

HB

297

LEGAL SERVICES

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

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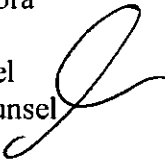
State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM

March 31, 2010

SUBJECT: Sectional Summary for CSHB 297(EDC)
(Work Order No. 26-GH2771/P)

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

FROM: Jean M. Mischel
Legislative Counsel 

You have requested a sectional summary of the above-described amendment.

As a preliminary matter, note that a sectional summary should not be considered an authoritative interpretation and the bill itself is the best statement of its contents. If you would like an interpretation of the amendment as it may apply to a particular set of circumstances, please advise.

Section 1. Requires school districts to determine eligibility of student for a merit-based scholarship award and include that determination in the student's permanent record.

Section 2. Amends the list of duties required of the Department of Education to include administering the governor's scholarship program.

Section 3. Authorizes the Alaska Commission on Postsecondary Education to carry out the purposes of the governor's scholarship program.

Section 4. Establishes the governor's scholarship program for Alaska high school graduates who meet specified academic qualifications and who attend a qualified postsecondary institution in the state. Provides for three levels of scholarship awards for academic and one level for career scholarships, all of which are based on a general range of academic merit demonstrated through gpa, test scores, and course selection. Requires registration with the United States military, the absence of defaults on other student aid, and no felony convictions. Requires the Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education to carry out specified duties under the program and to provide an annual report to the legislature by those and other departments and the University of Alaska.

Representative Paul Seaton

March 31, 2010

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Includes (1) goals related to rigorous curriculum in high school and increasing participation in postsecondary institutions by students in the state among others; (2) a two year limit on extensions of six-year eligibility period for students in the military; (3) specified gpa requirements for various levels of awards; (4) virtual curriculum to satisfy curriculum requirements; and (5) an unmet need scholarship supplement to pay for a percentage of allowable costs of attendance for eligible students.

Section 5. Provides for eligibility for private school students if the school complies with specified statutory requirements.

Section 6. Authorizes the Department of Labor and Workforce Development to administer duties under the governor's scholarship program.

Section 7. Adds contracts for the governor's scholarship program by the Alaska Commission on Postsecondary Education and the Student Loan Corporation to the list of exceptions to the procurement code.

Section 8. Establishes a scholarship fund to be managed by the commissioner of revenue. Provides that a specified portion of the fund is to be identified as available for annual appropriation to scholarships provided for in the bill.

Section 9. Provides for transitional eligibility of current high school juniors without completing all curriculum requirements and for those who graduated after June 30, 2010, and before July 1, 2011. Provides an exception for one year of mathematics and science from the eligibility requirements in the bill for current high school students.

Section 10. Authorizes the Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education to adopt regulations to implement the program established in the bill.

Section 11. Provides for an immediate effective date for the regulation provision above.

Section 12. Provides a September 1, 2010, effective date except as provided by the immediate effective date.

JMM:ljw
10-227.ljw

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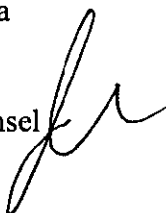
State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM

March 31, 2010

SUBJECT: Sectional and Comparison (CSHB 297(EDC)(Work Order No. 26-GH 2771/P) and HB 297 (Work Order No. 26-GH 2771/A))

TO: Representative Paul Seaton
Chair, House Education Committee
Attn: Louie Flora

FROM: Jean M. Mischel
Legislative Counsel 

You have requested a sectional summary of the above-described amendment.

As a preliminary matter, note that a sectional summary should not be considered an authoritative interpretation and the bill itself is the best statement of its contents. If you would like an interpretation of the amendment as it may apply to a particular set of circumstances, please advise.

Please note that when the two versions have the same section numbers for the same statutory references, the differences, if any, will be described in the body of the summarized section. Otherwise, the first section number will be listed for the "P" version and the second for the "A" version.

Section 1. Requires school districts to determine eligibility of student for a scholarship award and include that determination in the student's permanent record. The "P" version specifies that the determination is made in relation to a merit based award only and not an unmet needs based supplement award.

Section 2. Amends the list of duties required of the Department of Education to include administering the governor's scholarship program.

Section 3. Authorizes the Alaska Commission on Postsecondary Education to carry out the purposes of the governor's scholarship program.

Section 4. Establishes the governor's scholarship program for Alaska high school graduates who meet specified academic qualifications and who attend a qualified postsecondary institution in the state. Version A provides for three levels of scholarship awards for academic and one level for career scholarships, all of which are based on a general range of academic merit demonstrated through gpa, test scores, and course selection. Both versions require registration with the United States military, the absence of defaults on other student aid and no felony convictions. Requires the Department of

Representative Paul Seaton

March 31, 2010

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Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education to carry out specified duties under the program and to provide an annual report to the legislature by those and other departments and the University of Alaska.

Version P adds (1) goals related to rigorous curriculum in high school and increasing participation in postsecondary institutions by students in the state; (2) a two year limit on extensions of six year eligibility period for students in the military; (3) specified gpa requirements for various levels of awards; (4) virtual curriculum to satisfy curriculum requirements; and (5) an unmet need scholarship supplement to pay for a percentage of allowable costs of attendance for eligible students.

Section 5. Provides for eligibility for private school students if the school complies with specified statutory requirements.

Section 6. Authorizes the Department of Labor and Workforce Development to administer duties under the governor's scholarship program.

Section 7, version "P" only. Adds contracts for the governor's scholarship program by the Alaska Commission on Postsecondary Education and the Student Loan Corporation to the list of exceptions to the procurement code.

Section 8, version "P" and Section 7, version "A". Establishes a scholarship fund to be managed by the commissioner of revenue. Provides that a specified portion of the fund is to be identified as available for annual appropriation to scholarships provided for in the bill.

Section 9, version "P" and Section 8, version "A". Provides for transitional eligibility of current high school juniors without completing all curriculum requirements and for those who graduated after June 30 2010 and before July 1 2011. Version "P" provides an exception for one year of mathematics and science from the eligibility requirements in the bill for current high school students.

Section 10, version "P" and section 9, version "A". Authorizes the Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education to adopt regulations to implement the program established in the bill.

Section 11, version "P" and section 10, version "A". Provides for an immediate effective date for the regulation provision above.

Section 12, version "P" and section 11, version "A". Provides a September 1, 2010, effective date except as provided by the immediate effective date.

JMM:ljw
10-025.lmb

Mischel
3/12/10

CS FOR HOUSE BILL NO. 297(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY THE HOUSE RULES EDUCATION COMMITTEE ~~BY REQUEST OF THE GOVERNOR~~

~~Introduced: 1/19/10~~

~~Offered:~~

~~Referred: Education, Finance~~

Sponsor(s): THE HOUSE RULES COMMITTEE BY REQUEST OF THE GOVERNOR

A BILL

FOR AN ACT ENTITLED

1 "An Act establishing the governor's performance scholarship program and relating to
2 the program; establishing the governor's performance scholarship fund and relating to
3 the fund; relating to student records; making conforming amendments; and providing
4 for an effective date."

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

6 * **Section 1.** AS_14.03 is amended by adding a new section to read:

7 **Sec. 14.03.113. District determination of scholarship eligibility.** A school
8 district shall determine whether a student who graduates from a high school in the
9 district is eligible for an award of a merit-based governor's performance scholarship
10 under AS_14.43.810 - 14.43.890. If a student is eligible, the district shall ~~include~~state
11 in ~~a~~the student's permanent record the highest ~~tier~~level of funding for which the
12 student is eligible. A district shall provide a student with an opportunity to request that

1 the district correct ~~any errors~~an error in the eligibility determination.

2 * **Sec. 2.** AS_14.07.020(a) is amended to read:

3 (a) The department shall

4 (1) exercise general supervision over the public schools of the state
5 except the University of Alaska;

6 (2) study the conditions and needs of the public schools of the state,
7 adopt or recommend plans, administer and evaluate grants to improve school
8 performance awarded under AS 14.03.125, and adopt regulations for the improvement
9 of the public schools;

10 (3) provide advisory and consultative services to all public school
11 governing bodies and personnel;

12 (4) prescribe by adding a new regulation a minimum course of study
13 for the public schools; the regulations must provide that, if a course in American Sign
14 Language is given, the course shall be given credit as a course in a foreign language;

15 (5) establish, in coordination with the Department of Health and Social
16 Services, a program for the continuing education of children who are held in detention
17 facilities in the state during the period of detention;

18 (6) accredit those public schools that meet accreditation standards
19 prescribed by regulation by the department; these regulations shall be adopted by the
20 department and presented to the legislature during the first 10 days of any regular
21 session, and become effective 45 days after presentation or at the end of the session,
22 whichever is earlier, unless disapproved by a resolution concurred in by a majority of
23 the members of each house;

24 (7) prescribe by regulation, after consultation with the state fire
25 marshal and the state sanitarian, standards that will assure healthful and safe
26 conditions in the public and private schools of the state, including a requirement of
27 physical examinations and immunizations in pre-elementary schools; the standards for
28 private schools may not be more stringent than those for public schools;

29 (8) exercise general supervision over pre-elementary schools that
30 receive direct state or federal funding;

31 (9) exercise general supervision over elementary and secondary

1 correspondence study programs offered by municipal school districts or regional
2 educational attendance areas; the department may also offer and make available to any
3 Alaskan through a centralized office a correspondence study program;

4 (10) accredit private schools that request accreditation and that meet
5 accreditation standards prescribed by regulation by the department; nothing in this
6 paragraph ~~to read~~ authorizes the department to require religious or other private
7 schools to be licensed;

8 (11) review plans for construction of new public
9 elementary and secondary schools and for additions to and major rehabilitation of
10 existing public elementary and secondary schools and, in accordance with regulations
11 adopted by the department, determine and approve the extent of eligibility for state aid
12 of a school construction or major maintenance project; for the purposes of this
13 paragraph, "plans" include educational specifications, schematic designs, and final
14 contract documents;

15 (12) provide educational opportunities in the areas of vocational
16 education and training, and basic education to individuals over 16 years of age who
17 are no longer attending school;

18 (13) administer the grants awarded under AS 14.11;

19 (14) establish, in coordination with the Department of Public Safety, a
20 school bus driver training course;

21 (15) require the reporting of information relating to school disciplinary
22 and safety programs under AS 14.33.120 and of incidents of disruptive or violent
23 behavior;

24 (16) establish by regulation criteria, based on low student performance,
25 under which the department may intervene in a school district to improve instructional
26 practices, as described in AS 14.07.030(14) or (15); the regulations must include

27 (A) a notice provision that alerts the district to the deficiencies
28 and the instructional practice changes proposed by the department;

29 (B) an end date for departmental intervention, as described in
30 AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three
31 consecutive years of improvement consisting of not less than two percent

1 increases in student proficiency on standards-based assessments in math,
 2 reading, and writing as provided in AS 14.03.123(f)(2)(A); and

3 (C) a process for districts to petition the department for
 4 continuing or discontinuing the department's intervention;

5 (17) notify the legislative committees having jurisdiction over
 6 education before intervening in a school district under AS 14.07.030(14) or redirecting
 7 public school funding under AS 14.07.030(15);

8 (18) administer duties assigned to the department under the
 9 governor's—performance scholarship program established in AS—14.43.810 -
 10 14.43.890.

11 * Sec. 3. AS_14.42.030(e) is amended to read:

12 (e) The commission may

13 (1) adopt regulations under AS_44.62 (Administrative Procedure Act)

14 to

15 (A) carry out the purposes of

16 (i) AS—14.43.091 - 14.43.890 [AS—14.43.091 -
 17 14.43.750], 14.43.990, AS_14.44, and AS_14.48; and

18 (ii) AS_14.43.910 and 14.43.920 as they relate to the
 19 purposes of AS—14.43.091 - 14.43.890 [AS_14.43.091 - 14.43.750],
 20 14.43.990, AS_14.44, and AS_14.48;

21 (B) ensure compliance with the requirements imposed by state
 22 and federal statutes and regulations governing the guaranty, insurance,
 23 purchase, or other dealings in eligible loans by federal agencies,
 24 instrumentalities, or corporations; and

25 (C) establish standards for the

26 (i) administration of hearings conducted under AS
 27 _14.43.153; and

28 (ii) administrative enforcement of collection orders
 29 under AS_14.43.151 - 14.43.155;

30 (2) delegate to the executive director of the commission or a
 31 subcommittee of the commission any duty imposed on or power granted to the

1 commission by this chapter, AS_14.43, AS_14.44, or AS_14.48, except its power to
2 adopt regulations and its duty to consider appeals under AS_14.43.100(b) and AS
3 _14.48.120;

4 (3) establish task forces, committees, or subcommittees, not
5 necessarily consisting of commission members, to advise and assist the commission in
6 carrying out its functions;

7 (4) contract with or use existing institutions of postsecondary
8 education or other individuals or organizations to make studies, conduct surveys,
9 submit recommendations, or otherwise contribute to the work of the commission;

10 (5) establish fees for the review of an out-of-state institution that

11 (A) requests approval for participation in the programs under
12 AS_14.43.091 - 14.43.750, 14.43.990, and AS_14.44; and

13 (B) is not accredited by a national or regional accreditation
14 association recognized by the Council for Higher Education Accreditation; and

15 (6) collect all fees and costs incurred in collection of the amount owed
16 on a loan or repayment obligation if the loan or repayment obligation becomes
17 delinquent or in default; in this paragraph, fees and costs include attorney fees, court
18 costs, and collection fees charged by a collection agency.

19 * **Sec. 4.** AS_14.43 is amended by adding new sections to read:

20 **Article 11A. Governor's Performance Scholarship Program.**

21 **Sec. 14.43.810. Governor's performance scholarship program established;**

22 **Alaska residency.** (a) The governor's performance scholarship program is established
23 for the purpose of ensuring that a rigorous curriculum is available in all high schools
24 in the state and to provide scholarship opportunities for Alaska residents~~scholarships~~
25 for high school graduates who are Alaska residents to attend a qualified postsecondary
26 institution in the state. The program includes a merit-based academic scholarship ~~and,~~
27 a merit-based career and technical school scholarship, and an unmet financial need
28 scholarship supplement. The merit-based academic scholarship consists of three levels
29 of awards. The merit-based career and technical school scholarship consists of one
30 level of award.

31 (b) The ~~Department of Education and Early Development~~department shall

1 design the programmatic standards for the scholarships and appeals of adverse
2 decisions. ~~The Alaska Commission on Postsecondary Education~~ The commission shall
3 administer the daily operations of the program and financing of the program, including
4 the procedures for applying for the scholarships, establishing standards for and
5 ensuring continuing compliance with programmatic standards, and requiring students
6 to apply for other non-loan financial aid, consistent with federal law. The respective
7 agencies shall adopt necessary regulations under AS-44.62 after consultation with
8 each other. The department may change the regulations under AS-44.62 ~~for~~
9 ~~requirements for~~ relating to the programmatic standards for required academic
10 achievement for eligibility only by giving ~~advanced~~ advance public notice at least one
11 school year before the effective date of the change.

12 (c) For purposes of ~~this~~ the program, a student is an Alaska resident if the
13 student meets the eligibility requirements for establishing residency ~~as described~~
14 ~~in~~ under AS-01.10.055.

15 (d) The program shall be administered to further the following goals:

- 16 (1) increasing high school graduation rates in the state;
- 17 (2) improving academic performance of students in grades
18 kindergarten through grade 12 in the state;
- 19 (3) improving preparedness of Alaska students for postsecondary
20 education;
- 21 (4) improving the quality of the educational programs offered by high
22 schools in the state;
- 23 (5) increasing the scores of high school students in the state on college
24 entrance examinations;
- 25 (6) increasing job training opportunities in the state;
- 26 (7) improving the postsecondary academic achievement and
27 graduation rates of students in the state;
- 28 (8) expanding the pool of high school students in the state who pursue
29 postsecondary opportunities;
- 30 (9) providing a rigorous curriculum in all high schools in the state;
- 31 (10) increasing participation of Alaska high school students in Alaska

1 postsecondary institutions.

2 **Sec. 14.43.815. Qualifications of applicants.** (a) A student may ~~submit an~~
3 ~~application~~apply for a governor's performance scholarship to attend a qualified
4 postsecondary institution in the state if the student

5 (1) has ~~applied~~ or intends to apply for admission to the institution;

6 (2) is an Alaska resident who has

7 (A) graduated, or will graduate ~~not~~ later than six months
8 after the date of the application, from a high school in the state, including a
9 public school, private school, and home school;

10 (B) graduated, or will graduate ~~not~~ later than six months
11 after the date of the application, from a high school outside of the state under
12 circumstances allowed by the department; for purposes of this subparagraph,
13 allowable circumstances include ~~an Alaska resident~~ a circumstance in which a
14 high school student having who is an Alaska resident has attended high school
15 in the state and has left the state because of the military service of the student's
16 ~~Alaska resident~~ custodial parent who is an Alaska resident;

17 (3) will receive and ~~utilize~~ use, while an Alaska resident, the
18 scholarship at a qualified postsecondary institution in the state ~~not~~ later than six
19 years after the beginning of the first school year after a student's graduation from high
20 school, unless the ~~applicant~~ student qualifies for an extension of time allowed by the
21 department; for purposes of this paragraph, standards for extension of time ~~must~~ may
22 include ~~time while~~ not more than two additional years if the student is in military
23 service; and

24 (4) meets other minimum qualifications to apply or continue to be
25 eligible for a governor's performance scholarship.

26 (b) A student is not qualified to receive a governor's performance scholarship
27 if the ~~person~~ student

28 (1) has not complied with the military selective service registration
29 requirements imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if
30 those requirements ~~were applicable~~ apply to the student;

31 (2) is currently in default or owes a refund on a federal financial aid

1 loan under the federal guaranteed student loan program or financial aid awarded under
2 this chapter; or

3 (3) has been convicted of a felony in the state or another jurisdiction
4 and has not qualified for a waiver under standards adopted by the department.

5 **Sec. 14.43.820. Eligibility for an academic scholarship.** (a) Subject to
6 appropriation, the commission shall award a merit-based academic scholarship to an
7 applicant who meets the eligibility criteria for the award under the program.

8 (b) The programmatic standards for eligibility for an award of a merit-based
9 academic scholarship under the program include the following:

10 (1) the four-year core academic curriculum, which may include virtual
11 curriculum, that the student must have completed in high school; the core academic
12 curriculum must include

- 13 (A) four years of mathematics;
- 14 (B) four years of language arts;
- 15 (C) four years of science; and
- 16 (D) three years of social studies;

17 (2) the minimum ~~grade-point~~ average that the student must have
18 achieved in high school to be eligible for each of the three ~~tiers~~award levels
19 academic scholarship under AS 14.43.827; for the first award level, a student must
20 have an A average; for the second award level, a student must have a B average; and
21 for the third award level a student must have a C plus average; the grade-point average
22 for an A average is 3.5 or higher, for a B average, less than 3.5 but not less than 3.0,
23 and for a C plus average, less than 3.0 but not less than 2.5; the department shall set by
24 regulation minimum requirements based on a substantially similar standard for
25 districts that do not assign grades;

26 (3) the minimum score on a college entrance examination that the
27 student must have achieved to be eligible for each of the three ~~tiers~~award levels
28 academic scholarship; under AS 14.43.827;

29 (4) a process by which a student who meets the grade standards in (2)
30 of this subsection for a particular award level, but does not meet the minimum scores
31 established under (3) of this subsection for that level, may apply for a lower

1 scholarship award level;

2 (5) enrollment in a course of study at a qualified ~~university or college~~
3 ~~in this state~~ postsecondary institution as described in AS 14.43.835 that is intended to
4 result in the award of a certificate or degree;

5 (56) a process through which a student who is no longer eligible can
6 regain eligibility;

7 (67) a process through which a home-schooled or private-schooled
8 student may submit evidence to the qualified ~~university or college~~ postsecondary
9 institution that establishes the equivalent of the high school diploma, grade-point
10 average, and core academic curriculum for public school students.

