis of the  
22 district's averaged student count for the October and February counting periods  
23 [DATA] reported under AS 14.17.600 for the preceding and current fiscal years.  
24 On or before the 15th day of each of the first nine months of each fiscal year, one-  
25 twelfth of each district's state aid shall be distributed on the basis of the [DATA  
26 REPORTED FOR THE] preceding fiscal year entitlement. On or before the 15th day  
27 of each of the last three months of each fiscal year, one-third of the balance of each  
28 district's state aid shall be distributed, after the balance has been recomputed under  
29 (d) of this section [ON THE BASIS OF STUDENT COUNT AND OTHER DATA  
30 REPORTED FOR THE CURRENT FISCAL YEAR].

31 \* **Sec. 5.** AS 14.17.610 is amended by adding a new subsection to read:

1 (d) If the averaged student count made and reported by a district under  
2 AS 14.17.600 for the current year is higher than the averaged count made under that  
3 section for the preceding fiscal year, the department shall recompute the state aid,  
4 including per school student count data, to adjust for the higher average student count,  
5 and the higher average count shall be used for the student count for the current year  
6 and for the estimates made for the succeeding fiscal year under AS 14.17.500. The  
7 February student count must be submitted to the department by March 15 of the  
8 current year for a recomputation to be made under this subsection.

9 \* Sec. 6. The uncodified law of the State of Alaska is amended by adding a new section to  
10 read:

11 TRANSITION. In the first school year following the effective date of this Act, the  
12 student count completed in the immediately preceding school year shall be used as the  
13 average student count under AS 14.17.610(a) and (d), as amended and added by secs. 4 and 5  
14 of this Act, as though two student count periods had occurred for that year and added.

**Rep. Cathy Munoz**

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**From:** carin smolin [carin\_smolin@jsd.k12.ak.us]  
**Sent:** Tuesday, March 31, 2009 4:49 PM  
**To:** Rep. Cathy Munoz  
**Cc:** Laury Scandling; Peggy Cowan  
**Subject:** Re: HB 206

Hi Cathy:

Thanks for your response to my question and explaining the intent of this bill. This effort is laudable but I do not believe it is the appropriate way to support vocational/career and technical education.

Our state needs to decide what "test"-HSGQE or this WorkKeys, is required for high school graduation rather than adding another similar assessment system to the HSGQE on top of the overburdened testing we already have for our students and/or requiring them to take Workkeys twice?, once in 11th grade and once in 12th grade, as noted in this bill?.

Our students do not need this assessment to take classes at the University system as a prerequisite to enrollment. In fact, the UA system has their own assessment, Acuplacer, for entering freshmen, that we often encourage 11th and 12th grade students to take if they are considering UA system schools.

Regarding WorkKeys, the Juneau School District piloted this exam this year and had issues with the test processing and scheduling. The good news was that most of our 11th grade students who took the paper and pencil version of the test passed it. The technology side of accessing the online test for groups of students at one time, has not been easily accomplished nor resolved, so it is clear that we as a state are not ready to implement this as a requirement.

At this time, any of our high school students can take courses at the University through a small fund (\$10,000) we set aside called College Connection. We have an agreement with UAS on who qualifies, min 2.5 GPA, teacher recommendation, and exhausted those course offerings at the high school, to enroll in a UAS class and have College Connection funds pay for it.

UAS has also been very generous in helping many of our students with free tuitions this year to offset some of these costs and issues and make available courses for these students.

We also have many opportunities for students to receive dual credit, be enrolled in a high school class taught by our high school teachers that is aligned with a UAS course, typically our vocational-related classes, and earn high school and university credit at the same time.

There is no question we need more money to support vocational/career and technical education opportunities for our high school students. We have limited funding from the federal Carl Perkins grant that is distributed statewide via a formula that unfortunately does not support Juneau with much more than \$80,000 a year, and may not be used to pay for vocational teachers. This federal program has not had any funding increases for close to TWO decades.

Any state support/direct funding for vocational instructors, resources, facilities and support for partnerships with university programs would be greatly appreciated.