11 **Sec. 14.43.825. Eligibility for a career and technical school scholarship.** (a)

12 Subject to appropriation, the commission shall award a merit-based career and
13 technical school scholarship to ~~a student~~ an applicant who meets the eligibility criteria
14 for the award under the program.

15 (b) The programmatic standards for eligibility for an award of a merit-based
16 career and technical school scholarship under the program include the following:

17 (1) the core academic curriculum, which may include virtual
18 curriculum, that the student must have completed in high school; the core academic
19 curriculum must include

- 20 (A) four years of mathematics;
- 21 (B) four years of language arts;
- 22 (C) four years of science; and
- 23 (D) three years of social studies;

24 (2) the minimum ~~grade-point~~ average that the student must have
25 achieved in high school; the minimum is C plus average; the C plus average
26 requirement is a grade-point average of 2.5 or higher; the department shall set by
27 regulation minimum requirements based on a substantially similar standard for
28 districts that do not assign grades;

29 (3) the minimum score that the student must have achieved on a

- 30 (A) college entrance examination; or
- 31 (B) standardized examination designed to measure a student's

1 level of preparedness to make the transition to work, as selected by the
2 department;

3 (4) enrollment in good standing at a certified career and technical
4 school that is intended to result in the award of a certificate that indicates the student's
5 preparedness to enter the workforce;

6 (5) a process through which a student who is no longer eligible can
7 regain eligibility.

8 **Sec. 14.43.827. Maximum awards and allowable uses.** (a) Subject to (b) - (e)
9 of this section, and the programmatic standards established under AS 14.43.820(b), the
10 maximum awards and allowable uses for the programmerit-based programs are as
11 follows:

12 (1) for the merit-based academic scholarship, the following three
13 tierslevels of scholarship financing awards; the highest tier of award per for a semester
14 must be;

15 (A) the first award level is an amount that is equal to the cost of
16 approved tuition at the University of Alaska in school year 2010 through 2011
17 for a student taking 15 credits, and requirerequires an A grade average and a
18 very high academic achievement; minimum score on a college entrance
19 examination;

20 (B) the second tier must beaward level is an amount that is
21 equal to 75 percent of the highest tier and requirefirst award level and requires
22 a B grade average and a high academic achievement; minimum score on a
23 college entrance examination;

24 (C) the third tier must beaward level is an amount that is equal
25 to 50 percent of the highest tier and require moderate academic achievement;
26 first award level and requires a C plus grade average and a moderately high
27 minimum score on a college entrance examination;

28 (2) for the merit-based career and technical scholarship, the award
29 must be the actual cost of the qualified career and technical school attended by the
30 student, not to exceed \$3,000 per a school year;

31 (3) subject to (e) of this section, a student'sstudent who qualifies for a

1 ~~merit-based academic achievement must be determined by scholarship may apply the~~
2 ~~student's high~~ award to the costs of attending a qualified career and technical school
3 ~~grade point average and score on an examination program as described in AS~~
4 ~~14.43.820(b)(3) and 14.43.825(b)(3)~~ 835(a)(2).

5 (b) A part-time student who receives a merit-based academic scholarship and
6 is enrolled on at least a half-time basis is eligible for an award ~~on a pro-rata basis of 50~~
7 ~~percent of the amount of scholarship award for which the student is eligible under (a)~~
8 of this section.

9 (c) A student's eligibility for a scholarship terminates six years after the date
10 the student graduated from high school unless the student qualifies for an extension of
11 time allowed by the department. ~~The department shall recognize the student's military~~
12 ~~service in making allowances under this subsection.~~

13 (d) Subject to AS_14.43.815(a)(3), a student receiving a merit-based academic
14 scholarship may remain eligible for up to eight semesters of enrollment at a qualified
15 university or college, which may include graduate courses, or for up to two calendar
16 years of attendance at a qualified career or technical school. A student receiving a
17 merit-based career and technical scholarship may remain eligible for two calendar
18 years of attendance at a qualified career and technical school. A student may not
19 receive both an academic and a career and technical scholarship.

20 (e) The amount of a scholarship award may not exceed the amount of the
21 student's costs of attendance as certified by the postsecondary institution for the
22 purposes of federal financial aid, less any other scholarships or non_loan financial aid
23 awarded to the student.

24 **Sec. 14.43.828. Eligibility for an unmet need scholarship supplement and**
25 **maximum awards.** (a) Subject to appropriation, the commission shall award an unmet
26 need scholarship supplement to a student who meets the eligibility criteria for the
27 award.

28 (b) A student is eligible to receive an unmet need scholarship supplement if
29 the student

30 (1) is eligible for a merit-based academic scholarship or a merit-based
31 career and technical school scholarship; and

1 (2) can demonstrate, in a year in which the student receives a
2 scholarship, that the student has unmet financial need greater than \$2,000.

3 (c) The maximum amount for an unmet need scholarship supplement is 50
4 percent of the unmet financial need that exceeds \$2,000.

5 (d) The qualified postsecondary institution attended by the student shall
6 determine unmet financial need by subtracting from the student's allowable standard
7 costs of attendance at the institution all non loan sources of financial support,
8 including an expected family contribution and all federal, state, and private
9 scholarships or grants received by the student.

10 (e) In this section,

11 (1) "allowable standard costs of attendance" means

12 (A) for a student who receives a merit-based academic
13 scholarship, the lesser of the

14 (i) standard costs of attendance at the University of
15 Alaska, as determined by the commission; or

16 (ii) actual costs of attendance at the qualified
17 postsecondary institution that the student attends or plans to attend, as
18 determined by the commission;

19 (B) for a student who receives a merit-based career and
20 technical school scholarship, the costs of attendance at the qualified
21 postsecondary institution that the student attends or plans to attend, as
22 determined by the commission based on room and board costs that do not
23 exceed the standard room and board costs at the University of Alaska as
24 determined by the commission;

25 (2) "expected family contribution" means the amount a student or the
26 student's family is expected to pay toward the student's cost of attendance, as
27 determined by use of the most recent federal Free Application for Federal Student Aid.

28 **Sec. 14.43.830. Programmatic standards.** (a) Subject to (b) of this section,
29 the department shall establish programmatic standards for the program.

30 (b) The department shall establish a make-up procedure or alternative pathway
31 ~~for to allow~~ students who are not eligible for a scholarship to make up a deficit by

1 alternative means if the deficit was caused by circumstances ~~that would make it unfair~~
2 ~~not to allow the student to make up the deficit beyond the student's control.~~ The
3 department may not waive a requirement and shall require the student to achieve a
4 result comparable to that required of other students. The decision of the department
5 regarding a student's eligibility for alternative means is final. In determining
6 circumstances in which the student may pursue alternative means, the department shall
7 consider the ~~fairness to~~effect on students who have met the requirements and the need
8 to promote the goals of the program. Attendance at a high school outside of the state is
9 not a circumstance in which ~~fairness requires that~~ a student may be allowed to pursue
10 alternative means to qualify for a scholarship. Circumstances in which the department
11 may allow a student to pursue alternative means to qualify for a scholarship include
12 the following:

13 (1) the required curriculum was not reasonably available to the student
14 because the student attended a small and remote high school in the state;

15 (2) the deficit was caused by rare and unusual circumstances outside
16 the control of the student.

17 **Sec. 14.43.835. Qualified postsecondary institutions.** (a) The following
18 institutions are qualified postsecondary institutions:

19 (1) a university or college physically located in the state that is

20 (A) authorized to operate in the state under AS-14.48.020, or is
21 exempt from authorization under AS-14.48.030(b)(1); and

22 (B) accredited by a regional accreditation association;

23 (2) a career and technical school program physically located in the
24 state that has been included on a list of certified career and technical school programs
25 received from the Department of Labor and Workforce Development; the commission
26 shall publish the list on or before September-1 of the year preceding enrollment.

27 (b) The Department of Labor and Workforce Development shall, in
28 consultation with the Department of Education and Early Development, adopt
29 regulations under AS-44.62 establishing criteria under which the Department of Labor
30 and Workforce Development shall certify career and technical school programs in the
31 state as eligible to participate in the career and technical school scholarship program.

1 The criteria to be considered under this subsection include the following:

2 (1) the quality of the job-training program offered by the career and
3 technical school;

4 (2) the employability of a graduate of the program, including whether
5 the program results in a certificate or license that is recognized by the industry for
6 which the training prepares the student;

7 (3) whether jobs in the industry for which the training prepares the
8 student are available or expected to be available in the future in the state;

9 (4) other criteria established by the Department of Labor and
10 Workforce Development in regulation.

11 (c) A postsecondary institution is physically located in the state if the campus,
12 teachers, classrooms, school administrators, and equipment used to provide the
13 education to the students are physically present in the state. Use of virtual, electronic,
14 or online materials by teachers in the state does not disqualify a postsecondary
15 institution even if the materials are generated outside the state. However, a
16 correspondence, virtual, electronic, or online program that is administered from
17 outside the state is not physically located in the state even if the program is delivered
18 by teachers or equipment in the state.

19 **Sec. 14.43.840. Application and award.** (a) The commission shall establish
20 application procedures for students to apply for a governor's performance scholarship.

21 (b) The commission shall adopt procedures for payment of scholarship awards
22 to the institution attended by the scholarship recipient. Payment of a scholarship is
23 subject to appropriation. If insufficient funds are appropriated to pay all eligible
24 scholarships, the commission shall pay existing awards on a pro rata basis.

25 (c) A student who is awarded a scholarship in error shall be required to refund
26 to the state the amount of the scholarship awarded in error.

27 **Sec. 14.43.845. Governor's performance scholarship fund income account.**

28 The governor's performance scholarship fund income account is created as an account
29 in the general fund. Money may be appropriated into the account from the expendable
30 earnings of the governor's performance scholarship fund under AS-37.14.750 -
31 37.14.790 and other sources. The commission may use money in the account to pay

1 scholarships awarded to students under AS_14.43.810 - 14.43.890.

2 **Sec. 14.43.850. Report to the legislature.** (a) To the extent permitted under
3 law, the department, the commission, the University of Alaska, the Department of
4 Revenue, and the Department of Labor and Workforce Development shall share data
5 necessary to prepare public reports regarding the ~~governor's performance scholarship~~
6 program.

7 (b) ~~Ne~~Not more than 10 days after the ~~start~~convening of each ~~year's~~regular
8 legislative session, the department, the commission, the University of Alaska, the
9 Department of Revenue, and the Department of Labor and Workforce Development
10 shall present an annual report to the public, the governor, and the legislature
11 containing information of public interest regarding the ~~governor's performance~~
12 ~~scholarship~~ program, including

13 (1) the number of applicants and number and types of scholarships
14 awarded;

15 (2) the dollar amount of scholarships awarded in past years and
16 ~~expected~~the dollar amounts expected to be awarded for the next year; and

17 (3) data and trends in the data regarding the goals identified in AS
18 _14.43.810.

19 **Sec. 14.43.890. Definitions.** In AS_14.43.810 - 14.43.890, unless the context
20 requires otherwise,

21 (1) ~~"commission" means the Alaska Commission on Postsecondary~~
22 ~~Education;~~

23 (2) ~~"commissioner" means the commissioner of education and early~~
24 ~~development;~~

25 (3) ~~"department" means the Department of Education and Early~~
26 ~~Development;~~

27 (4) ~~"grade-point average" means the average of all grades on a four-~~
28 ~~point scale, or five point scale for advanced placement classes, obtained by the student~~
29 ~~in high school;~~

30 (5) ~~"military service" means active duty in the armed forces of the~~
31 ~~United States;~~

1 (63) "program" means the governor's performance scholarship
 2 program established under AS-14.43.810 - 14.43.890;

3 (74) "school district" means a borough school district, a city school
 4 district, a regional educational attendance area, and a state boarding school.

5 * Sec. 5. AS-14.45.130(a) is amended to read:

6 ———(a) A religious or other private school that elects to comply with AS
 7 14.45.100 - 14.45.130 shall maintain permanent student records reflecting
 8 immunizations, physical examinations, standardized testing, academic achievement,
 9 ~~[and AND]~~ courses taken at the school, and level of eligibility for a governor's
 10 performance scholarship under AS- 14.43.810 - 14.43.890.

11 * Sec. 6. AS-23.05.060 is amended to read:

12 —————**Sec. AS 23.05.060. Powers of the department.** The department
 13 may

14 (1) enforce all state labor laws;

15 (2) act as mediator and appoint deputy commissioners of conciliation
 16 in labor disputes whenever it considers the interest of industrial peace requires it;

17 (3) make investigations and collect and compile statistical information
 18 concerning the conditions of labor generally and upon all matters relating to the
 19 enforcement of this chapter;

20 (4) institute court proceedings against an employer of labor without
 21 cost to the employee when it is satisfied that the employer has failed to pay an
 22 employee an amount due by contract;

23 (5) issue cease and desist orders and other orders and regulations
 24 necessary for the enforcement of state labor laws;

25 (6) in accordance with AS-37.07 (the Executive Budget Act), receive
 26 and spend money derived from agreements with local governments, nongovernmental
 27 organizations, or other persons;

28 (7) administer duties assigned to the department under the
 29 governor's performance scholarship program established in AS- 14.43.810 -
 30 14.43.890.

31 * Sec. 7. AS-36.30.850(b) is amended to read:

1 **(b) This chapter applies to every expenditure of state money by the state,**
2 **acting through an agency, under a contract, except that this chapter does not apply to**

3 **(1) grants;**

4 **(2) contracts for professional witnesses to provide for professional**
5 **services or testimony relating to existing or probable lawsuits in which the state is or**
6 **may become a party;**

7 **(3) contracts of the University of Alaska where the work is to be**
8 **performed substantially by students enrolled in the university;**

9 **(4) contracts for medical doctors and dentists;**

10 **(5) acquisitions or disposals of real property or interest in real**
11 **property, except as provided in AS 36.30.080 and 36.30.085;**

12 **(6) disposals under AS 38.05;**

13 **(7) contracts for the preparation and transportation of ballots under**
14 **AS 15;**

15 **(8) acquisitions or disposals of property and other contracts relating to**
16 **airports under AS 02.15.070, 02.15.090, 02.15.091, and AS 44.88;**

17 **(9) disposals of obsolete property under AS 19.05.060;**

18 **(10) disposals of obsolete material or equipment under AS 35.20.060;**

19 **(11) agreements with providers of services under AS 47.25.071 -**
20 **47.25.095; AS 47.07; AS 47.08; AS 47.10; AS 47.12; AS 47.14; AS 47.17; AS 47.24;**
21 **and AS 47.27, including contractors under AS 47.27.050;**

22 **(12) contracts of the Department of Fish and Game for flights that**
23 **involve specialized flying and piloting skills and are not point-to-point;**

24 **(13) purchases of income-producing assets for the state treasury or a**
25 **public corporation of the state;**

26 **(14) [REPEALED**

27 **(15)] a contract that is a delegation, in whole or in part, of investment**
28 **powers held by**

29 **(A) the commissioner of revenue under AS 14.42.200,**
30 **14.42.210, AS 18.56.095, AS 37.10.070, 37.10.071, or AS 37.14;**

31 **(B) the Board of Regents of the University of Alaska under**

1 AS 14.40.250 - 14.40.491;

2 (15) [(16)] a contract that is a delegation, in whole or in part, of
3 investment powers or fiduciary duties of

4 (A) the Board of Trustees of the Alaska Permanent Fund
5 Corporation under AS 37.13;

6 (B) the Alaska Mental Health Trust Authority under
7 AS 37.14.001 - 37.14.099;

8 (16) [(17)] the purchase of books, book binding services, newspapers,
9 periodicals, audio-visual materials, network information services access, approval
10 plans, professional memberships, archival materials, objects of art, and items for
11 museum or archival acquisition having cultural, historical, or archaeological
12 significance; in this paragraph

13 (A) "approval plans" means book selection services in which
14 current book titles meeting an agency's customized specifications are provided
15 to the agency subject to the right of the agency to return those books that do
16 not meet with the agency's approval;

17 (B) "archival materials" means the noncurrent records of an
18 agency that are preserved after appraisal because of their value;

19 (C) "audio-visual materials" means nonbook prerecorded
20 materials, including records, tapes, slides, transparencies, films, filmstrips,
21 cassettes, videos, compact discs, laser discs, and items that require the use of
22 equipment to render them usable;

23 (D) "network information services" means a group of resources
24 from which cataloging information, holdings records, inter-library loans,
25 acquisitions information, and other reference resources can be obtained;

26 (17) [(18)] contracts for the purchase of standardized examinations for
27 licensure under AS 08;

28 (18) [(19)] contracts for home health care provided under regulations
29 adopted by the Department of Health and Social Services and for adult residential care
30 services provided under regulations adopted by the Department of Health and Social
31 Services or by the Department of Administration;

1 (19) [(20)] contracts for supplies or services for research projects
2 funded by money received from the federal government or private grants;

3 (20) [(21)] guest speakers or performers for an educational or cultural
4 activity;

5 (21) [(22)] contracts of the Alaska Industrial Development and Export
6 Authority for a clean coal technology demonstration project that

7 (A) is attempting to develop a coal-fired electric generation
8 project;

9 (B) uses technology that is capable of commercialization
10 during the 1990's; and

11 (C) qualifies for federal financial participation under P.L. 99-
12 190 as amended;

13 (22) [(23)] operation and protection of assets or disposals of equipment
14 and supplies acquired through foreclosure or other legal proceedings relating to loans
15 issued under AS 03.10;

16 (23) [(24)] purchases of curatorial and conservation services to
17 maintain, preserve, and interpret

18 (A) objects of art; and

19 (B) items having cultural, historical, or archaeological
20 significance to the state;

21 (24) [(25)] acquisition of confidential seismic survey data necessary
22 for pre-sale oil and gas lease or gas only lease analyses under AS 38.05.180;

23 (25) [(26)] contracts for village public safety officers;

24 (26) [(27)] purchases of supplies and services to support the operations
25 of the Alaska state troopers or law enforcement officers engaged in fish and wildlife
26 protection if the procurement officer for the Department of Public Safety makes a
27 written determination that publicity of the purchases would jeopardize the safety of
28 personnel or the success of a covert operation;

29 (27) [(28)] expenditures when rates are set by law or ordinance;

30 (28) [(29)] construction of new vessels by the Department of
31 Transportation and Public Facilities for the Alaska marine highway system;

1 (29) [(30)] contracts entered into with a regional development
2 organization; in this paragraph, "regional development organization" has the meaning
3 given in AS 44.33.895;

4 (30) [(31)] contracts that are to be performed in an area outside of the
5 country and that require a knowledge of the customs, procedures, rules, or laws of the
6 area;

7 (31) [(32)] contracts that are between the Department of Law and
8 attorneys who are not employed by the state and that are for the review or prosecution
9 of possible violations of the criminal law of the state in situations where the attorney
10 general concludes that an actual or potential conflict of interest makes it inappropriate
11 for the Department of Law to review or prosecute the possible violations;

12 (32) [(33)] contracts between the Department of Natural Resources and
13 contractors qualified to evaluate hydrocarbon development, production, transportation,
14 and economics, to assist the commissioner of natural resources in evaluating
15 applications for royalty increases or decreases or other royalty adjustments, and
16 evaluating the related financial and technical data, entered into under AS 38.05.180(j);

17 (33) [(34)] contracts of the Alaska Industrial Development and Export
18 Authority made with the developer of an integrated transportation and port facility
19 owned by the authority;

20 (34) [(35)] procurements of contracts with the media for advertising;

21 (35) [(36) REPEALED

22 (37)] contracts between the state medical examiner and a provider of
23 medical services to perform or assist in performing the duties assigned to the state
24 medical examiner in AS 12.65.020;

25 (36) [(38)] contracts between the commissioner of revenue and an
26 independent contractor under AS 43.82.240;

27 (37) [(39)] contracts for a convener under AS 44.62.730 or for a
28 facilitator under AS 44.62.760 related to a negotiated regulation making process under
29 AS 44.62.710 - 44.62.800;

30 (38) [(40) REPEALED

31 (41)] a tourism marketing contract awarded under AS 44.33.125;

1 (39) [(42)] grants and contracts with qualified entities for services
2 under AS 47.18.330 for the foster care transition program;

3 (40) [(43)] contracts for travel services, including airplane travel, hotel
4 accommodations, and travel agency services, but excluding motor vehicle rentals;

5 (41) [(44)] contracts of the Alaska Commission on Postsecondary
6 Education or the Alaska Student Loan Corporation for the guarantee and disbursing of
7 financial aid money to institutions of postsecondary education under the financial aid
8 programs under AS 14.43.091 - 14.43.750 and AS 14.44.025;

9 (42) contracts of the Alaska Commission on Postsecondary
10 Education for the servicing and disbursing of financial aid money to institutions
11 of postsecondary education under the financial aid programs under AS 14.43.810
12 - 14.43.890;

13 (43) [(45)] contracts for an arbitration panel to determine whether a
14 project is uneconomic under AS 43.90.240, and contracts for the development of
15 application provisions for licensure and for the evaluation of those applications under
16 AS 43.90;

17 (44) [(46)] contracts for delivery of home heating assistance under
18 AS 47.25.626;

19 (45) [(47)] contracts of the Alaska Pension Obligation Bond
20 Corporation under AS 37.16.010 - 37.16.900.

21 * Sec. 8. AS 37.14 is amended by adding new sections to read:

22 **Article 8A. Governor's Performance Scholarship Fund.**

23 **Sec. 37.14.750. Governor's performance scholarship fund established. (a)**

24 The governor's performance scholarship fund is established as a fund of the state. The
25 fund consists of

- 26 (1) appropriations to the fund;
27 (2) donations to the fund; and
28 (3) income earned on investments of fund assets.

29 (b) The commissioner of revenue shall manage the fund with the goal that the
30 purchasing power of the fund will not diminish over time without regard to additional
31 contributions that may be made to the fund. The commissioner shall invest the assets

1 of the fund in a manner likely to yield at least a five percent real rate of return over
2 time.

3 (c) Nothing in this section creates a dedicated fund.

4 **Sec. 37.14.755. Powers and duties of the commissioner of revenue.** In
5 carrying out the investment duties under AS_37.14.750 - 37.14.790, the commissioner
6 of revenue has the powers and duties set out in AS_37.10.071. The commissioner shall
7 provide reports to the Department of Education and Early Development, the
8 Department of Labor and Workforce Development, and the Alaska Commission on
9 Postsecondary Education on the condition and investment performance of the fund.

10 **Sec. 37.14.760. Use of fund.** As soon as practicable after July_1 of each year,
11 the commissioner of revenue shall determine the average month-end market value of
12 the fund for the immediately preceding three fiscal years. The commissioner shall
13 identify five percent of that amount as available for appropriation by the legislature for
14 appropriation to the governor's performance scholarship fund income account created
15 under AS_14.43.845 from which the Alaska Commission on Postsecondary Education
16 may award scholarships under AS_14.43.810 - 14.43.890. The commissioner shall
17 also report as available for appropriation a running total of amounts ~~that had~~
18 ~~previously been~~ identified as available for appropriation to the governor's performance
19 scholarship fund income account but ~~that had not been~~ appropriated.

20 **Sec. 37.14.790. Definitions.** In AS_37.14.750 - 37.14.790, unless the context
21 requires otherwise,

22 (1) "commissioner" means the commissioner of revenue;

23 (2) "fund" means the governor's performance scholarship fund
24 established in AS_37.14.750(a).

25 ~~* Sec. 8. The uncodified law of the State of Alaska is amended by adding a new section to~~
26 ~~read:~~

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

29 TRANSITION: PROGRAM STANDARDS AND IMPLEMENTATION FOR
30 INITIAL SCHOOL YEARS. Notwithstanding any contrary provision of this Act, the
31 Department of Education and Early Development and the Department of Labor and

1 Workforce Development, after consultation with the Alaska Commission on Postsecondary
2 Education, may adopt regulations under AS-44.62 to implement their respective duties under
3 the governor's performance scholarship program established in AS-14.43.810, enacted by sec.
4 4 of this Act, so that ~~students~~ a student

5 (1) may be eligible for the program ~~even though they did not fully meet~~ if the
6 ~~required core academic curriculum student,~~ for the school years ~~beginning~~ between July-1,
7 2010-~~through,~~ and June-30, 2013, has completed the core curriculum requirements in
8 language arts and social studies for the scholarship, and three or more years each of
9 mathematics and science; and

10 (2) who graduated from high school in this state after June-30, 2010, and
11 before July-1, 2011, and ~~meet~~ meets eligibility requirements for the program may apply for
12 ~~their scholarships~~ a scholarship beginning July-1, 2011.

13 * **Sec. 910.** The uncodified law of the State of Alaska is amended by adding a new section
14 to read:

15 ———TRANSITION: **REGULATIONS.** The Department of Education and Early
16 Development, the Department of Labor and Workforce Development, and the Alaska
17 Commission on Postsecondary Education may proceed to adopt regulations necessary to
18 implement changes made to ~~their~~ respective authorities by this Act. The regulations take
19 effect under AS-44.62 (Administrative Procedure Act), but not before September-1, 2010.

20 * **Sec. 11. 10.** Section 910 of this Act takes effect immediately under AS-01.10.070(c).

21 * **Sec. 12. 11.** Except as provided in sec. 4011 of this Act, this Act takes effect September
22 1, 2010.

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3/11/10

CS FOR HOUSE BILL NO. 297(EDC)

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

BY THE HOUSE EDUCATION COMMITTEE

**Offered:
Referred:**

Sponsor(s): THE HOUSE RULES COMMITTEE BY REQUEST OF THE GOVERNOR

A BILL

FOR AN ACT ENTITLED

1 **"An Act establishing the governor's performance scholarship program and relating to**
2 **the program; establishing the governor's performance scholarship fund and relating to**
3 **the fund; relating to student records; making conforming amendments; and providing**
4 **for an effective date."**

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

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

7 **Sec. 14.03.113. District determination of scholarship eligibility.** A school
8 district shall determine whether a student who graduates from a high school in the
9 district is eligible for an award of a merit-based governor's performance scholarship
10 under AS 14.43.810 - 14.43.890. If a student is eligible, the district shall state in the
11 student's permanent record the highest level of funding for which the student is
12 eligible. A district shall provide a student with an opportunity to request that the
13 district correct an error in the eligibility determination.

14 *** Sec. 2.** AS 14.07.020(a) is amended to read:

1 (a) The department shall

2 (1) exercise general supervision over the public schools of the state
3 except the University of Alaska;

4 (2) study the conditions and needs of the public schools of the state,
5 adopt or recommend plans, administer and evaluate grants to improve school
6 performance awarded under AS 14.03.125, and adopt regulations for the improvement
7 of the public schools;

8 (3) provide advisory and consultative services to all public school
9 governing bodies and personnel;

10 (4) prescribe by regulation a minimum course of study for the public
11 schools; the regulations must provide that, if a course in American Sign Language is
12 given, the course shall be given credit as a course in a foreign language;

13 (5) establish, in coordination with the Department of Health and Social
14 Services, a program for the continuing education of children who are held in detention
15 facilities in the state during the period of detention;

16 (6) accredit those public schools that meet accreditation standards
17 prescribed by regulation by the department; these regulations shall be adopted by the
18 department and presented to the legislature during the first 10 days of any regular
19 session, and become effective 45 days after presentation or at the end of the session,
20 whichever is earlier, unless disapproved by a resolution concurred in by a majority of
21 the members of each house;

22 (7) prescribe by regulation, after consultation with the state fire
23 marshal and the state sanitarian, standards that will assure healthful and safe
24 conditions in the public and private schools of the state, including a requirement of
25 physical examinations and immunizations in pre-elementary schools; the standards for
26 private schools may not be more stringent than those for public schools;

27 (8) exercise general supervision over pre-elementary schools that
28 receive direct state or federal funding;

29 (9) exercise general supervision over elementary and secondary
30 correspondence study programs offered by municipal school districts or regional
31 educational attendance areas; the department may also offer and make available to any

1 Alaskan through a centralized office a correspondence study program;

2 (10) accredit private schools that request accreditation and that meet
3 accreditation standards prescribed by regulation by the department; nothing in this
4 paragraph authorizes the department to require religious or other private schools to be
5 licensed;

6 (11) review plans for construction of new public elementary and
7 secondary schools and for additions to and major rehabilitation of existing public
8 elementary and secondary schools and, in accordance with regulations adopted by the
9 department, determine and approve the extent of eligibility for state aid of a school
10 construction or major maintenance project; for the purposes of this paragraph, "plans"
11 include educational specifications, schematic designs, and final contract documents;

12 (12) provide educational opportunities in the areas of vocational
13 education and training, and basic education to individuals over 16 years of age who
14 are no longer attending school;

15 (13) administer the grants awarded under AS 14.11;

16 (14) establish, in coordination with the Department of Public Safety, a
17 school bus driver training course;

18 (15) require the reporting of information relating to school disciplinary
19 and safety programs under AS 14.33.120 and of incidents of disruptive or violent
20 behavior;

21 (16) establish by regulation criteria, based on low student performance,
22 under which the department may intervene in a school district to improve instructional
23 practices, as described in AS 14.07.030(14) or (15); the regulations must include

24 (A) a notice provision that alerts the district to the deficiencies
25 and the instructional practice changes proposed by the department;

26 (B) an end date for departmental intervention, as described in
27 AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three
28 consecutive years of improvement consisting of not less than two percent
29 increases in student proficiency on standards-based assessments in math,
30 reading, and writing as provided in AS 14.03.123(f)(2)(A); and

31 (C) a process for districts to petition the department for

1 continuing or discontinuing the department's intervention;

2 (17) notify the legislative committees having jurisdiction over
3 education before intervening in a school district under AS 14.07.030(14) or redirecting
4 public school funding under AS 14.07.030(15);

5 **(18) administer duties assigned to the department under the**
6 **governor's performance scholarship program established in AS 14.43.810 -**
7 **14.43.890.**

8 * Sec. 3. AS 14.42.030(e) is amended to read:

9 (e) The commission may

10 (1) adopt regulations under AS 44.62 (Administrative Procedure Act)

11 to

12 (A) carry out the purposes of

13 (i) **AS 14.43.091 - 14.43.890** [AS 14.43.091 -
14 14.43.750], 14.43.990, AS 14.44, and AS 14.48; and

15 (ii) AS 14.43.910 and 14.43.920 as they relate to the
16 purposes of **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750],
17 14.43.990, AS 14.44, and AS 14.48;

18 (B) ensure compliance with the requirements imposed by state
19 and federal statutes and regulations governing the guaranty, insurance,
20 purchase, or other dealings in eligible loans by federal agencies,
21 instrumentalities, or corporations; and

22 (C) establish standards for the

23 (i) administration of hearings conducted under
24 AS 14.43.153; and

25 (ii) administrative enforcement of collection orders
26 under AS 14.43.151 - 14.43.155;

27 (2) delegate to the executive director of the commission or a
28 subcommittee of the commission any duty imposed on or power granted to the
29 commission by this chapter, AS 14.43, AS 14.44, or AS 14.48, except its power to
30 adopt regulations and its duty to consider appeals under AS 14.43.100(b) and
31 AS 14.48.120;

1 (3) establish task forces, committees, or subcommittees, not
2 necessarily consisting of commission members, to advise and assist the commission in
3 carrying out its functions;

4 (4) contract with or use existing institutions of postsecondary
5 education or other individuals or organizations to make studies, conduct surveys,
6 submit recommendations, or otherwise contribute to the work of the commission;

7 (5) establish fees for the review of an out-of-state institution that

8 (A) requests approval for participation in the programs under
9 AS 14.43.091 - 14.43.750, 14.43.990, and AS 14.44; and

10 (B) is not accredited by a national or regional accreditation
11 association recognized by the Council for Higher Education Accreditation; and

12 (6) collect all fees and costs incurred in collection of the amount owed
13 on a loan or repayment obligation if the loan or repayment obligation becomes
14 delinquent or in default; in this paragraph, fees and costs include attorney fees, court
15 costs, and collection fees charged by a collection agency.

16 * **Sec. 4.** AS 14.43 is amended by adding new sections to read:

17 **Article 11A. Governor's Performance Scholarship Program.**

18 **Sec. 14.43.810. Governor's performance scholarship program established;**

19 **Alaska residency.** (a) The governor's performance scholarship program is established
20 for the purpose of ensuring that a rigorous curriculum is available in all high schools
21 in the state and to provide scholarships for high school graduates who are Alaska
22 residents to attend a qualified postsecondary institution in the state. The program
23 includes a merit-based academic scholarship, a merit-based career and technical
24 school scholarship, and an unmet financial need scholarship supplement. The merit-
25 based academic scholarship consists of three levels of awards. The merit-based career
26 and technical school scholarship consists of one level of award.

27 (b) The department shall design the programmatic standards for the
28 scholarships and appeals of adverse decisions. The commission shall administer the
29 daily operations of the program and financing of the program, including the
30 procedures for applying for the scholarships, establishing standards for and ensuring
31 continuing compliance with programmatic standards, and requiring students to apply

1 for other non loan financial aid, consistent with federal law. The respective agencies
2 shall adopt necessary regulations under AS 44.62 after consultation with each other.
3 The department may change the regulations under AS 44.62 relating to the
4 programmatic standards for required academic achievement for eligibility only by
5 giving advance public notice at least one school year before the effective date of the
6 change.

7 (c) For purposes of the program, a student is an Alaska resident if the student
8 meets the requirements for establishing residency under AS 01.10.055.

9 (d) The program shall be administered to further the following goals:

10 (1) increasing high school graduation rates in the state;

11 (2) improving academic performance of students in kindergarten
12 through grade 12 in the state;

13 (3) improving preparedness of Alaska students for postsecondary
14 education;

15 (4) improving the quality of the educational programs offered by high
16 schools in the state;

17 (5) increasing the scores of high school students in the state on college
18 entrance examinations;

19 (6) increasing job training opportunities in the state;

20 (7) improving the postsecondary academic achievement and
21 graduation rates of students in the state;

22 (8) expanding the pool of high school students in the state who pursue
23 postsecondary opportunities;

24 (9) providing a rigorous curriculum in all high schools in the state;

25 (10) increasing participation of Alaska high school students in Alaska
26 postsecondary institutions.

27 **Sec. 14.43.815. Qualifications of applicants.** (a) A student may apply for a
28 governor's performance scholarship to attend a qualified postsecondary institution in
29 the state if the student

30 (1) has applied or intends to apply for admission to the institution;

31 (2) is an Alaska resident who has

1 (A) graduated, or will graduate not later than six months after
2 the date of the application, from a high school in the state, including a public
3 school, private school, and home school;

4 (B) graduated, or will graduate not later than six months after
5 the date of the application, from a high school outside of the state under
6 circumstances allowed by the department; for purposes of this subparagraph,
7 allowable circumstances include a circumstance in which a high school student
8 who is an Alaska resident has attended high school in the state for not less than
9 two years, and has left the state because of the military service of the student's
10 custodial parent who is an Alaska resident;

11 (3) will receive and use, while an Alaska resident, the scholarship at a
12 qualified postsecondary institution in the state not later than six years after the
13 beginning of the first school year after a student's graduation from high school, unless
14 the student qualifies for an extension of time allowed by the department; for purposes
15 of this paragraph, standards for extension of time must include two additional years if
16 the student is in military service; and

17 (4) meets other minimum qualifications to apply or continue to be
18 eligible for a governor's performance scholarship.

19 (b) A student is not qualified to receive a governor's performance scholarship
20 if the student

21 (1) has not complied with the military selective service registration
22 requirements imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if
23 those requirements apply to the student;

24 (2) is currently in default or owes a refund on a federal financial aid
25 loan under the federal guaranteed student loan program or financial aid awarded under
26 this chapter; or

27 (3) has been convicted of a felony in the state or another jurisdiction
28 and has not qualified for a waiver under standards adopted by the department.

29 **Sec. 14.43.820. Eligibility for an academic scholarship.** (a) Subject to
30 appropriation, the commission shall award a merit-based academic scholarship to an
31 applicant who meets the eligibility criteria for the award under the program.

1 (b) The programmatic standards for eligibility for an award of a merit-based
2 academic scholarship under the program include the following:

3 (1) the four-year core academic curriculum, which may include virtual
4 curriculum, that the student must have completed in high school; the core academic
5 curriculum must include

6 (A) four years of mathematics;

7 (B) four years of language arts;

8 (C) four years of science; and

9 (D) three years of social studies;

10 (2) the minimum grade average that the student must have achieved in
11 high school to be eligible for each of the three award levels of academic scholarship
12 under AS 14.43.827; for the first award level, a student must have an A average; for
13 the second award level, a student must have a B average; and for the third award level
14 a student must have a C plus average; the grade-point average for an A average is 3.5
15 or higher, for a B average, less than 3.5 but not less than 3.0, and for a C plus average,
16 less than 3.0 but not less than 2.5; the department shall set by regulation minimum
17 requirements based on a substantially similar standard for districts that do not assign
18 grades;

19 (3) the minimum score on a college entrance examination that the
20 student must have achieved to be eligible for each of the three award levels of
21 academic scholarship under AS 14.43.827;

22 (4) a process by which a student who meets the grade standards in (2)
23 of this subsection for a particular award level, but does not meet the minimum scores
24 established under (3) of this subsection for that level, may apply for a lower
25 scholarship award level;

26 (5) enrollment in a course of study at a qualified postsecondary
27 institution as described in AS 14.43.835 that is intended to result in the award of a
28 certificate or degree;

29 (6) a process through which a student who is no longer eligible can
30 regain eligibility;

31 (7) a process through which a home-schooled or private-schooled

1 student may submit evidence to the qualified postsecondary institution that establishes
2 the equivalent of the high school diploma, grade-point average, and core academic
3 curriculum for public school students.

4 **Sec. 14.43.825. Eligibility for a career and technical school scholarship. (a)**

5 Subject to appropriation, the commission shall award a merit-based career and
6 technical school scholarship to an applicant who meets the eligibility criteria for the
7 award under the program.

8 (b) The programmatic standards for eligibility for an award of a merit-based
9 career and technical school scholarship under the program include the following:

10 (1) the core academic curriculum, which may include virtual
11 curriculum, that the student must have completed in high school; the core academic
12 curriculum must include

- 13 (A) four years of mathematics;
- 14 (B) four years of language arts;
- 15 (C) four years of science; and
- 16 (D) three years of social studies;

17 (2) the minimum grade average that the student must have achieved in
18 high school; the minimum is C plus average; the C plus average requirement is a
19 grade-point average of 2.5 or higher; the department shall set by regulation minimum
20 requirements based on a substantially similar standard for districts that do not assign
21 grades;

22 (3) the minimum score that the student must have achieved on a

23 (A) college entrance examination; or

24 (B) standardized examination designed to measure a student's
25 level of preparedness to make the transition to work, as selected by the
26 department;

27 (4) enrollment in good standing at a certified career and technical
28 school that is intended to result in the award of a certificate that indicates the student's
29 preparedness to enter the workforce;

30 (5) a process through which a student who is no longer eligible can
31 regain eligibility.