Thanks again for your support. Feel free to contact me if you have any questions about our career and

technical education programs in the district.

Carin

Carin Smolin  
Career and Technical Education Coordinator  
Juneau School District  
Phone: 907.523.1877  
Email: [carin\\_smolin@jsd.k12.ak.us](mailto:carin_smolin@jsd.k12.ak.us)

On Mar 31, 2009, at 2:10 PM, Rep. Cathy Munoz wrote:

Hi Carin, thanks for the message on HB 206 sponsored by Rep. Paul Seaton. Paul is trying to expand vocational education opportunities with this bill. He proposes to allow a second WorkKeys examination to be given before graduation. Apparently all students are now required to take this assessment in the 11<sup>th</sup> grade. The bill would require that those scores be posted on the graduation transcript or certificate, and would allow students that had passed all 3 sections of the qualifying exam to take college or vocational school credits at the expense of the school district. He believes that this would allow students to advance toward an associate degree or voc. Ed certification by the time of graduation.

It sounds like a good approach on the surface, but I would be concerned about the financial requirements for the local districts. The state would not be guaranteed to fund the program so I think that in order for it to be fair to the districts funding for this legislation should be considered as an addition to the current formula or in the special needs portion of the formula.

I hope that this is helpful. Sincerely, Cathy Munoz

**Louie Flora**

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**From:** David Arp [arpd@mail.ssd.k12.ak.us]  
**Sent:** Friday, April 10, 2009 2:16 PM  
**To:** Rep. Paul Seaton  
**Subject:** HB 215

Representative Seaton,

I'm writing this letter in an effort to gain more clarification on HB 215. The minimal information I can glean from the internet indicates that the crux of the bill is to assist School Districts budget development process by allowing us to use historic data for future allocations. As a school Business Manager I can appreciate the goal! Prior to assuming this role, I spent a decade managing a private investment group and serving on not for profit boards. Nothing has compared to the difficulty of the current school budget process.

My main concerns with the new format (count in October and count in February) are how it will impact the current cycles. State regulations require us to have a public budget process and turn in the budget to our respective cities by May 1<sup>st</sup> each year. If you run the count until the end of February that will leave less than two months for the State to analyze the numbers for potential duplication of students and the districts to resolve the duplicates, creation of budgets, public process, Board approval, and submission to the City and/or Borough for final approval.

Also, will the new legislation require a balancing of the numbers each year? Depending on how this is handled we could wind up right back where we started. If you or your staff could point me in the direction where I could find more clarification on this bill I would greatly appreciate it. My contact information is listed below. Thank you very much for your time and consideration.

Sincerely,

David W. Arp  
Business Manager  
Sitka School District  
300 Kostrometinoff Street  
Sitka, AK 99835  
Work: 907-966-1254  
Fax: 907-966-1260  
Mobile: 907-738-1343  
Email: [arpd@mail.ssd.k12.ak.us](mailto:arpd@mail.ssd.k12.ak.us)

## Louie Flora

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**From:** Fred Parady [fred.parady@nsbsd.org]  
**nt:** Tuesday, April 14, 2009 3:52 AM  
**To:** Rep. Paul Seaton  
**Cc:** Dave Jones; Amy Lujan; Arnold Brower; Charlotte Brower; Mary Anniagruk Sage; Debby Edwardson  
**Subject:** HB215  
**Attachments:** Parady Fred E. - Work.vcf; ATT00001.txt



Parady Fred E. - ATT00001.txt (68  
Work.vcf (519... B)

Rep. Seaton:

Thank you for your dedication to and passion for education.

We recently read HB215, and are concerned that the proposed changes to the student count methodology could have unanticipated consequences.

Therefore, we respectfully request that the bill be tabled for this session and brought forward during the interim for committee work. Then, the changes could be studied and discussed in more depth by all of the school districts across Alaska.

Before closing, we should note that we all share in common the goal of accuracy.

Thanks again for the chance to comment on HB215.

Cordially,

Fred

Fred Parady  
Acting Superintendent  
Chief Operating Officer  
North Slope Borough School District  
P.O. Box 169  
Barrow, Alaska 99723  
fred.parady@nsbsd.org

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**Registration**

**Register to Test**

**Useful Information**

Test dates

ACT fees

Services for students with disabilities

Standby testing

**Test Centers**

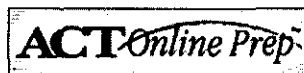
U.S. and Canada

International

**Codes**

High school

College and scholarship



## Retest Restrictions

While you can take the ACT as often as you wish, there are restrictions on how frequently you can test and receive test scores.

- You may not receive scores from more than one test taken during a scheduled national or international test date. For example, you may test on Saturday **or** on an authorized non-Saturday date (e.g., because your religious beliefs prohibit testing on Saturday) **or** on a rescheduled test date arranged by ACT—but not on more than one of those days. If you are admitted and allowed to test a second time, we will report only the scores from the first test. The second set of scores will be cancelled without refund.
  
- You may not receive scores from more than one test day per state administration (initial or makeup), if your school participates in ACT State Testing. If you are allowed to test more than once, we will report only the scores from the first test. The second set of scores will be cancelled.
  
- If you test or **want to retest** through another testing program **other than those listed above** (such as special or residual testing), you must wait a minimum of 60 days between retests. If you are allowed to test without waiting 60 days, your second set of scores will be cancelled without refund.

**Louie Flora**


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**From:** Saichi Oba [snso@email.alaska.edu]  
**Sent:** Monday, April 06, 2009 2:53 PM  
**To:** Shana Crondahl  
**Cc:** 'Oba, Saichi'; 'Pete Kelly'; Louie Flora  
**Subject:** Re: FW: HB 206  
**Attachments:** snso.vcf

Hi Shana (cc Louie, Pete) -

Dual enrollment has many meanings.

Some secondary students (those dual enrolled through Tech Prep) pay a reduced fee (\$25.00 per credit); other students - enrolled as a non-degree seeking student - pay the regular tuition and fees.

Tech prep courses are typically taught by faculty from the district, often using a facility the school district provides (hence the reduction in tuition costs).

A non-degree seeking student is one enrolled at a 'regular' UA course - typically held on a campus; taught by faculty under UA contract, right alongside other UA students.

For the most part, students are footing the bill - whether through Tech Prep or non-degree status.

We are currently exploring (actually developing) a UA policy that would allow UA to formally admit dual enrolled students to a UA certificate or associate degree (if they so desire). The recent changes in the HEOA allow universities to now allow this.

Saichi

Shana Crondahl wrote:

Hi Saichi,

Below is Louie's response, how they are thinking of amending the bill. I asked Pete, and he said he doesn't think the University of Alaska has a policy regarding dual enrollment of highschool students in university courses, but that the policy is campus by campus. Is that true, or is there also a university policy related to dual enrollment? I know that some campuses have their own policies.  
 Shana

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**From:** Louie Flora [mailto:Louie\_Flora@legis.state.ak.us]  
**Sent:** Monday, April 06, 2009 12:53 PM  
**To:** Shana Crondahl  
**Subject:** RE: HB 206

Thank you. That is helpful.

we are looking at deleting the words on page 2, line 22 "pay the course fees for" and inserting "make arrangements for the fees for the appropriate". This is in response to testimony that indicated school districts may have arrangements with colleges, or through native corporations etc. for fee reduction or fee payment, and we did not want the language to interfere with this, or create a scenario where the college would be required to charge the school district full course fees.

Louie

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**From:** Shana Crondahl [mailto:shana.crondahl@alaska.edu]  
**Sent:** Monday, April 06, 2009 11:59 AM  
**To:** Louie Flora  
**Cc:** 'Oba, Saichi'; 'Pete Kelly'

**Subject:** HB 206

Hi Louie

I listened to the House Education hearing on April 3 for HB 206, and gathered from the hearing that you would be working over the interim on how to have some sort of standard policy for high school students taking college and vocational classes and having school districts pay for the classes, so that students across the state had equal access to those classes. I don't believe the university or DEED has an overall policy addressing dual enrollment, but that policies vary from campus to campus and from school district to school district. In developing HB 206, if you need a university contact, the person to work with would be Saichi Oba.