1 **Sec. 14.43.827. Maximum awards and allowable uses.** (a) Subject to (b) -
2 (e) of this section and the programmatic standards established under AS 14.43.820(b),
3 the maximum awards and allowable uses for the merit-based programs are as follows:

4 (1) for the merit-based academic scholarship, the following three levels
5 of scholarship financing award for a semester:

6 (A) the first award level is an amount that is equal to the cost of
7 approved tuition at the University of Alaska in school year 2010 - 2011 and
8 requires an A grade average and a very high minimum score on a college
9 entrance examination;

10 (B) the second award level is an amount that is equal to 75
11 percent of the first award level and requires a B grade average and a high
12 minimum score on a college entrance examination;

13 (C) the third award level is an amount that is equal to 50
14 percent of the first award level and requires a C plus grade average and a
15 moderately high minimum score on a college entrance examination;

16 (2) for the merit-based career and technical scholarship, the award
17 must be the actual cost of the qualified career and technical school attended by the
18 student, not to exceed \$3,000 a school year;

19 (3) subject to (e) of this section, a student who qualifies for a merit-
20 based academic scholarship may apply the award to the costs of attending a qualified
21 career and technical school program as described in AS 14.43.835(a)(2).

22 (b) A part-time student who receives a merit-based academic scholarship and
23 is enrolled on at least a half-time basis is eligible for an award of 50 percent of the
24 amount of scholarship award for which the student is eligible under (a) of this section.

25 (c) A student's eligibility for a scholarship terminates six years after the date
26 the student graduated from high school unless the student qualifies for an extension of
27 time allowed by the department.

28 (d) Subject to AS 14.43.815(a)(3), a student receiving a merit-based academic
29 scholarship may remain eligible for up to eight semesters of enrollment at a qualified
30 university or college, which may include graduate courses, or for up to two calendar
31 years of attendance at a qualified career or technical school. A student receiving a

1 merit-based career and technical scholarship may remain eligible for two calendar
2 years of attendance at a qualified career and technical school. A student may not
3 receive both an academic and a career and technical scholarship.

4 (e) The amount of a scholarship award may not exceed the amount of the
5 student's costs of attendance as certified by the postsecondary institution for the
6 purposes of federal financial aid, less any other scholarships or non loan financial aid
7 awarded to the student.

8 **Sec. 14.43.828. Eligibility for an unmet need scholarship supplement and**
9 **maximum awards.** (a) Subject to appropriation, the commission shall award an unmet
10 need scholarship supplement to a student who meets the eligibility criteria for the
11 award.

12 (b) A student is eligible to receive an unmet need scholarship supplement if
13 the student

14 (1) is eligible for a merit-based academic scholarship or a merit-based
15 career and technical school scholarship; and

16 (2) can demonstrate, in a year in which the student receives a
17 scholarship, that the student has unmet financial need greater than \$2,000.

18 (c) The maximum amount for an unmet need scholarship supplement is 50
19 percent of the unmet financial need that exceeds \$2,000.

20 (d) The qualified postsecondary institution attended by the student shall
21 determine unmet financial need by subtracting from the student's allowable standard
22 costs of attendance at the institution all non loan sources of financial support,
23 including an expected family contribution and all federal, state, and private
24 scholarships or grants received by the student.

25 (e) In this section,

26 (1) "allowable standard costs of attendance" means

27 (A) for a student who receives a merit-based academic
28 scholarship, the lesser of the

29 (i) standard costs of attendance at the University of
30 Alaska, as determined by the commission; or

31 (ii) actual costs of attendance at the qualified

1 postsecondary institution that the student attends or plans to attend, as
2 determined by the commission;

3 (B) for a student who receives a merit-based career and
4 technical school scholarship, the costs of attendance at the qualified
5 postsecondary institution that the student attends or plans to attend, as
6 determined by the commission based on room and board costs that do not
7 exceed the standard room and board costs at the University of Alaska as
8 determined by the commission;

9 (2) "expected family contribution" means the amount a student or the
10 student's family is expected to pay toward the student's cost of attendance, as
11 determined by use of the most recent federal Free Application for Federal Student Aid.

12 **Sec. 14.43.830. Programmatic standards.** (a) Subject to (b) of this section,
13 the department shall establish programmatic standards for the program.

14 (b) The department shall establish a make-up procedure or alternative pathway
15 to allow students who are not eligible for a scholarship to make up a deficit by
16 alternative means if the deficit was caused by circumstances beyond the student's
17 control. The department may not waive a requirement and shall require the student to
18 achieve a result comparable to that required of other students. The decision of the
19 department regarding a student's eligibility for alternative means is final. In
20 determining circumstances in which the student may pursue alternative means, the
21 department shall consider the effect on students who have met the requirements and
22 the need to promote the goals of the program. Attendance at a high school outside of
23 the state is not a circumstance in which a student may be allowed to pursue alternative
24 means to qualify for a scholarship. Circumstances in which the department may allow
25 a student to pursue alternative means to qualify for a scholarship include the
26 following:

27 (1) the required curriculum was not reasonably available to the student
28 because the student attended a small and remote high school in the state;

29 (2) the deficit was caused by rare and unusual circumstances outside
30 the control of the student.

31 **Sec. 14.43.835. Qualified postsecondary institutions.** (a) The following

1 institutions are qualified postsecondary institutions:

2 (1) a university or college physically located in the state that is

3 (A) authorized to operate in the state under AS 14.48.020, or is
4 exempt from authorization under AS 14.48.030(b)(1); and

5 (B) accredited by a regional accreditation association;

6 (2) a career and technical school program physically located in the
7 state that has been included on a list of certified career and technical school programs
8 received from the Department of Labor and Workforce Development; the commission
9 shall publish the list on or before September 1 of the year preceding enrollment.

10 (b) The Department of Labor and Workforce Development shall, in
11 consultation with the Department of Education and Early Development, adopt
12 regulations under AS 44.62 establishing criteria under which the Department of Labor
13 and Workforce Development shall certify career and technical school programs in the
14 state as eligible to participate in the career and technical school scholarship program.
15 The criteria to be considered under this subsection include the following:

16 (1) the quality of the job-training program offered by the career and
17 technical school;

18 (2) the employability of a graduate of the program, including whether
19 the program results in a certificate or license that is recognized by the industry for
20 which the training prepares the student;

21 (3) whether jobs in the industry for which the training prepares the
22 student are available or expected to be available in the future in the state;

23 (4) other criteria established by the Department of Labor and
24 Workforce Development in regulation.

25 (c) A postsecondary institution is physically located in the state if the campus,
26 teachers, classrooms, school administrators, and equipment used to provide the
27 education to the students are physically present in the state. Use of virtual, electronic,
28 or online materials by teachers in the state does not disqualify a postsecondary
29 institution even if the materials are generated outside the state. However, a
30 correspondence, virtual, electronic, or online program that is administered from
31 outside the state is not physically located in the state even if the program is delivered

1 by teachers or equipment in the state.

2 **Sec. 14.43.840. Application and award.** (a) The commission shall establish
3 application procedures for students to apply for a governor's performance scholarship.

4 (b) The commission shall adopt procedures for payment of scholarship awards
5 to the institution attended by the scholarship recipient. Payment of a scholarship is
6 subject to appropriation. If insufficient funds are appropriated to pay all eligible
7 scholarships, the commission shall pay existing awards on a pro rata basis.

8 (c) A student who is awarded a scholarship in error shall be required to refund
9 to the state the amount of the scholarship awarded in error.

10 **Sec. 14.43.845. Governor's performance scholarship fund income account.**

11 The governor's performance scholarship fund income account is created as an account
12 in the general fund. Money may be appropriated into the account from the expendable
13 earnings of the governor's performance scholarship fund under AS 37.14.750 -
14 37.14.790 and other sources. The commission may use money in the account to pay
15 scholarships awarded to students under AS 14.43.810 - 14.43.890.

16 **Sec. 14.43.850. Report to the legislature.** (a) To the extent permitted under
17 law, the department, the commission, the University of Alaska, the Department of
18 Revenue, and the Department of Labor and Workforce Development shall share data
19 necessary to prepare public reports regarding the program.

20 (b) Not more than 10 days after the convening of each regular legislative
21 session, the department, the commission, the University of Alaska, the Department of
22 Revenue, and the Department of Labor and Workforce Development shall present an
23 annual report to the public, the governor, and the legislature containing information of
24 public interest regarding the program, including

25 (1) the number of applicants and number and types of scholarships
26 awarded;

27 (2) the dollar amount of scholarships awarded in past years and the
28 dollar amounts expected to be awarded for the next year; and

29 (3) data and trends in the data regarding the goals identified in
30 AS 14.43.810.

31 **Sec. 14.43.890. Definitions.** In AS 14.43.810 - 14.43.890, unless the context

1 requires otherwise,

2 (1) "grade-point average" means the average of all grades on a four-
3 point scale obtained by the student in high school;

4 (2) "military service" means active duty in the armed forces of the
5 United States;

6 (3) "program" means the governor's performance scholarship program
7 established under AS 14.43.810 - 14.43.890;

8 (4) "school district" means a borough school district, a city school
9 district, a regional educational attendance area, and a state boarding school.

10 * **Sec. 5.** AS 14.45.130(a) is amended to read:

11 (a) A religious or other private school that elects to comply with AS 14.45.100
12 - 14.45.130 shall maintain permanent student records reflecting immunizations,
13 physical examinations, standardized testing, academic achievement, [AND] courses
14 taken at the school, and level of eligibility for a governor's performance
15 scholarship under AS 14.43.810 - 14.43.890.

16 * **Sec. 6.** AS 23.05.060 is amended to read:

17 **Sec. 23.05.060. Powers of the department.** The department may

18 (1) enforce all state labor laws;

19 (2) act as mediator and appoint deputy commissioners of conciliation
20 in labor disputes whenever it considers the interest of industrial peace requires it;

21 (3) make investigations and collect and compile statistical information
22 concerning the conditions of labor generally and upon all matters relating to the
23 enforcement of this chapter;

24 (4) institute court proceedings against an employer of labor without
25 cost to the employee when it is satisfied that the employer has failed to pay an
26 employee an amount due by contract;

27 (5) issue cease and desist orders and other orders and regulations
28 necessary for the enforcement of state labor laws;

29 (6) in accordance with AS 37.07 (the Executive Budget Act), receive
30 and spend money derived from agreements with local governments, nongovernmental
31 organizations, or other persons;

(7) administer duties assigned to the department under the governor's performance scholarship program established in AS 14.43.810 - 14.43.890.

* Sec. 7. AS 36.30.850(b) is amended to read:

(b) This chapter applies to every expenditure of state money by the state, acting through an agency, under a contract, except that this chapter does not apply to

(1) grants;

(2) contracts for professional witnesses to provide for professional services or testimony relating to existing or probable lawsuits in which the state is or may become a party;

(3) contracts of the University of Alaska where the work is to be performed substantially by students enrolled in the university;

(4) contracts for medical doctors and dentists;

(5) acquisitions or disposals of real property or interest in real property, except as provided in AS 36.30.080 and 36.30.085;

(6) disposals under AS 38.05;

(7) contracts for the preparation and transportation of ballots under AS 15;

(8) acquisitions or disposals of property and other contracts relating to airports under AS 02.15.070, 02.15.090, 02.15.091, and AS 44.88;

(9) disposals of obsolete property under AS 19.05.060;

(10) disposals of obsolete material or equipment under AS 35.20.060;

(11) agreements with providers of services under AS 47.25.071 - 47.25.095; AS 47.07; AS 47.08; AS 47.10; AS 47.12; AS 47.14; AS 47.17; AS 47.24; and AS 47.27, including contractors under AS 47.27.050;

(12) contracts of the Department of Fish and Game for flights that involve specialized flying and piloting skills and are not point-to-point;

(13) purchases of income-producing assets for the state treasury or a public corporation of the state;

(14) [REPEALED

(15)] a contract that is a delegation, in whole or in part, of investment

1 powers held by

2 (A) the commissioner of revenue under AS 14.42.200,
3 14.42.210, AS 18.56.095, AS 37.10.070, 37.10.071, or AS 37.14;

4 (B) the Board of Regents of the University of Alaska under
5 AS 14.40.250 - 14.40.491;

6 (15) [(16)] a contract that is a delegation, in whole or in part, of
7 investment powers or fiduciary duties of

8 (A) the Board of Trustees of the Alaska Permanent Fund
9 Corporation under AS 37.13;

10 (B) the Alaska Mental Health Trust Authority under
11 AS 37.14.001 - 37.14.099;

12 (16) [(17)] the purchase of books, book binding services, newspapers,
13 periodicals, audio-visual materials, network information services access, approval
14 plans, professional memberships, archival materials, objects of art, and items for
15 museum or archival acquisition having cultural, historical, or archaeological
16 significance; in this paragraph

17 (A) "approval plans" means book selection services in which
18 current book titles meeting an agency's customized specifications are provided
19 to the agency subject to the right of the agency to return those books that do
20 not meet with the agency's approval;

21 (B) "archival materials" means the noncurrent records of an
22 agency that are preserved after appraisal because of their value;

23 (C) "audio-visual materials" means nonbook prerecorded
24 materials, including records, tapes, slides, transparencies, films, filmstrips,
25 cassettes, videos, compact discs, laser discs, and items that require the use of
26 equipment to render them usable;

27 (D) "network information services" means a group of resources
28 from which cataloging information, holdings records, inter-library loans,
29 acquisitions information, and other reference resources can be obtained;

30 (17) [(18)] contracts for the purchase of standardized examinations for
31 licensure under AS 08;

1 (18) [(19)] contracts for home health care provided under regulations
2 adopted by the Department of Health and Social Services and for adult residential care
3 services provided under regulations adopted by the Department of Health and Social
4 Services or by the Department of Administration;

5 (19) [(20)] contracts for supplies or services for research projects
6 funded by money received from the federal government or private grants;

7 (20) [(21)] guest speakers or performers for an educational or cultural
8 activity;

9 (21) [(22)] contracts of the Alaska Industrial Development and Export
10 Authority for a clean coal technology demonstration project that

11 (A) is attempting to develop a coal-fired electric generation
12 project;

13 (B) uses technology that is capable of commercialization
14 during the 1990's; and

15 (C) qualifies for federal financial participation under P.L. 99-
16 190 as amended;

17 (22) [(23)] operation and protection of assets or disposals of equipment
18 and supplies acquired through foreclosure or other legal proceedings relating to loans
19 issued under AS 03.10;

20 (23) [(24)] purchases of curatorial and conservation services to
21 maintain, preserve, and interpret

22 (A) objects of art; and

23 (B) items having cultural, historical, or archaeological
24 significance to the state;

25 (24) [(25)] acquisition of confidential seismic survey data necessary
26 for pre-sale oil and gas lease or gas only lease analyses under AS 38.05.180;

27 (25) [(26)] contracts for village public safety officers;

28 (26) [(27)] purchases of supplies and services to support the operations
29 of the Alaska state troopers or law enforcement officers engaged in fish and wildlife
30 protection if the procurement officer for the Department of Public Safety makes a
31 written determination that publicity of the purchases would jeopardize the safety of

1 personnel or the success of a covert operation;

2 (27) [(28)] expenditures when rates are set by law or ordinance;

3 (28) [(29)] construction of new vessels by the Department of
4 Transportation and Public Facilities for the Alaska marine highway system;

5 (29) [(30)] contracts entered into with a regional development
6 organization; in this paragraph, "regional development organization" has the meaning
7 given in AS 44.33.895;

8 (30) [(31)] contracts that are to be performed in an area outside of the
9 country and that require a knowledge of the customs, procedures, rules, or laws of the
10 area;

11 (31) [(32)] contracts that are between the Department of Law and
12 attorneys who are not employed by the state and that are for the review or prosecution
13 of possible violations of the criminal law of the state in situations where the attorney
14 general concludes that an actual or potential conflict of interest makes it inappropriate
15 for the Department of Law to review or prosecute the possible violations;

16 (32) [(33)] contracts between the Department of Natural Resources and
17 contractors qualified to evaluate hydrocarbon development, production, transportation,
18 and economics, to assist the commissioner of natural resources in evaluating
19 applications for royalty increases or decreases or other royalty adjustments, and
20 evaluating the related financial and technical data, entered into under AS 38.05.180(j);

21 (33) [(34)] contracts of the Alaska Industrial Development and Export
22 Authority made with the developer of an integrated transportation and port facility
23 owned by the authority;

24 (34) [(35)] procurements of contracts with the media for advertising;

25 (35) [(36)] [REPEALED

26 (37)] contracts between the state medical examiner and a provider of
27 medical services to perform or assist in performing the duties assigned to the state
28 medical examiner in AS 12.65.020;

29 (36) [(38)] contracts between the commissioner of revenue and an
30 independent contractor under AS 43.82.240;

31 (37) [(39)] contracts for a convener under AS 44.62.730 or for a

1 facilitator under AS 44.62.760 related to a negotiated regulation making process under
2 AS 44.62.710 - 44.62.800;

3 (38) [(40) REPEALED

4 (41)] a tourism marketing contract awarded under AS 44.33.125;

5 (39) [(42)] grants and contracts with qualified entities for services
6 under AS 47.18.330 for the foster care transition program;

7 (40) [(43)] contracts for travel services, including airplane travel, hotel
8 accommodations, and travel agency services, but excluding motor vehicle rentals;

9 (41) [(44)] contracts of the Alaska Commission on Postsecondary
10 Education or the Alaska Student Loan Corporation for the guarantee and disbursing of
11 financial aid money to institutions of postsecondary education under the financial aid
12 programs under AS 14.43.091 - 14.43.890 [AS 14.43.091 - 14.43.750] and
13 AS 14.44.025;

14 (42) [(45)] contracts for an arbitration panel to determine whether a
15 project is uneconomic under AS 43.90.240, and contracts for the development of
16 application provisions for licensure and for the evaluation of those applications under
17 AS 43.90;

18 (43) [(46)] contracts for delivery of home heating assistance under
19 AS 47.25.626;

20 (44) [(47)] contracts of the Alaska Pension Obligation Bond
21 Corporation under AS 37.16.010 - 37.16.900.

22 * **Sec. 8.** AS 37.14 is amended by adding new sections to read:

23 **Article 8A. Governor's Performance Scholarship Fund.**

24 **Sec. 37.14.750. Governor's performance scholarship fund established. (a)**

25 The governor's performance scholarship fund is established as a fund of the state. The
26 fund consists of

- 27 (1) appropriations to the fund;
28 (2) donations to the fund; and
29 (3) income earned on investments of fund assets.

30 (b) The commissioner of revenue shall manage the fund with the goal that the
31 purchasing power of the fund will not diminish over time without regard to additional

1 contributions that may be made to the fund. The commissioner shall invest the assets
2 of the fund in a manner likely to yield at least a five percent real rate of return over
3 time.

4 (c) Nothing in this section creates a dedicated fund.

5 **Sec. 37.14.755. Powers and duties of the commissioner of revenue.** In
6 carrying out the investment duties under AS 37.14.750 - 37.14.790, the commissioner
7 of revenue has the powers and duties set out in AS 37.10.071. The commissioner shall
8 provide reports to the Department of Education and Early Development, the
9 Department of Labor and Workforce Development, and the Alaska Commission on
10 Postsecondary Education on the condition and investment performance of the fund.