Thanks,

*Shana Crondahl*

University of Alaska  
Office of Government Relations  
(907) 463-3086  
[shana.crondahl@alaska.edu](mailto:shana.crondahl@alaska.edu)

# Alaska State Legislature

Rep. Cathy Muñoz, Vice-Chair  
Rep. Wes Keller  
Rep. Bob Buch



Rep. Peggy Wilson  
Rep. Bryce Edgmon  
Rep. Berta Gardner

## Rep. Paul Seaton, Chairman **HOUSE EDUCATION COMMITTEE**

### **HB 206 Sponsor Statement**

Alaska has one of the highest drop-out rates in the nation. HB 206 addresses this problem by providing two incentives for students to stay in school until graduation: adding a student's career preparedness assessment score to their high-school diploma, and allowing students who pass the High School Graduation Qualifying Exam to take college or vocational education credits for free until high school graduation.

The career preparedness requirement attempts to ensure that high school graduation is based on student competency for real-world employment applications. The Department of Education and Early Development (EED) currently requires that all 11<sup>th</sup> graders take a career assessment test, in this case the WorkKeys Assessment. WorkKeys is a job skills analysis and assessment system that sets out specific skills and levels of skills required by employers, so that students understand the connection between what they learn in school and what is required on the job. HB 206 builds on the EED plan by requiring that the career preparedness assessment be taken again before a student exits high school, and requiring that those assessment scores be posted on a student's transcript and graduation certificate. This would allow a student to use their final year of high school to improve upon specific skill and make their scores meaningful for employment or college qualification.

The second part of HB 206 allows students who take and pass all three sections of the High School Graduation Qualifying Exam prior to graduation to take college credits or vocational school credits at the expense of the school district until graduation. This could allow students to advance toward an associate degree or vocational education certificate by the time they have graduated high school. The High School Graduation Qualifying Exam has been identified as a contributing factor to the high-school drop out. Students interpret that passing the exam means they have met their high school qualifying criteria, leading to a lack of interest in school. Incorporation of classes that are selected based on relevance to the individual student will help maintain interest and achievement.

Mr. Chairman and members of the committee, my name is Marcia Olson. I am a Career & Technical Education Program Specialist for the Department of Education, and I've been asked to give you a brief overview of the Alaska Career Ready program.

### **Alaska Career Ready is**

- a program to ensure that Alaska students and job-seekers have the applied academic skills – sometimes called foundational skills -- that are required in various careers. These include skills such as Applied Math, Reading for Information, and Locating Information in graphical formats.
- The program provides the opportunity for students and job-seekers to do 4 main things: 1. assess their foundational skill levels; 2. practice and improve those skills; 3. learn what foundational skills are required by various careers; and 4. document their skills by earning a nationally-recognized certificate, called a Career Readiness Certificate.
- The program is a joint effort between the Department of Education and the Department of Labor.

### **Alaska Career Ready is based on the WorkKeys system.**

- WorkKeys is a job skills analysis and assessment system developed by the ACT Company. ACT is probably better known for its college entrance exam, the ACT test. The WorkKeys system is housed in the Workforce Development Division of the ACT company, and is geared specifically towards foundational skills as they are used in the workplace.
- The WorkKeys system sets out specific skills and levels of skills so that employers, students, and job seekers are all speaking the same language and using the same measurement system to talk about these skills. The system gives students, in particular, a way to see the connection between what they learn in school and what skills they will actually need to use on a job.
- To determine the skills to be included in the WorkKeys system, ACT has analyzed or “profiled” over 15,000 specific jobs, and they continue to profile thousands more each year. Through these profiles, they have determined several skill areas that are important in most careers, including the 3 areas I mentioned earlier (Applied Math, Reading for Information, and Locating Information in visual formats. *(Teamwork, Observation, Writing, Business Writing, Applied Technology, and Listening.)*)
- Within each skill area, they have determined varying complexities or “levels” for the skill. Each job profile reports the level of each skill that is recommended for success in that type of job.
- The results of all job profiles are kept in a database that is accessible on the WorkKeys website. This provides students and job-seekers with an easy way to find out what levels of skills are recommended for success in hundreds of different careers.
- So the job profiling is the first part of the WorkKeys system. Then, based on these profiles, the ACT company has developed assessments for each of these skill areas, so that individuals can find out where their skills are and compare them to the skills required for a different careers.
- If a person scores at least the minimum level on each of the three assessments (Reading, Math, and Locating), he/she will earn a nationally recognized “Career Readiness Certificate” issued by ACT, which lists the skills the person demonstrated.
- The WorkKeys system is used in approximately 25 states, and by employers, schools, and job training programs across the country, such as Subaru, Dow Chemical, Northrop Grumman, Chicago Public Schools, Syracuse University, Aims Community College, New Jersey State AFL-CIO, British Petroleum, and many others.