11 **Sec. 37.14.760. Use of fund.** As soon as practicable after July 1 of each year,
12 the commissioner of revenue shall determine the average month-end market value of
13 the fund for the immediately preceding three fiscal years. The commissioner shall
14 identify five percent of that amount as available for appropriation by the legislature for
15 appropriation to the governor's performance scholarship fund income account created
16 under AS 14.43.845 from which the Alaska Commission on Postsecondary Education
17 may award scholarships under AS 14.43.810 - 14.43.890. The commissioner shall also
18 report as available for appropriation a running total of amounts previously identified
19 as available for appropriation to the governor's performance scholarship fund income
20 account but not appropriated.

21 **Sec. 37.14.790. Definitions.** In AS 37.14.750 - 37.14.790, unless the context
22 requires otherwise,

23 (1) "commissioner" means the commissioner of revenue;

24 (2) "fund" means the governor's performance scholarship fund
25 established in AS 37.14.750(a).

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

28 **TRANSITION: PROGRAM STANDARDS AND IMPLEMENTATION FOR**
29 **INITIAL SCHOOL YEARS.** Notwithstanding any contrary provision of this Act, the
30 Department of Education and Early Development and the Department of Labor and
31 Workforce Development, after consultation with the Alaska Commission on Postsecondary

1 Education, may adopt regulations under AS 44.62 to implement their respective duties under
2 the governor's performance scholarship program established in AS 14.43.810, enacted by sec.
3 4 of this Act, so that a student

4 (1) may be eligible for the program even though the student did not fully meet
5 the required core academic curriculum for the school years beginning July 1, 2010, through
6 June 30, 2013; and

7 (2) who graduated from high school in this state after June 30, 2010, and
8 before July 1, 2011, and meets eligibility requirements for the program may apply for a
9 scholarship beginning July 1, 2011.

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

12 **TRANSITION: REGULATIONS.** The Department of Education and Early
13 Development, the Department of Labor and Workforce Development, and the Alaska
14 Commission on Postsecondary Education may proceed to adopt regulations necessary to
15 implement changes made to their respective authorities by this Act. The regulations take
16 effect under AS 44.62 (Administrative Procedure Act), but not before September 1, 2010.

17 * **Sec. 11.** Section 10 of this Act takes effect immediately under AS 01.10.070(c).

18 * **Sec. 12.** Except as provided in sec. 11 of this Act, this Act takes effect September 1, 2010.

Louie Flora

From: Kennedy_Crystal [Kennedy_Crystal@asdk12.org]
Sent: Wednesday, February 24, 2010 12:39 AM
To: Rep. Paul Seaton
Cc: Rep. Peggy Wilson
Subject: HB 297-Postsecondary scholarships

Categories: Louie

Dear Rep. Seaton,

There are two things I hope you will consider during your discussions of the scholarship bill. One is that it seems that only references to college attendance are being made. As this is called the post-secondary scholarship bill I would expect that there would also be mention of those seeking post-secondary vocational training. Please keep in mind that one reason we lose students before they graduate is that they have decided in their junior or senior year they do not want to attend college as that is not where their interests lie and they then feel that high school no longer holds anything meaningful for them if the goal is simply to prepare them for college. I would hope that this bill would include some way to entice those students who would prefer post-secondary vocational training to stay in high school until graduation and to financially help them seek that training after graduation. Even though there is a philosophy that a college prepared student is also a career prepared student, these students choose to drop out before they get to the point of being a college prepared student. Please keep in mind that our data (ASD) shows that almost all of our drop-outs have passed the HSGQE (High School Graduation Qualifying Exam) so it is not a question of academic ability!

Secondly, there seems to be another critical element that is being ignored and that is the alignment of what is required of our students as they take college entry and placement tests such as UA's Accuplacer, and the tests that our school districts use to determine if our students are eligible to graduate and considered to be prepared for college. In conversations with the Chugiak- Eagle River branch of UAA, it was pointed out that the test they use for determining the level of math and language arts classes students will be assigned to does not line up with either the Work Keys or the HSGQE (High School Graduation Qualifying Exam). They have offered to field test 20 of our students by having them take the Accuplacer test and the Work Key tests just to see how they compare. They already know they are not comparable but would like to see just how varied they really are. Aligning these tests would greatly diminish the need for remediation which essentially boils down to an inconsistent system.

As you and Representative Wilson pointed out during a committee meeting on the initial discussion of this bill, there is a need to be careful of the criteria that is required for this scholarship program because that will determine academic programs. And obviously, if our University system already requires that students will need to take the Accuplacer tests to determine their math placements, then we should ensure that our districts are using curriculum that is aligned with those tests as well, or we will always be facing this conflict between what students have been directed to accomplish in their schools and what the University's expectations are. There is a need for a more indepth discussion between our University system and DEED on this issue so that we can all be "on the same page of music!" Thank you!

Crystal Kennedy
Anchorage School Board member
907-696-2624

Louie Flora

From: M.A [m.acord16@gmail.com]
Sent: Thursday, February 18, 2010 10:35 AM
To: Rep. Paul Seaton
Subject: HB297

Representative Seaton,

My name is Marlena Acord and I am a 2010 graduate. When you are discussing the HB297 Governors Performance Scholarship, please consider amending the bill in favor of the 2010 graduates, who would not be receiving this opportunity.

Thank you for your consideration,

Your constituent,

Marlena Acord

Louie Flora

From: Christopher Corwin McConnell [ASCCM10@uaa.alaska.edu]
Sent: Wednesday, February 17, 2010 8:32 PM
To: Rep. Paul Seaton
Subject: Governor Parnell's Scholarship Plan

Representative Paul Seaton,

My name is Chris McConnell and I am a student at the University of Alaska Anchorage. I am writing you today to urge you to support a needs-based component to the Governor's Scholarship Plan.

Investing in our Universities creates an economic engine, states that have invested in their students see higher high school graduation rates, improved college readiness and a return on their investment by having a home grown workforce.

The most effective programs in other states, including Wyoming's Hathaway plan, have included a needs based component and I hope you will consider improving, strengthening and balancing the plan by including one.

Thank you for your consideration,

Christopher C. McConnell
Student Senator
University of Alaska Anchorage
(907) 301-2031



UNIVERSITY OF ALASKA
SOUTHEAST
Juneau-Ketchikan-Sitka

February 17, 2010

Student Government

Dear Representative Seaton,

With the advent of the Governor's Performance Scholarship and the formation of the UA Booster's Caucus this session, we perceive a climate within the Legislature that is both pro-education and open to collaboration with members of the University's academic community. With that in mind, we write you today to express our support for the creation of a new scholarship program for Alaskan students. We applaud the Governor for his initiative and are glad to see an administration that seeks to reinforce Alaska and its workforce through supplementary funding of higher education.


As you are undoubtedly aware, the Governor's program is based on "Taylor plan" legislation that has been successfully implemented in twenty-two other states. As a result, its similarity to these other programs has often been cited as an argument for its inception in Alaska. However, it should be pointed out that of the twenty-two states cited by this argument, twelve are actually hybrid need/merit-based programs.

In light of this fact and given the language of the Governor's proposed legislation, we would be remiss as student advocates if we did not note its distinct lack of need-based aid, which we consider a vital component to *any* legislation that seeks to provide funding for Alaska's students. Alaska ranks last in college enrollment rates for low-income students, a position that it has held for sixteen years. If solely merit-based legislation passes, we worry that the majority of the funding will go to those students who have benefited from stronger support networks at home & in the community rather than those who against the odds have reached the doors of the University and are now most deserving of our support.

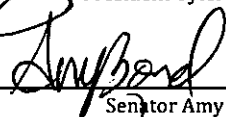
68% of all aid within the UA system already comes in the form of loans (2008-09). With the recent federal financial crisis, we have seen a simultaneous increase of tuition and tightening of credit requirements across the country. As a result, it is becoming increasingly more difficult for prospective students to find funding, even through our own Alaska Advantage loans. Without need-based aid, this situation is the final nail in the coffin, sealing off access to higher education for students who have exhausted their other financial means or worse, never had them to begin with.

For the last two years, UAS student government and the Coalition of Student Leaders have advocated for House Bill 94 and Senate Bill 33 and the Alaska Achiever's Incentive Program (or AAIP) that would be created by them. We here at UAS still strongly support this original legislation. However, with the Governor's newly proposed scholarship receiving much of the attention devoted to post-secondary financial aid, we recognize that the best option for passing need-based aid may be the addition of this component to GPS. With those two thoughts in mind, we ask that you lend your support to legislation that will implement need-based aid within the UA system, regardless of the vehicle.

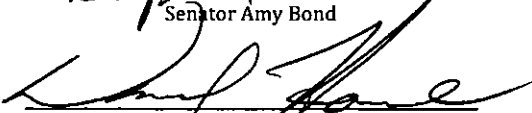
Thank You,




President Tyler Preston




Senator Amy Bond



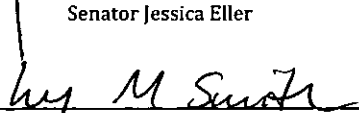
Senator David House



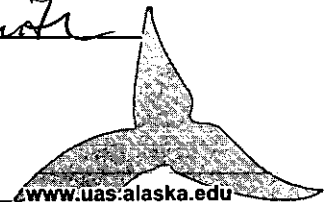
Vice-President CJ Reeves II



Senator Jessica Eller



Senator Ivy Smith



Louie Flora

From: Rep. Paul Seaton
Sent: Wednesday, February 17, 2010 9:38 AM
To: Louie Flora
Subject: FW: Parnell's \$400 million scholarship plan

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

From: Margie Bauman [mailto:margieb42@mtaonline.net]
Sent: Sunday, January 31, 2010 11:08 PM
To: Rep. Paul Seaton
Subject: Parnell's \$400 million scholarship plan

Hi Paul...

Saw your comments in the Homer Tribune regarding the governor's proposed scholarship program. What struck me in particular was these comments:

³Kids who get good grades generally come from families who are higher on the social-economic level. Are we accomplishing the goal of increasing the breadth of students who go to college if we focus only on grades?² Seaton asked. ³These are the students who will go to college anyway. I am wondering about those who might fall through the cracks if that is our only criteria.²

You make a good point here. Ought not some substantial funds go to the middle schools for some intensive tutoring and other help for students identified as having a desire to go to college but struggling for a variety of reasons to get good grades.

Reasons could be from a financially struggling family (homeless to not enough food in the house, or clothes on the kids' backs, or a decent place to study at home--or parents and other relatives with medical or mental health/substance abuse problems...or abuse issues at home which the kids are afraid to talk about.

Could also be that the student needs a good medical check-up to identify something that keeps them from being a good student--anything from allergy to gluten to hearing and eyesight issues. I've known of kids with a variety of such issues that went untreated for years, sometimes unintentionally, most often for financial reasons.

At any rate, all our Alaskan kids deserve equal footing in this effort-if they want to go to college or trade school - and a lot of them are NOT getting it from home.

As a single parent - my son was born in Fairbanks - I did something a lot of people still tell me is weird. Knowing it was up to me, I started saving for my son's college education before he was born. It took me 17 years, but he went on to college at the University of Nevada-Reno and when he graduated, he had no outstanding loans.

College is getting more and more expensive. The kids need help, but I agree with you that heaping the bulk of the state funding upon only the A students is NOT the solution. There are a lot of very bright, successful people that we both know who never were A students... But smart in other ways.

Best regards,
margieb

Louie Flora

From: Ellis's [ellis7@gci.net]
Sent: Tuesday, February 16, 2010 9:35 AM
To: Rep. Paul Seaton
Subject: HB297

February 16, 2010

Representative Paul Seaton,

I am writing to you in regards to HB297. I do not believe it is the state's place to fund higher education. This bill would set up an entitlement mentality that the government owes us a college education. At this time, the legislature should be holding the line on spending and concentrating on ways to improve the job situation in Alaska.

That said, HB297 has many flaws:

- 1) The bill's stated goal is higher graduation rates but instead is setting new curriculum requirements. DEED already has the ability to change curriculum requirements for graduation. To improve graduation rates you need to reach the students at the elementary level and make sure they receive a sound education. This enables them to be engaged at the middle and high school levels. This bill assumes that students are dropping out due to lack of funding for postsecondary education. This is an unsubstantiated assumption.
- 2) The bill is inequitable in how it allocates funding for educational choices. If a student is qualified for the program they should be able to use the funds in any university, college or vocational school in the state. Allowing a set dollar amount per year or the cost of tuition, whichever is less, would accomplish this. We should not allocate more money to students who chose a university education over students who choose a vocational school.
- 3) This bill uses a combination of test scores, GPA and curriculum content to qualify students for this scholarship. This is where the bill again deviates from its' purpose of increasing graduation outcomes to focusing on how students are educated and by whom. How the education was acquired should not be the issue but that the student did acquire the education. DEED would and should no longer be involved in setting curriculum requirements for private, charter or non-public homeschools.
- 4) This bill should award the scholarship to any student who graduates and has a qualifying SAT or ACT score. Both the SAT and ACT are the standard across the nation for qualifying for entrance to post secondary institutions. The objective is to graduate and move these students on to higher education.

The Merit Scholarship program is in place and rewards the top 10% of all public school children. Will you do away with this program? How many of the students receiving the Merit Scholarship graduate from college? Is this program successful?

Alternately, making money available through student loans to all students, including private and non-public homeschoolers, attending Alaska universities and/or vocational schools would encourage students to stay in Alaska. Portions of the loans could be forgiven after students receive their degrees or certificates and based on the number of years they remain in Alaska.

Because of the many flaws in this bill I hope you will not support HB 297. Please contact me if you have any questions regarding this matter.

Sincerely,

Anne Ellis
3160 N. Longspur Dr.
Wasilla, Alaska
907-376-9382

Louie Flora

From: Cameron & Leslie Seddon [seddon5@mtaonline.net]
Sent: Tuesday, February 16, 2010 9:26 AM
To: Rep. Paul Seaton
Subject: HB297 - Governor's Performance Scholarship

Representative Paul Seaton,

Last night (early morning) I was able to catch up to the latest on HB297, the Governor's Performance Scholarship. I have to say that we are quite upset at the turn of events and do not feel that we are being listened to. When your committee made the decision to exclude this year's graduating seniors from partaking in this program, you cut out a lot of Alaskan youths that have made great sacrifices since the announcement of this proposed scholarship.

Our son is one of the students that were advised from his school that this scholarship was being put together. He met with school staff after the school year started and changed his classes to meet with the criteria for the program. In order to achieve all the credit requirements before graduating, he gave up sports and after school activities. He gave up electives that he had previously signed up for. He gave up the opportunity to work a part time job. He did all of this so that he could double up on his math and spend all of his time pressing forward with his nose to the grind stone.

Our son, Charles, has also followed this bill from the beginning and has written letters of encouragement to the governor's office. You can't imagine his disappointment at the lack of responses to his letters and queries. Alaska has effectively sent this student out of its reaches when it excluded him from this valuable program. This will be Alaska's loss more than his because Charles is an A student that has already taken college level classes and has now met the credit requirements of the GPS.

I am certain that Charles is not the only graduating senior this year that is grossly disappointed in yesterday's committee decision. We hope that it is not too late to make the change that would keep our son and other's graduating youth from leaving the state to pursue their higher level of education.

Please make an amendment to include the 2010 graduating class in the Governor's Performance Scholarship. Don't send our greatest performers out of Alaska.

Thank you,

Leslie Seddon

Sunrise Creek Farm
Cameron & Leslie Seddon
P.O. Box 4528
Palmer, AK 99645

To: The Governor and all Legislatures
From: Lucille McSorley, 745-7607, 1640 S. Chugach #A, Palmer, AK 99645
RE: HB 297 Performance Scholarship
Date: 2/9/10

I am in full support of a college level scholarship. I went to college, U of O, on the Alaska Grant Program, 1979-1981. 50% of my loans were forgiven when I returned home and worked for 5 years.

I support the grant only being used in Alaska because the dollars will have a double purpose; they will help our young adults and support current employees of the Alaskan Universities.

In fairness it should be open to all High school students that complete high school with a GPA of 2 and above. We want all of our young adults to have a chance at further education, regardless of teenage attitudes.

Once in college with 13 or more credit (full time) the Alaskan college students should receive a corresponding GPA percentage granted/forgiven to them for that year of performance. Many bright high school students with good high school GPA's go on to college only to fail due to social choices. These students should not get scholarship/grant money.

The problem with basing the percentage on the high school GPA and 4 math/4 science is that many (my current high schooler included) were in advanced math and science throughout middle school and now as a junior's in high school, only have one class to finish for his Senior year. He has completed all math and science that he needs to graduate. He will take classes that he can get college credit for: Welding, accounting 1 & 2, logistics during his Senior year. BUT this will only give him 3 maths ALTHOUGH his last Math was Algebra 2. He will take Pre-calculus and Chemistry in College which he will have to take regardless of having taken them in high school.

In addition, any Alaskan High School graduate, that is currently enrolled in an Alaskan University's should be able to qualify for this the grant program.

Thank you for your support of all Alaskan Education, pre-school to college.

Louie Flora

From: Anne Adasiak-Andrew [anne_andrew@mac.com]
Sent: Friday, March 05, 2010 4:27 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Cc: Gullickson_Janice
Subject: World Language Concerns for Gov. Scholarship program

Importance: High

Categories: Louie

Dear Representatives Seaton and Munoz, and members of the House Education Committee:

Although in general we support the idea of the Governor's Performance scholarship program, the way the program is currently worded, requiring 4 years of English, Math and Science, it would have the unintended effect of eliminating the upper division levels of World Language study in Alaskan high schools. This would be a huge step backwards in our education.

Currently, many students find it almost impossible to fit in three to four years of world language study, an art class, and band or orchestra each year of high school in addition to all of the required classes for graduation.

Yet all of the research shows that students who study a world language or study music have a greatly enriched learning experience and perform better on national standardized tests. (Even Senators Murkowski and Begich had their children in Anchorage immersion schools before moving to D.C. Other Alaskan Senators and Representatives have chosen to put their children in immersion programs as well.)

Our concern with the current proposal requiring four years of English, math, and science is that it will pull students away from higher levels of achievement in world languages and the arts. Requiring four years of English, math, and science could even discourage students from participating in semester and year-long exchange programs to other countries. How awful to have an "A" student disqualified from the State scholarship program because he took his junior year of high school and lived in Russia or China, becoming fluent in the language and culturally competent, but only having three official years of English, math and science!

Since there is already a requirement in the Anchorage School District for four years of English and social studies, three years of science and two and ½ years of math, *we would like to see the language in the Governor's Performance Scholarship changed to "four years of English, plus any two of the following: four years of math or science or world language or the arts."* This would allow students to show excellence in a variety of ways and still qualify for the Governor's scholarship. We have so many talented musicians and artists in Alaska, and such a wonderful variety of immersion language schools across the state, I would like to see the Governor's Performance Scholarship encourage those students too -- not only those strong in English, math, and science.

Current Credits required for graduation

Language Arts 4 credits (8 semesters)
Social Studies 4 credits (8 semesters)
Mathematics 2½ credits (5 semesters)
Sciences 3 credits (6 semesters)
PE/Health 1½ credits (3 semesters)
Electives 7½ credits (15 semesters)
Total 22½ credits

Proposed Credits required for Governors Scholarship

Language Arts 4 credits (8 semesters)

Social Studies 4 credits (8 semesters)

Mathematics 4 credits (8 semesters)

Sciences 4 credits (8 semesters)

PE/Health 1½ credits (3 semesters)

Electives **5 credits (10 semesters)** - very little time to reach advanced levels of Language or Music/Art

Total 22½ credits

Anchorage World Language Statistics:

- 44% of Anchorage High School Students are studying a World Language
- There are five K-12 immersion schools in Anchorage, (2 Spanish, 1 Russian, 1 German and 1 Japanese) each with a significant wait list of parents wanting to get their children enrolled.
- Most universities require between 2 and 4 years of language study to be accepted
- 50% of Europeans are bilingual, whereas only 10% of Americans are bilingual. World language has been identified as an area in which Americans are deficient and we have built strong language programs in Anchorage to help change this trend.

Thank you for your consideration on behalf of the ASD World Language Curriculum committee and other concerned language teachers:

Anne Adasiak-Andrew
French Teacher, World Languages Department Chair
Eagle River High School
5251 E. 41st Ave
Anchorage, AK 99508
907-337-6527

Please see below a list of **over 50 names** of concerned constituents who are all World Language teachers in Anchorage and Fairbanks.

Janice Gullickson, World Languages Curriculum Coordinator ASD
Laurel Dirkson - World Languages Curriculum Support ASD

Yoko Grove -East High, Japanese
Todd Smoldon - East High, Japanese
Regina Lunkes - East High
Angie Nishimura - East High, Spanish

Helen Hsieh - Service, Spanish
Virginie Duverger - Service, French
Karen Cafmeyer - Service, Spanish
Kathleen Walgren - Service, French

Dorena Montgomery - Bartlett, French
Brenda Hearn - Bartlett, French
Ashley Van Hemert - Bartlett
Kelly Hughes - Bartlett, German
Ross Grove - Bartlett, Spanish
Louie Jarussi - Bartlett, Spanish
Yan Wang - Bartlett, Chinese

Aline Hopkins - Dimond, French
Victoria Gellert - Dimond, Japanese
Susan Adams - Dimond, German
Rie Davis - Dimond, Japanese

Anne Adasiak-Andrew, Eagle River, French
Jennifer Doerry - Eagle River, German
Karen Cordero - Eagle River, Spanish

Adam Cooley - West High, Spanish
Nancy Clifton - West High, French

Carolina Carr - West High, Spanish
Michele Whaley - West High, Russian

Laurie Salyer - South High, French
Elizabeth Dick - South High, German
Kristin Dahl - South High, Spanish & French
Ilana Kerschbaum
Catherine Richards

Valerie Ekberg-Brown - Chugiak High, Russian
Sarah Birmanns - Chugiak High, Spanish

ANCHORAGE MIDDLE SCHOOLS

Stephanie McElroy- Wendler
Aurora Hovland - Hanshew Spanish
Debra Abshier - Begich, Spanish
Susan Oakley - Goldenview, French
Nick Rothman - Romig, French
Sarah Hansen - Clark, French

ANCHORAGE ELEMENTARY SCHOOLS

Eric Elliott- Spanish Government Hill Elementary
Georgette Yang - Chinese Teacher Scenic Park Elementary
Kristen Newcomer - Chugiak Elementary, Spanish Immersion
Patricia MacNaughton - Chugiak Elementary, Spanish Immersion
Peter Birmanns - Rilke Schule, German

FAIRBANKS

Judy Tolbert - French & Education, UAF
Claudia Markham - Lathrop High, French & German
Eileen Julian - Ben Eielson Jr/Sr High
Rachael Jackson - West Valley High
Jaime M. James - North Pole High, French & German
Leanna Buckwalter - West Valley, French

Louie Flora

From: Anne Adasiak-Andrew [anne_andrew@mac.com]
Sent: Wednesday, March 03, 2010 9:31 AM
To: larry.ledoux@alaska.gov
Cc: Gullickson_Janice; Rep. Sharon Cissna; Sen. Hollis French; Sen. Bettye Davis; Sen. Kevin Meyer; Sen. Joe Thomas; Rep. Paul Seaton
Subject: Governor's Scholarship Concern
Attachments: Governor Parnell Ltr.doc

Importance: High

Categories: Louie

Dear Commissioner Ledoux,

Please see the attached letter that I wrote to the Governor last fall regarding my concerns about the Governor's Performance Scholarship bill.

In concept it is a great idea; however the way it is currently worded it will completely wipe out the advanced levels of World Languages, Music and Art in the Anchorage School District.

Our country DESPERATELY needs linguists. The Anchorage School District has worked very hard over the last 25 years to build fantastic immersion programs and successful high school language programs for its students who regularly reach the Advanced Placement levels. Please read my specific comments in my attached letter to the Governor that explains how a slight change in the requirements of this bill can enable excellence while continuing to support higher levels of advanced World Language study.

Thank you for your support.

Sincerely,

Anne Adasiak-Andrew
French Teacher
Eagle River High School

Anchorage Resident
5251 E. 41st Ave.
Anchorage, AK 99508

October 9, 2009

Dear Governor Parnell,

First, let me say that I whole heartedly support your idea of investing in our youth and offering an incentive to pay for all or part of their higher education here in Alaska based on their high school achievements. This is a fantastic proposal to motivate students to stay in school, to do well, and to go on to college or trade school in Alaska - a win for developing a professional workforce in Alaska and also for supporting Alaska's institutions of higher learning.

Although I agree with your proposal requiring students to seek an academically challenging array of courses, I strongly recommend allowing some measure of flexibility in demonstrating that excellence beyond the proposed four years of English, math and science, and three years of social studies. Students in the Anchorage School District are only allowed 7.5 elective credits beyond the 15 required credits to graduate (where .5 credit equals one semester and 1 credit equals one year) totaling 22.5 credits for graduation. Currently, many students find it almost impossible to fit in three to four years of world language study, an art class, and band or orchestra each year of high school in addition to all of the required classes for graduation. Yet all of the research shows that students who study a world language or study music have a greatly enriched learning experience and perform better on national standardized tests. (Even Senators Murkowski and Begich had their children in Anchorage immersion schools before moving to D.C.)

My concern with the current proposal requiring four years of English, math, and science is that it will pull students away from higher levels of achievement in world languages and the arts. Requiring four years of English, math, and science could even discourage students from participating in semester and year-long exchange programs to other countries. How awful to have an "A" student disqualified from the State scholarship program because he took his junior year of high school and lived in Russia or China, becoming fluent in the language and culturally competent, but only having three official years of English, math and science!

Since there is already a requirement in the ASD for four years of English and social studies, three years of science and two and ½ years of math, *I would like to see the language in the Governor's Performance Scholarship changed to "four years of English, plus any two of the following: four years of math or science or world language or the arts."* This would allow students to show excellence in a variety of ways and still qualify for the Governor's scholarship. We have so many talented musicians and artists in Alaska, and such a wonderful variety of immersion language schools across the state, I would like to see the Governor's Performance Scholarship encourage those students too -- not only those strong in English, math, and science.

Thank you for your consideration, and for investing in our children.

Sincerely,

Anne Adasiak-Andrew, French Teacher
5251 E. 41st Ave.
Anchorage, AK 99508



A Resolution in Support of Increasing Need-based Financial Aid for Alaska Postsecondary Students

WHEREAS, the State of Alaska does not provide enough need based or grant aid for students seeking postsecondary education compared to most other states; and

WHEREAS, the University of Alaska began the UA Scholars program in 1999, which has grown in usage over time and is funded entirely out of the university's Land Grant Trust Fund; and

WHEREAS, Senator Johnny Ellis and Representative David Guttenberg have introduced legislation to provide additional sources of financial assistance to help financially eligible students attend an eligible postsecondary institution; and

WHEREAS, the University of Alaska's Coalition of Student Leaders, which advocates on behalf of the UA system's 30,000 students across the state, supports the legislative efforts to increase need-based aid, and, in fact, has been integral in its creation; and

WHEREAS, the University of Alaska Board of Regents has long supported all efforts to increase access to postsecondary education, workforce training and lifelong learning; and increased financial aid, both merit- and need-based, is critical for improving access to higher education for both rural and urban residents as well as current and future students; and

NOW THEREFORE BE IT RESOLVED that the University of Alaska Board of Regents supports the legislation introduced by Senator Ellis and Representative Guttenberg and the efforts of the Coalition of Student Leaders; and

BE IT FURTHER RESOLVED that the University of Alaska Board of Regents urges additional support from the Alaska Legislature for both merit- and need-based programs that will be before the Alaska Legislature in the 2010 session; and

BE IT FURTHER RESOLVED that this resolution be appropriately engrossed and conveyed to the Honorable Governor Sean Parnell and Honorable members of the Alaska State Legislature, with a copy to be incorporated into the official minutes of the November 30-December 1, 2009 meeting of the University of Alaska Board of Regents.



A Resolution in Support of the Governor's Performance Scholarship

WHEREAS, the State of Alaska does not provide enough need based or grant aid for students seeking postsecondary education compared to most other states; and

WHEREAS, the University of Alaska began the UA Scholars program in 1999, which has grown in usage over time and is funded entirely out of the university's Land Grant Trust Fund; and

WHEREAS, Governor Sean Parnell has proposed the Governor's Performance Scholarship, a grade- and curriculum based program that would provide financial assistance for students wishing to attend a postsecondary institution within the state of Alaska; and

WHEREAS, the University of Alaska Board of Regents has long supported all efforts to increase access to postsecondary education, workforce training and lifelong learning; and increased financial aid, both merit- and need-based, is critical for improving access to higher education for both rural and urban residents as well as current and future students; and

NOW THEREFORE BE IT RESOLVED that the University of Alaska Board of Regents supports Governor Sean Parnell's proposed Governor's Performance Scholarship; and

BE IT FURTHER RESOLVED that the University of Alaska Board of Regents urges additional support from the Alaska Legislature for both merit- and need-based programs that will be before the Alaska Legislature in the 2010 session; and

BE IT FURTHER RESOLVED that this resolution be appropriately engrossed and conveyed to the Honorable Governor Sean Parnell and Honorable members of the Alaska State Legislature, with a copy to be incorporated into the official minutes of the November 30-December 1, 2009 meeting of the University of Alaska Board of Regents.

JUNEAU EMPIRE.COM

Governor's scholarship program is biased

Sunday, February 21, 2010

Story last updated at 2/21/2010 - 12:54 pm

Governor's scholarship program is biased
Juneau Empire

Funding for Post-Secondary Education is a top priority for this year's Legislature. The proposed Governor's Performance Scholarship is a merit-based scholarship that seeks to provide students with financial motivation to complete a more rigorous course of high school academics.

Sounds familiar right? That's because it is. It's just a beefed-up version on the University of Alaska Scholar program that's already implemented in the UA system. But that's not the real problem; the problem is that the course load required to access the scholarship isn't even offered in all Alaska schools (specifically those in the Bush), which is unfair and biased, not to mention classist and racist, if you look at the demographics.

This is why I'm supporting the Alaska Achievers' Incentive Scholarship Program (AAIP). It is a need-based scholarship for low income students that are making the grades and need a little extra help getting by. I'll bet you didn't know that Alaska has been ranked last for low-income college students for more than a decade and that it is the only state in the country with a state school that doesn't have a needs-based scholarship fund. Alaska needs AAIP. An investment in education is an investment in the future, and it is never the wrong time to do that. Contact to your senators to get this approved and help the youth of Alaska.

Amy Bond-Campion

Juneau

Distributed by Senator Johnny Ellis

Anchorage Daily News Letters to the Editor -- 2-16-2010

Scholarships help

I commend Gov. Parnell for his Performance Scholarship plan and believe that this program, if strengthened with a needs-based component, would provide more students with the incentive to stay in state for college, and with the financial assistance to make education possible in this day and age of rapidly rising expenses and debt. Alaska's youth is the future of Alaska, and by offering students scholarships, this state will reap great benefits.

-- *Amy Voss*

Anchorage

State has to invest in education

The state of Alaska is lagging behind the rest of the country when it comes to education. It is the only state that doesn't have a need-based program.

Our state has tremendous opportunities for jobs due to its natural resources, oil, minerals, etc., but it doesn't have the people trained to do the jobs the companies require. All that money that out-of-state workers make is lost to the state when they fly back home.

It would be in the best interest of the state to change this. The Legislature needs to take a real long look at The Alaska Achievers Incentive Program (AAIP) and see all that it could do for the state.

I understand the need to tighten spending with the decline of the North Slope's production, but this program would be an investment in the people of Alaska, and now is the time to invest in the future.

-- *David House*

Auke Bay

Alaska students need a better plan

Juneau Empire 2/16

Alaska is the only state in the nation with a public university that doesn't already have a needs-based scholarship program. The University of Alaska's tuition has increased the past seven years in a row, and many Alaskans who would otherwise seek post-secondary education to develop job skills and to enrich their potential employment opportunities are electing to stay out of school.

I am calling on Alaskans to support the Alaska Achiever's Incentive Program. AAIP is need-based, which means that it will provide funding for low-income students and those who are unable to secure sufficient funding through other means alone. Sixty-eight percent of all aid within the UA system is provided in the form of loans; Alaska students need a better plan to get through school than racking up debt. Eating ramen noodles can only cut costs so much.

Merit-based programs such as UA Scholars are all well and good in their place, but a program that distributes based on need would be far more effective in attracting and retaining Alaska students than either that or the governor's new plan (which is uncannily similar to UA Scholars).

The key to Alaska's success lies in higher education; an investment in those who seek it is an investment in the workforce and in Alaska's future. Please contact your legislator and urge them to support AAIP in the upcoming hearings.

Tyler Preston

Juneau

Louie Flora

From: Bilafer Family [bilafer7@mtaonline.net]
Sent: Monday, March 01, 2010 4:28 PM
To: Rep. Paul Seaton
Subject: HB297

Dear Representative Seaton,

My name is Alison Bilafer and I will graduate from high school this year. Please do your best to pass bill HB297 this legislative session and institute the Governor's Performance Scholarship in time for the 2010 high school graduates to receive it. So many intelligent students who have studied hard in school and meet the eligibility requirements may attend college out-of-state without this scholarship opportunity. This scholarship is an incentive for such students to stay in Alaska, and it is a great way for Alaska to support students in their post-high school education and in their career goals. Thank you for your time.

Respectfully,

Alison Bilafer

Louie Flora

From: Cameron & Leslie Seddon [seddon5@mtaonline.net]
Sent: Monday, March 01, 2010 8:13 PM
To: Rep. Paul Seaton
Subject: HB297 or C.S.

Dear Representative Seaton,

I am anxiously waiting to read the new re-write on SB224 (and HB297?) and look forward to its improvements as they develop. Although it is preferred that the scholarship act remain strictly a merit based award, I can understand why so many are moving towards including a needs based provision. I sincerely hope you strive to see it written with a definitive cap on the needs based portion of the bill. It could easily expand and deplete the portion of the funding that was originally intended to reward the exceptional student (by merit only) and retain him/her for Alaska's future benefit.

No issue is taken with any of the other amendments presented (and adopted by the House). They appear to be wonderful tools towards moving the students and schools towards higher expectations. However, the amendment that has recently been put before the Senate Education Committee by Senator Stevens in regards to the non-traditional student is a very faulty one. In order for the fund managers to be accountable, they must have a predictable basis to work from in order for the fund to last. The reward recipients should be expected to complete a degree or career goal in a reasonable amount of time. If that cannot be accomplished, why not simply state that the scholarship will pay for a certain number of total credits (up to a 4 year degree or comparable certificate) that must be used in a certain amount of time? This way, if a college student has a legitimate reason for having to drop out and then complete his degree a year or two later, the fund managers can still have some way of predicting the future pay outs. Asking to have an open-ended time frame for completion of a degree is unreasonable.

Also being discussed by the Senate Education Committee is the idea of including the qualifying 2010 graduates in the scholarship bill. Not only has it been discussed as being appropriate, but after Dianne Baron was questioned, it was found to be reasonable as very low numbers are expected to meet the requirements for the first couple of years that the scholarship is instituted. The 2010 students have stated an understanding of how the program is funded and are willing to find their own way to fund their college for the first year as they wait for the fund pay out in 2011.

All in all, your committee is moving forward effectively and efficiently. Thank you for your time and attention to the development of this scholarship bill.

Leslie Seddon

Sunrise Creek Farm
Cameron & Leslie Seddon
P.O. Box 4528
Palmer, AK 99645

www.sunrisecreekfarm.com

Haines  Camp 5
Haines, AK 99827

February 22, 2010

26th Legislature
State of Alaska
Education Committee; Rep. Paul Seaton, Chair
Rep. Cathy Munoz, V.Chair;
Representatives Bryce Edgmon, Wes Keller, Peggy Wilson, Tammy Wilson,
Bob Buch, & Berta Gardner

Haines Alaska Native Brotherhood and Alaska Native Sisterhood, Camp 5, stand in support of House Bill 94. (However, we request clarification of AS194.43.195 sec D.) We reject House Bill 297 as it duplicates an existing University of Alaska Scholar: PROGRAM and provisions exclude students attending rural schools. (HB 297) →

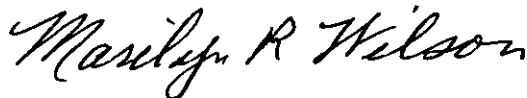
Thank you for your consideration of our concerns.

Raymond T Dennis, President



ANB Camp 5
P O Box 749
Haines, AK 99827

Marilyn R Wilson, President



Haines ANS Camp 5
P O Box 932
Haines, AK 99827

(COPY)

**To: The House and Senate Education Committees
26th Alaska State Legislature
The Capitol Building
Juneau, Alaska 99801**

2/25,/2010

House Bill 94, submitted by Representatives Guttenberg, Lynn, Gara, Kawasaki, Gardner and Tuck is the very Best Scholarship Bill submitted to this 26th Legislature. H.B. 94 should be passed for the following reasons:

(1.) It was developed by a Coalition of Student Leaders. (2.) It is well-written which makes it easy to understand their rationale. It also has a sectional summary from the Legislative Affairs. There is a State Report Card attached that shows where Alaska stands at this time. (3.) The ideas for this bill was developed within the parameters of the University of Alaska System. (4.) It supplements the education of Students who have already proven themselves. (5.) It develops a needs-based assistance, which is a FIRST in Alaska's History. (6.) It is flexible enough to complement other scholarships. (7.) It is under an already existing Post Secondary Commission. (8.) It has a sufficient financial structure. (9.) It has a Resolution dated: 2/3,/09 by the Anchorage Assembly which shows their support for this bill. (10.) This bill also has the support of the University of Alaska President Mark Hamilton dated: 2/3,/09. (11.) It also has the total support of the Patrick F. Taylor Foundation of Louisiana in a letter (2/10,/09) stating so by the Executive Director, James A. Callier which pledges their efforts "even that their own expense."

These then, are some of the reasons why House Bill 94 which creates the "Alaska Achiever's Incentive Program " has our whole-hearted support. It is our hope that this 26th Alaska State Legislature now in session considers and passes House Bill 94 as soon as it is possible to do so.

Thank you for your consideration of our concerns.

**Raymond T. Dennis, President
ANB Camp 5
Haines, Alaska 99827**

**Marilyn R. Wilson, President
Haines ANS, Camp 5
Haines, Alaska 99827**

**Post Script: We are totally in favor of this bill and we do not support
H.B. 297 and it's companion bill S.B. 224 or S.B. 33.**

Testimony on HB297 and SB224
Governor's Scholarship merit vs. need

My name is Debbie Joslin and I am representing myself today.

I believe my life experience gives me a unique perspective on the issue of whether to make this scholarship need or merit based.