### **Alaska Career Ready also has an instructional component.**

- There is a web-based instructional program that students and job seekers may use in order to practice and improve their skills. This software is not provided by the ACT company, but by an independent curriculum company called WIN. The lessons are based directly on the WorkKeys skills.
- The software provides practice tests, or “placement tests”, to determine initial skill levels; tens of thousands of lessons to practice and improve these skills; and a built-in management system that records each learner’s progress.

### **Education regulations**

- Current regulations require assessments be given starting with the 2009-2010 school year.
- 11th graders—WorkKeys® Assessment in each of 3 areas (Applied Math, Reading for Information, and Locating Information).
- 6th and 8th graders—informal placement test in each of the same 3 areas. These are not the WorkKeys tests; they are practice tests available from within the instructional software.
- The Department of Education is providing training and technical support for schools to provide the assessments.

TO: Jean Mischel, Legal Services

From: Louie Flora, Staff, Rep. Seaton

Date: February 15, 2010

RE: Amendment to HB 206

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Hi,

Can you please draft an amendment to HB 206 version P to address the concern that because version P uses the previous year's count to fund the current year, there could be significant shortfalls in funding if an unexpected increase occurs during the current year, for example if increase in military personnel occurs in the period between the previous year and the current year count period.

Please draft an amendment that states something to the effect of:

" if in the first twenty days of the 80 day count period it is determined that the student count has increased by more than 10 percent above the last year's number a school district can apply for a waiver from the Commissioner of the Department of Education & Early Development and the increased percent will receive funding at 80% of the previous years' funding level. Student population numbers will be adjusted at the end of the 80 day count period so that the increase will be accounted for in funding the next year."

Thanks,

Please call if any questions

Louie Flora

Staff, Rep. Seaton

AMENDMENT

OFFERED IN THE HOUSE

BY REPRESENTATIVE SEATON

TO: CSHB 206( ), Draft Version "P"

1 Page 3, line 18:

2 Delete "The"

3 Insert "Except as provided in AS 14.17.610(d) and (e), the"

4

5 Page 3, line 23, following "(d)":

6 Insert "and (e)"

7

8 Page 4, line 2:

9 Delete "a new subsection"

10 Insert "new subsections"

11

12 Page 4, line 8, following "AS 14.17.500.":

13 Insert "A recomputation under this subsection shall take into account the supplement  
14 received by a district under (e) of this section and include the remaining balance owed in state  
15 aid for the increase in the current year student count that was the basis for the supplement if,  
16 at the end of the 80-day count period, the increase in the current year student count is the  
17 same or higher for the entire count period."  
18

18

19 Page 4, following line 10:

20 Insert a new subsection to read:

21 "(e) Before a recomputation is made under (d) of this section, a district may  
22 request supplemental state aid by providing satisfactory proof on a form provided by  
23 the department that the student count conducted in the first 20 days of the 80-day

1 student count period in the current fiscal year is more than 10 percent above the count  
2 made in the 80-day student count period for the preceding fiscal year. The department  
3 shall provide an eligible district supplemental state aid before the recomputation  
4 period in an amount that is equal to 80 percent of the state aid owed for the difference  
5 in the student counts. Nothing in this subsection requires a district to seek  
6 supplemental state aid before a recomputation is made under (d) of this section."