As a child I was an excellent student from a poor family that became poorer still when my parents divorced while I was in 3rd grade. My parents both married and divorced many times and my mother has spent most of my life in and out of mental hospitals. I was raised on what was then called welfare and spent several years in and out of foster homes. I quit high school and took my GED test at 18. The kind lady who administered the GED test told me I had done so well that I should consider going to college. She guided me into taking the CLEP test where I was able to earn 24 hours of college credit. I went to college with PELL grants and attended one year before quitting. As I look back on why I quit – I think if I had had a support group cheering me on – I might have continued. It was not for lack of funding – PELL grants were still available.

Flash forward 30 years. I homeschool my children independently here in Alaska. By independently I mean that we do not accept any government funding. We use a stellar curriculum. My two high schoolers score 99 every year on the IOWA basic skills test. I pay my college graduated neighbor to administer the tests. Both students plan to go to college and are taking college prep track. Four years of math, English, history/government, and science. I have a daughter in 7th grade who says she doesn't want to go to college. She will still take the college prep courses. If I see that she cannot keep up with the rigorous math (which I doubt will happen) when she gets into high school, we will take the same classes at a slower pace but we will not quit math or science or English. Even if she entirely quits schooling after high school, she will still be better prepared for life. My son is a junior and he talks about school with his public school friends who tell him how boring school is because the bar has been set so low that they barely work at their schoolwork and yet get As. They tell about kids who take the easier classes so they can graduate in the top 10% of their class and how wrong that is. My son feels fortunate to homeschool and be challenged in his schoolwork.

Thoughts on this bill and its effects:

- We need to expect more of all of our students, whether they will attend college or not.
- I support making the scholarship merit based for several reasons:
- We bought a book listing all the scholarships available and it is the size of a large phone book. Most of the scholarships listed are needs based or based on ethnicity. There are precious few scholarships offered for merit and fewer still if you are a white kid – especially male.

- We have saved our kid's PFD checks for all these years to send them to school and there are other schools that offer merit based scholarships so if they are not offered in Alaska we will be more likely to look at going out of state.
- I know of other families who saved those PFD checks only to discover their child was not eligible for scholarship because it was based primarily on need, not merit. One family took all of the money and bought a brand new car for their child so that they could put down a zero for savings on the FAFSA. Our family will not do that. Yes, we have saved up money for college but if my kids can qualify for merit based scholarships, they can save that money for their master's degree or for a down payment on a house. They have worked hard at school and we have worked hard at saving.
- The other reason we would be less likely to send our kids to UAF or UAA is that both schools seem to be dumbed down to accommodate the poor high school education kids are getting in the public school in Alaska. If, as I have heard, states that offer the merit based scholarships for kids who complete a rigorous high school schedule are able to start their college students at college level, we would be more interested in sending our kids to the UA system.

Debbie Joslin
PO Box 377
Delta Junction, AK 99737

March 01, 2010

Representative Paul Seaton, Chair
House Education Committee
State Capitol
Juneau, AK 99802

Chair Seaton and Members of the House Education Committee,


The Alaska Chamber of Commerce, recognizing the importance of affordable and accessible higher education, supports the Alaska Governor's Performance Scholarship initiative. Governor Parnell's recently unveiled proposal would allow all Alaska high school students to earn tuition scholarships for use after high school at qualifying Alaska schools. The Governor's Performance Scholarship, or GPS, is a merit-based scholarship for Alaska high school students. To qualify, students will have to take four years of math, language arts and science, in addition to three years of social studies.

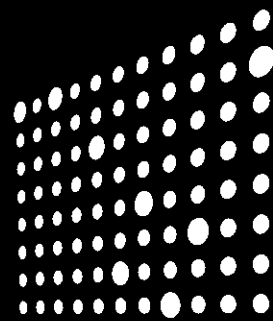
The Alaska State Chamber of Commerce supports HB 297, the Governor's Performance Scholarship (GPS) program. President Mark Hamilton stated many years ago that Alaska has long suffered from a brain drain. For years, our best and brightest left the state and never returned to contribute to the Alaska workforce or to participate in the state's economy as educated entrepreneurs. HB 297 creates an additional scholarship program to keep Alaskans in state. For a sound economy and a sound workforce, we must continue to offer our top achieving high-school graduates additional opportunities to remain in Alaska.

The legislature's passage of the UA Honors program is clearly making progress at getting young Alaskans to remain in Alaska for college. Statistics show that college graduates are more likely to find jobs in their college graduating cities. For businesses to succeed in Alaska, a well-trained and well-educated workforce is paramount to success for any business. HB 297 will continue to bridge the gap in keeping our best and brightest in state for university study and hopefully after for future employment.

Currently, workers entering the marketplace are deficient in proper skill sets to enter the job force. An educated workforce continues to be a problem for employers in Alaska despite a faltering economy. All too often, jobs go unfilled or employers are forced to fill them with unqualified workers. By enticing our best to stay in state, the Alaska State Chamber of Commerce envisions HB 297 making the difference. We can create an educated in state workforce in just a few years.

Yours in economic prosperity,


Wayne A. Stevens
President/CEO



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OF COMMERCE

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The purpose of this document is to provide a quick glance at the 22 scholarship programs cited by the Taylor Foundation. Ever since Governor Parnell proposed the Governor's Performance Scholarship (GPS) people make references to 22 similar state programs. The GPS is a merit-only program, and the argument for this tends to cite the successes of these 22 other programs. Here I will show some additional information behind this number, primarily looking at the needs-based components within these programs.

To produce this list I researched the programs and states listed on the Taylor Foundation website labeled as "Taylor Plan States." The eligibility requirements listed are the most relevant to the scholarship discussions in the State of Alaska.

- 12 of the State programs cited by the Taylor Foundation have some sort of needs-based component (Arkansas, California, Indiana, Maryland, Mississippi, New Mexico, North Carolina, Oklahoma, Tennessee, Texas, Virginia, and Wyoming).
 - Of these 12, all but Wyoming have demonstrable financial need as an eligibility requirement. Wyoming's need component kicks in when remaining unmet need exists.
- Rhode Island's program is actually a private non-profit. The non-profit's focus is on low-income families
- Information on Alabama is incomplete, and of the State scholarship programs listed, only 2 are general scholarships (one of which is needs-based, the other has no clear merit requirements).

To demonstrate financial need many programs have family income ceilings or require the FAFSA. Those with notable income ceilings are: Indiana, Maryland, Mississippi, New Mexico, Oklahoma, and Tennessee.

For more information contact Ryan Buchholdt
rbuchholdt@gmail.com
(907) 317-2980

This document was created by Ryan Buchholdt as part of his Civic Engagement capstone at the University of Alaska Anchorage. Ryan is a member of UAA's Student Government and has been working on financial aid legislation for the past 2 years (SB33/HB94 – the Alaska Achieves Incentive Program).

Alabama: The Taylor Foundation lists: "Passed by the Legislature, not yet funded – 2003"
Unclear what program is being referenced. Most State financial aid programs in Alabama are specific, aside from 2 financial assistance grants: Alabama Student Assistance Program (needs-based, \$300-\$2,500 / year) and the Alabama Student Grant Program (up to \$1,200 / year).

There are 2 programs under construction, but both are college savings plans.

<http://www.ache.state.al.us/StudentAsst/Programs.htm>

Arkansas: Academic Challenge Scholarship

Key requirements:

- demonstrate financial need
- ACT of at least 15
- 4 units of English (emphasis on writing), 3 units of Natural Sciences (1 of Biology, 1 of Chemistry or Physics, 1 of any natural science), 4 units of Math (Algebra I and II, Geometry, and 1 advanced math course), 3 units of Social Studies (1 of American History, 1 of World History, ½ of Civics or Government), 2 units of a Foreign Language.

Award of up to \$3,500 annually.

<http://acs.adhe.edu/aidprograms.html>

http://acs.adhe.edu/pdfs/fa/acs_core_aug_2006.pdf

California: The Cal Grant Program

Key eligibility requirements: have demonstrated financial need, have family income and assets below ceilings, minimum GPA.

- GED applicable
- Includes a level for vocational education
- Grants are primarily entitlements based on FAFSA
- If denied the entitlement, competitiveness grants can be given based on GPA and financial need

<http://www.calgrants.org/index.cfm?navId=10>

Florida: Bright Futures Scholarship Program

3 levels:

1) Academic Scholars Award

- 3.5 GPA
- 4 units of English (3 with substantial writing), 3 units of Math (Algebra I and above), 3 units of Natural Sciences (2 with substantial lab), 3 units of Social Sciences, 2 units of a Foreign Language.
- 75 hours of approved community service
- Scored 1270 on SAT or 28 on ACT (both excluding the writing sections)

2) Medallion Scholars Award

- 3.0 GPA
- 4 units of English (3 with substantial writing), 3 units of Math (Algebra I and above), 3 units of Natural Sciences (2 with substantial lab), 3 units of Social Sciences, 2 units of a Foreign Language.

- No community service requirement
- Scored 970 on SAT or 20 on ACT (both excluding the writing sections)

3) Gold Seal Vocational Scholars Award

- 3.0 weighted GPA w/ a 4-year diploma and a 3.5 unweighted GPA in a minimum of three vocational credits in one vocational program
- 4 units of English, 3 units of Math (including Algebra I), 3 units of Natural Sciences, 3 units of Social Sciences, 1 unit of Practical Arts, ½ in Life Management Skills, ½ in Personal Fitness, ½ in Physical Education, 2 units of a Foreign Language. Plus a minimum of three Vocational Job-Preparatory or Technology Education Program credits in one vocational program.

<http://www.floridastudentfinancialaid.org/ssfad/bf/acadrequire.htm>

Georgia: Helping Outstanding Pupils Educationally (HOPE)

Eligibility: must meet one:

- 3.0 College Preparatory Diploma or 3.2 other diploma type
- Eligible home school program with 3.0 GPA
- Score in 85th percentile for ACT or SAT
- 3.0 in 30 semester hours or 45 quarterly hours of college degree-level courses.

The award for public institution covers tuition, HOPE-approved fees, book allowance (\$100 / quarter or \$150 / semester).

http://www.gacollege411.org/Financial_Aid_Planning/HOPE_Program/Georgia_s_HOPE_Scholarship_Program_Overview.aspx

Indiana: Twenty-first Century Scholars Program

Stated goal: "The Twenty-first Century Scholars Program began in 1990 as Indiana's way of raising the educational aspirations of low and moderate-income families. The program aims to ensure that all Indiana families can afford a college education for their children."

Eligibility requirements:

- meet applicable family income ceilings (<http://www.in.gov/ssaci/2380.htm>)
- Make a commitment to the Scholars Pledge (*will graduate high school, will get at least a 2.0 GPA, will not use drugs or commit a crime, will apply to eligible Indiana university, with apply on time for financial aid*) (<http://www.in.gov/ssaci/2374.htm>)

Award: the cost of 4 years of undergraduate tuition at public institutions.

<http://www.in.gov/ssaci/2345.htm>

Kentucky: Kentucky Education Excellence Scholarship (KEES)

Eligibility:

- 2.5 GPA in any year of High School
- 4 units of Language Arts, 3 units of Math, 3 units of Science, 3 units of Social Sciences, ½ unit of Health, ½ unit of Physical Education, 1 unit of Art Appreciation, 7 units of Electives (from the listed subjects, more rigorous than the minimum courses required for graduation)

Additionally there is a bonus award for students who received a score of 15 on ACT or 710 on SAT (critical reading and math).

Award: annual scholarship amount varies by high school GPA and ACT score (for bonus only). A 3.00 GPA gives \$250 / year of college.

<http://www.kheaa.org/website/kheaa/kees?main=1>

Louisiana: Taylor Opportunity Program for Students (TOPS)

TOPS Core curriculum: (http://www.osfa.state.la.us/MainSitePDFs/Core_Curriculum_1.pdf)

- 4 units of English
- 3 units of Math
- 3 units of Science
- 1 additional unit of Math or Science
- 3 units of Social Studies
- 2 units of a Foreign Language
- 1 unit of Fine Arts
- ½ unit of Computer Science

There are 4 components:

- 1) TOPS Opportunity Award: 2.5 GPA and ACT of 20
- 2) TOPS Performance Award: 3.0 GPA and ACT of 23
- 3) TOPS Honors Award: 3.0 GPA and ACT of 27
- 4) TOPS Tech Award: 2.5 GPA, ACT of 17, and 17 Tech Core unit for Option 1, 19 for Option 2

Awards: based on TOPS level and University.

<http://www.osfa.state.la.us/TOPS.htm>

<http://www.osfa.state.la.us/>

Maryland: Educational Excellence Awards Program

2 components:

1) Guaranteed Access (GA) Grant

(http://www.mhec.state.md.us/financialAid/ProgramDescriptions/prog_ga.asp)

- 2.5 GPA in high school
- Must demonstrate financial need and family income must be under certain ceilings

Award: 100% of financial need, capped at \$14,300

2) Educational Assistance (EA) Grant

(http://www.mhec.state.md.us/financialAid/ProgramDescriptions/prog_ea.asp)

- Must demonstrate financial need
- Applicants ranked by Estimated Family Contribution (EFC) as reported on the FAFSA

Award: 40% of need for 4-year institutions, 60% of need for community colleges, capped at \$3,000.

Missouri: Academic Bright Flight Scholarship Program

Eligibility:

- ACT or SAT score in the top 3% of the state. For 2010 it was raised to 5%.

Award: \$2,000 / year.

Starting in 2010-2011 Academic year the award will be divided between two levels determined by ACT or SAT score. ACT of 31 or above will receive \$3,000 / year, while ACT of 30 will receive \$1,000 / year

<http://www.dhe.mo.gov/brightflight.shtml>

Mississippi: Higher Education Legislative Plan for Needy Students (HELP)

“Created by the Mississippi Legislature this program is designed to provide tuition assistance to qualified students whose financial need, as demonstrated by federal student aid eligibility, will not be met with gift aid from other sources.”

Eligibility:

- 2.5 GPA
- Score of 20 on ACT
- 4 units of English, 3 units of Math (Algebra I and II, 1 unit of advanced math), 3 units of Science (1 of Biology, 1 of Chemistry, 1 other), 3 units of Social Studies (1 of American History, 1 of World History, 1 of Civics or Economics), 1 unit of Fine Arts, 2 units of a Foreign Language, ½ unit of Computer Science, 1 elective from above subjects.
- Family income must be under certain ceilings
(http://www.mississippi.edu/pg2c/glomer/upload_repo/files/HELP_adj_gross_income.pdf)
- Demonstrate financial need via the FAFSA

Award: Tuition and required fees at a public institution, or if attending a private institution an award equal to the nearest comparable public institution.

http://www.mississippi.edu/riseupms/financialaid-step3-grants-loans.php?article_id=225

http://www.mississippi.edu/pg2c/glomer/upload_repo/files/HELP_core_reqs.pdf

Nevada: Millennium Scholarships

Eligibility:

- 3.25 GPA
- Must pass all areas of the Nevada High School Proficiency Exam
- 4 units of English, 4 units of Math (including Algebra II), 3 units of Natural Sciences, 3 units of Social Science and History

Award: based on per-credit basis. Within the Nevada System of Higher Education (NSHE) Scholars will receive \$40 / lower division credit and \$60 / upper division credit, capped at 12 credits / semester. Scholars attending eligible institutions outside of NSHE will receive \$80 / credit.

<https://nevadatreasurer.gov/documents/millennium/Doc-FactSheet.pdf>

New Mexico: New Mexico Scholars Program

Eligibility:

- 3.0 GPA in high school
- ACT score of 25 **OR** SAT of 1140 **OR** top 5% of graduating class

- Total combined family income cannot exceed \$30,000 with one family member in college, \$40,000 with two in college

Award: covers tuition, fees, and books

<http://www.unm.edu/~schol/freshmen/nmscholars.html>

North Carolina: Legislative College Opportunity Program

“The College Opportunity Program will recruit future students who might not otherwise finish high school or continue on to college. The program will provide financial and academic incentives that will encourage socially and economically disadvantaged students to do well in middle grades and high school and enroll in college following graduation. Improvement in academic performance, high school graduation rates, college going rates, and college graduation rates of under-performing students will be principal goals of the program.”

Eligibility:

- “Be a first-generation college student and/or come from a family with an annual income that qualifies the family as disadvantaged based on federal guidelines”
- Maintain a B or better average throughout high school
- Maintain public school attendance of 95%
- Complete the PSAT and SAT or ACT
- Complete at least 15 hours of community service per year
- Remain drug free

Award: First year assistance that will cover tuition, fees, and books.

<http://www.northcarolina.edu/policy/index.php?pg=vs&id=467>

Oklahoma: Oklahoma Higher Learning Access Program or Oklahoma’s Promise

Eligibility:

- 2.5 GPA
- Family income must be \$50,000 or less
- 4 units of English, 3 units of Math, 3 units of Lab Sciences, 3 units of History and Citizenship, 2 units of a Foreign Language, 1 additional unit from listed subjects, and 1 unit of Fine Arts

Award: pays tuition at public institutions, and partial tuition at eligible private institutions.

<http://www.okhighered.org/okpromise/student-requirements.shtml>

<http://www.okhighered.org/okpromise/required-courses.shtml>

Rhode Island: Children's Crusade for Higher Education

Private, non-profit focused on “reducing school dropout rates and to increasing educational and career success for youth from low-income urban communities.”

Eligibility:

- “Earn admission to an accredited college, university, junior college or trade school within one year of graduation or participate in a RI union apprenticeship or industry training program within one year of graduation”

- Full-time student
- Are low-income

Award: Varies by the kind of school and demonstrated need. Maximum scholarship is equal to the Federal Pell Grant (\$4,310) or the school's tuition, whichever is lower.

www.childrencrusade.org

South Carolina: Legislative Incentives for Future Excellence (LIFE) Scholarships

Eligibility: 2 of the 3 following:

- 3.0 High School GPA
- SAT score of 1100 **OR** ACT score of 24
- In top 30% of graduating class

Award: \$5,000/year, with \$4,700 for tuition and \$300 for books.

<http://www.clemson.edu/finaid/LIFEnew.htm>

Tennessee: Education Lottery Scholarship Program (TELS)

There are a few components under this program:

Tennessee HOPE Scholarship: \$4,000 for 4-year institutions or \$2,000 for 2-year institutions

Eligibility:

- ACT of 21 **OR** SAT of 980
- High school GPA of 3.0

Tennessee HOPE Access Grant: \$2,750 for 4-year institutions or \$1,750 for 2-year institutions

Eligibility:

- ACT of 18-20 **OR** SAT of 860-970
- Family adjusted gross income \$36,000 or less

General Assembly Merit Scholarship (GAMS) : \$1,000 supplemental to HOPE Scholarship

Eligibility:

- ACT of 29 **OR** SAT of 1280
- High school GPA of 3.75

Aspire Award: \$1,500 supplemental to HOPE Scholarship

Eligibility:

- Meeting HOPE Scholarship requirements
- Family adjusted gross income of \$36,000 or less

Wilder-Naifeh Technical Skills Grant: \$2,000

Eligibility:

- Available to all students enrolled at Tennessee Technology Center who are Tennessee residents 1 year prior to enrollment.

http://www.tn.gov/collegepays/mon_college/lottery_scholars.htm

http://www.tn.gov/collegepays/mon_college/sch_app_pdfs/ScholarshipData102009.pdf#DFE9.pdf

Texas: Toward Excellence Access & Success

“The Texas Legislature established the TEXAS (Towards EXcellence, Access and Success) Grant to make sure that well-prepared high school graduates with financial need could go to college.”

Eligibility:

- Show financial need and have an Estimated Family Contribution of \$4,000 or less
- Completed Recommended High School Program (4 units of English, 4 units of Math, 4 units of Science, 4 units of Social Studies, 2 units of a Foreign Language, 1 unit of fine Arts, 1 unit of Technology Applications, 1 ½ units of Physical Education, ½ units of Health Education, 1/5 units of Speech, 3 ½ units of electives) **OR** Distinguished Achievement Program (score 3 or above on AP exam, or 4 on International Baccalaureate exam; Complete an original project; PSAT score qualifying you as a "Commended Scholar"; earn 3.0 on classes that count as college credit).

Award: \$6,080 / year at public universities and state colleges, \$1,780 at community colleges, \$2,680 at public technical colleges, and \$3,808 at private institutions.

<http://www.collegefortexans.com/index.cfm?ObjectID=E81912E0-DF96-53C5-8EE1C469C7298F15>

Recommended High School Program:

<http://www.collegefortexans.com/index.cfm?ObjectID=B5696E87-D0EE-F501-7D8D3898E6B018D6>

Distinguished Achievement Program

<http://www.collegefortexans.com/index.cfm?ObjectID=D4D077EF-E089-7788-D2CC15BB69A2494B>

Virginia: Virginia Guaranteed Assistance Program

“The purpose of the Virginia Guaranteed Assistance Program (VGAP) is to provide an incentive to financially needy students now attending elementary and secondary school in Virginia to raise their expectations and their academic performance and to consider higher education an achievable objective in their future. The law requires that the awards to undergraduates be proportional to need so that the students with the greatest need receive the largest awards.”

Eligibility:

- Demonstrate financial need
- High school GPA of 2.5
- Be classified as a dependent for federal aid purposes

Awards: varies by institution, but neediest students will receive at least the cost of tuition.

<http://www.schev.edu/students/factsheetVGAP.asp?from=>

West Virginia: Providing Real Opportunities for Maximizing In-State Student Excellence (PROMISE) Scholarship

Eligibility:

- 3.0 High School GPA (or whatever is considered a “B” average)
- 4 units of English, 3 units of Math, 4 units of Social Sciences, 3 units of Natural Sciences
- ACT composite of 22 (w/ 20 in all 4 subsections) **OR** an SAT composite of 1020

Award: \$4,750 / year or the cost of tuition and mandatory fees, whichever is less.

http://wvhepcnew.wvnet.edu/index.php?option=com_content&task=view&id=65&Itemid=0/home.asp

x

Wyoming: Hathaway Scholarship Program

The Hathaway Scholarship Program has three levels, each of which has a secondary needs-based component.

Opportunity: \$800 / semester; 25% of unmet need: \$100-\$750 / semester

- High school GPA of 2.5
- ACT of 19
- Completion of Curriculum requirements*, except the Foreign Language requirement

Performance: \$1,200 / semester; 25% of unmet need: \$100-\$750 / semester

- High school GPA of 3.0
- ACT of 21
- Completion of Curriculum requirements*

Honors: \$1,600 / semester; 100% of unmet need: \$100-total unmet need.

- High school GPA of 3.5
- ACT of 25
- Completion of Curriculum requirements*

*Curriculum requirements:

- 4 years of Math
- 4 years of Science
- 3 years of Social Studies
- 4 years Language Arts
- 2 years of a Foreign Language

<http://www.k12.wy.us/Hathaway.asp>

<http://www.uwyo.edu/hathaway/eligibility.asp>

DRAFT FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: **CSHB297(EDC)-EED-ACPE-03-08-10**
 () Publish Date: _____

Identifier (file name): An Act establishing the governor's performance Dept. Affected: Education
 Title scholarship program and relating to the program; establishing the RDU ACPE
 Component Program Administration and
 Sponsor Rules Operations
 Requester Governor Component Number 2738

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
OPERATING EXPENDITURES							
Personal Services							
Travel							
Contractual	275.0						
Supplies							
Equipment							
Land & Structures							
Grants & Claims			14,480.0	25,623.4	33,252.8	37,169.6	37,169.6
Miscellaneous							
TOTAL OPERATING	275.0	0.0	14,480.0	25,623.4	33,252.8	37,169.6	37,169.6

CAPITAL EXPENDITURES							
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CHANGE IN REVENUES ()							
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	275.0		14,480.0	25,623.4	33,252.8	37,169.6	37,169.6
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	275.0	0.0	14,480.0	25,623.4	33,252.8	37,169.6	37,169.6

Estimate of any current year (FY2010) cost: _____

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: (Attach a separate page if necessary)

The contractual funds noted above represent the cost of implementation and year one support for scholarship management software.

Assumptions:

- 1) Baseline count of high school graduates (8,008) based on 2009 data.
- 2) Referenced utilization rate of 28.78% for similarly structured program in WY. While Alaska has lower college-going rates historically than WY, in recent years we have had a higher percentage of students who do continue on attend in Alaska.
- 3) Maximum GPS award at highest performance level is based upon the University of Alaska tuition for the 2010-11 school year (\$4,755).

Prepared by: Diane Barrans, Executive Director
 Division: Alaska Commission on Postsecondary Education
 Approved by: Diane Barrans, Executive Director
Alaska Commission on Postsecondary Education

Phone 465-6740
 Date/Time 3/8/10 3:00 PM
 Date 3/8/2010



GOVERNOR'S
PERFORMANCE
SCHOLARSHIP

HB297/SB224

INFORMATION PACKET

JANUARY 2010



STATE OF ALASKA

Department of Education & Early Development

Office of the Commissioner

SEAN PARNELL, GOVERNOR

*Goldbelt Place
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Telephone: (907) 465-2800
Fax: (907) 465-4156*

Dear Alaskans,

Alaska's high school graduation rate jumped 5 percentage points last year and we graduated 8,000 students, 1,000 more a year than in recent years. That's great news, and it's a tribute to the efforts of our families and educators. Those are 8,000 Alaskans who have pushed open the door to greater opportunities.

But many of our students still leave school without a diploma. That's why I'm excited that Gov. Parnell has sponsored legislation that provides families with an incentive to make high school a productive experience for students.

The Governor's Performance Scholarship says to our kids: Challenge yourself in high school, work hard, and you can earn a substantial scholarship that helps you fulfill *your* goals in life. We call it GPS because its course requirements help students navigate through high school and into their careers.

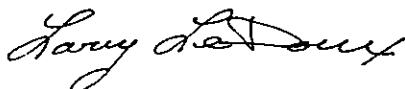
What I especially like about Gov. Parnell's program is that it creates both academic and career/technical scholarships. Alaska needs the talents of all of our youth. Our economy offers good jobs for a variety of skills. Let's fill those jobs ourselves.

I also like that the scholarships will be available for students with different levels of academic achievement. I was a school principal for decades, and I know that not every productive adult was an A student in high school. If you take tough courses, study hard and end up with a B or a C+ average, you also qualify for a Governor's Performance Scholarship. That's only right.

But it's not a giveaway program. Students who want to receive a Governor's Performance Scholarship must take four years of English, math and science, and three years of social studies. High school students who take a rigorous curriculum are more likely to do well in college.

You'll be hearing a lot about the Governor's Performance Scholarship this year as the Legislature considers the proposal. I hope you will review the bill and talk to your legislators about it. Please contact Information Officer Eric Fry at 465-2851 or eric.fry@alaska.gov if you have questions.

Sincerely,



Larry LeDoux
Commissioner

Brief talking points for the proposed Governor's Performance Scholarship

In a nutshell:

- The Governor's Performance Scholarship program offers scholarships to Alaska residents who take a rigorous curriculum in high school, get good grades, and score well on an assessment.
- The scholarships may be used only at Alaska technical and academic postsecondary institutions, public and private.
- GPS will be funded from earnings of a portion of the state's savings.

The goals:

- Increase high school graduation rates.
- Increase high school graduates' readiness for postsecondary education.
- Increase the likelihood that Alaska's students will be academically and financially prepared to access and succeed in their postsecondary education.
- Ensure that Alaskans can contribute to a robust state economy as participants in the highly skilled work force.
- Encourage schools to provide a rigorous curriculum.
- Encourage families to feel ownership of their students' education.

More details:

- The GPS awards would first be available to the high school Class of 2011, graduates of which would enter colleges or technical schools in or after fall 2011.
- The high school course requirements would be phased in over time. They are: four years of English, math and science, and three years of social studies.
- Examples of permitted assessments include ACT college-admission tests for academic scholarships and the ACT WorkKeys tests for technical scholarships.

Categories of scholarships:

Career and technical: acceptable grade point average and acceptable score on a work-ready assessment for an award capped at \$3,000 a year for two years.

Silver: "C+" high school GPA and an acceptable score on a college-entrance assessment for an award of approximately \$2,400 a year for up to 8 semesters.

Gold: "B" high school GPA and an acceptable score on a college-entrance assessment for an award of approximately \$3,600 a year for up to 8 semesters.

Platinum: "A" high school GPA and an acceptable score on a college-entrance assessment for an award of approximately \$4,800 a year for up to 8 semesters.

More information:

EED Information Officer Eric Fry at 907-465-2851 or eric.fry@alaska.gov.

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Governor Sean Parnell
STATE OF ALASKA

January 15, 2010

The Honorable Gary Stevens
President of the Senate
Alaska State Legislature
State Capitol, Room 111
Juneau, AK 99801-1182

Dear President Stevens,

Under the authority of Art. III, Sec. 18, of the Alaska Constitution, I am transmitting a bill that will create a merit-based scholarship program for Alaska high school students who pursue higher education in Alaska.

This legislation, referred to as the Governor's Performance Scholarship (GPS), is patterned after successful scholarship programs in 22 other states. The GPS will improve high school graduation rates, prepare students for college or job training, provide Alaskan students with affordable opportunities for higher education, sustain Alaska's economy with a capable workforce, and retain equipped, hardworking Alaskan students.

This bill provides four tiers of scholarship payment for qualified high school graduates. Three of these tiers would be designated for academic scholarships, and the fourth for career and technical school scholarships.

The key feature of the scholarship program is that it is merit-based. All students who participate will be required to complete a more rigorous high school curriculum consisting of four years of language arts, mathematics, and science, and three years of social studies. Students will also be evaluated according to standards established for their grade-point averages and scores on college entrance or work-ready examinations.

The program will provide an incentive for students to challenge themselves in high school and to graduate. It also provides an impetus for schools to enhance curriculum. Studies have shown that students who take a rigorous curriculum in high school are more likely to do well in college and job training programs. Thus, the scholarship recipients will be more likely to achieve their certification or degree.

Students who achieve the highest attainable grade point average and examination scores will be awarded the highest tier of the academic scholarship for an Alaska-based college or university. This tier will equal the full cost of tuition at an Alaskan university for the 2010-2011 school year. The second and third tiers of the academic scholarship will be 75 and 50 percent the amount of

The Honorable Gary Stevens
January 15, 2010
Page 2

respective tuition. Students will be eligible for the academic scholarship for a maximum of eight semesters. Students who qualify for a career or technical school scholarship will receive an award of full fees for training, the maximum at \$3,000 per year. The career and technical scholarship may be used by a student for up to two years.

The GPS will only be accessible to Alaska residents. However, this bill will allow that Alaskan military members and their families will not lose eligibility on account of their service.

The bill will require that money from these scholarships will only be spent at qualified Alaska postsecondary institutions or training programs. Students educated in the state are more likely to remain in the state. This provision encourages our best and brightest young people to remain in the state and prepare qualified Alaskan workers for Alaskan jobs.

The GPS program contains a "use it or lose it" provision: students will have a six-year window to apply the scholarship to a postsecondary institution. This protects the State of Alaska from an extended liability. As previously stated, the bill will provide extensions for Alaskans who serve in the military.

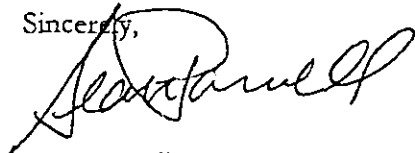
The GPS will be administered by the Alaska Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education. Regulations will be adopted to govern the program, grade-point average standard, eligibility criteria and an appeals process to consider extraordinary circumstances. The Alaska Commission on Postsecondary Education will adopt regulations for streamlined application, award, and continuing eligibility standards.

Also, this bill will establish a fund whose earnings could be used to pay for scholarships. The proposed fund is based on other funds established in statute, such as the Alaska Veterans' Memorial endowment fund, and will be managed by the Department of Revenue. Nothing in this bill will establish a dedicated fund.

The GPS is modeled after the famous "Taylor plan," established by private businessman, Patrick Taylor, to keep students in school and motivate them to pursue successful postsecondary education. Currently, twenty-two states have "Taylor like" state-sponsored plans.

I urge your prompt and favorable action on this bill.

Sincerely,



Sean Parnell
Governor

Enclosure

SENATE BILL NO. 224

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY THE SENATE RULES COMMITTEE BY REQUEST OF THE GOVERNOR

Introduced: 1/19/10

Referred: Education, Finance

A BILL

FOR AN ACT ENTITLED

1 **"An Act establishing the governor's performance scholarship program and relating to**
2 **the program; establishing the governor's performance scholarship fund and relating to**
3 **the fund; relating to student records; making conforming amendments; and providing**
4 **for an effective date."**

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

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

7 **Sec. 14.03.113. District determination of scholarship eligibility.** A school
8 district shall determine whether a student who graduates from a high school in the
9 district is eligible for an award of a governor's performance scholarship under AS
10 14.43.810 - 14.43.890. If a student is eligible, the district shall include in a student's
11 permanent record the highest tier of funding for which the student is eligible. A district
12 shall provide a student with an opportunity to request that the district correct any
13 errors in the eligibility determination.

14 *** Sec. 2.** AS 14.07.020(a) is amended by adding a new paragraph to read:

1 (18) administer duties assigned to the department under the governor's
 2 performance scholarship program established in AS 14.43.810 - 14.43.890.

3 * Sec. 3. AS 14.42.030(e) is amended to read:

4 (e) The commission may

5 (1) adopt regulations under AS 44.62 (Administrative Procedure Act)

6 to

7 (A) carry out the purposes of

8 (i) AS 14.43.091 - 14.43.890 [AS 14.43.091 -
 9 14.43.750], 14.43.990, AS 14.44, and AS 14.48; and

10 (ii) AS 14.43.910 and 14.43.920 as they relate to the
 11 purposes of AS 14.43.091 - 14.43.890 [AS 14.43.091 - 14.43.750],
 12 14.43.990, AS 14.44, and AS 14.48;

13 (B) ensure compliance with the requirements imposed by state
 14 and federal statutes and regulations governing the guaranty, insurance,
 15 purchase, or other dealings in eligible loans by federal agencies,
 16 instrumentalities, or corporations; and

17 (C) establish standards for the

18 (i) administration of hearings conducted under AS
 19 14.43.153; and

20 (ii) administrative enforcement of collection orders
 21 under AS 14.43.151 - 14.43.155;

22 (2) delegate to the executive director of the commission or a
 23 subcommittee of the commission any duty imposed on or power granted to the
 24 commission by this chapter, AS 14.43, AS 14.44, or AS 14.48, except its power to
 25 adopt regulations and its duty to consider appeals under AS 14.43.100(b) and AS
 26 14.48.120;

27 (3) establish task forces, committees, or subcommittees, not
 28 necessarily consisting of commission members, to advise and assist the commission in
 29 carrying out its functions;

30 (4) contract with or use existing institutions of postsecondary
 31 education or other individuals or organizations to make studies, conduct surveys,

1 submit recommendations, or otherwise contribute to the work of the commission;

2 (5) establish fees for the review of an out-of-state institution that

3 (A) requests approval for participation in the programs under
4 AS 14.43.091 - 14.43.750, 14.43.990, and AS 14.44; and

5 (B) is not accredited by a national or regional accreditation
6 association recognized by the Council for Higher Education Accreditation; and

7 (6) collect all fees and costs incurred in collection of the amount owed
8 on a loan or repayment obligation if the loan or repayment obligation becomes
9 delinquent or in default; in this paragraph, fees and costs include attorney fees, court
10 costs, and collection fees charged by a collection agency.

11 * **Sec. 4.** AS 14.43 is amended by adding new sections to read:

12 **Article 11A. Governor's Performance Scholarship.**

13 **Sec. 14.43.810. Governor's performance scholarship established; Alaska**
14 **residency.** (a) The governor's performance scholarship program is established to
15 provide scholarship opportunities for Alaska resident high school graduates to attend a
16 qualified postsecondary institution in the state. The program includes a merit-based
17 academic scholarship and a merit-based career and technical school scholarship. The
18 merit-based academic scholarship consists of three levels of awards. The merit-based
19 career and technical school scholarship consists of one level of award.

20 (b) The Department of Education and Early Development shall design the
21 programmatic standards for the scholarships and appeals of adverse decisions. The
22 Alaska Commission on Postsecondary Education shall administer the daily operations
23 of the program and financing of the program, including the procedures for applying
24 for the scholarships, establishing standards for and ensuring continuing compliance
25 with programmatic standards, and requiring students to apply for other non-loan
26 financial aid, consistent with federal law. The respective agencies shall adopt
27 necessary regulations under AS 44.62 after consultation with each other. The
28 department may change the regulations under AS 44.62 for requirements for
29 programmatic standards for required academic achievement for eligibility only by
30 giving advanced public notice at least one school year before the change.

31 (c) For purposes of this program, a student is an Alaska resident if the student

1 meets the eligibility for residency as described in AS 01.10.055.

2 (d) The program shall be administered to further the following goals:

3 (1) increasing high school graduation rates in the state;

4 (2) improving academic performance of students in grades
5 kindergarten through 12 in the state;

6 (3) improving preparedness of Alaska students for postsecondary
7 education;

8 (4) improving the quality of the educational programs offered by high
9 schools in the state;

10 (5) increasing the scores of high school students in the state on college
11 entrance examinations;

12 (6) increasing job training opportunities in the state;

13 (7) improving the postsecondary academic achievement and
14 graduation rates of students in the state;

15 (8) expanding the pool of high school students in the state who pursue
16 postsecondary opportunities.

17 **Sec. 14.43.815. Qualifications of applicants.** (a) A student may submit an
18 application for a governor's performance scholarship to attend a qualified
19 postsecondary institution in the state if the student

20 (1) has applied or intends to apply for admission to the institution;

21 (2) is an Alaska resident who has

22 (A) graduated, or will graduate no later than six months after
23 the date of the application from a high school in the state, including a public
24 school, private school, and home school;

25 (B) graduated, or will graduate no later than six months after
26 the date of the application from a high school outside of the state under
27 circumstances allowed by the department; for purposes of this subparagraph,
28 allowable circumstances include an Alaska resident high school student having
29 left the state because of the military service of the student's Alaska resident
30 custodial parent;

31 (3) will receive and utilize the scholarship at a qualified postsecondary

1 institution in the state no later than six years after the beginning of the first school year
 2 after a student's graduation from high school, unless the applicant qualifies for an
 3 extension of time allowed by the department; for purposes of this paragraph, standards
 4 for extension of time must include time while the student is in military service; and

5 (4) meets other minimum qualifications to apply or continue to be
 6 eligible for a governor's performance scholarship.

7 (b) A student is not qualified to receive a governor's performance scholarship
 8 if the person

9 (1) has not complied with the military service registration imposed
 10 under 50 U.S.C. App. 453 (Military Selective Service Act), if those requirements were
 11 applicable to the student;

12 (2) is currently in default or owes a refund on a federal financial aid
 13 loan under the federal guaranteed student loan program or financial aid awarded under
 14 this chapter; or

15 (3) has been convicted of a felony in the state or another jurisdiction
 16 and has not qualified for a waiver under standards adopted by the department.

17 **Sec. 14.43.820. Eligibility for an academic scholarship.** (a) Subject to
 18 appropriation, the commission shall award a merit-based academic scholarship to an
 19 applicant who meets the eligibility criteria for the award under the program.

20 (b) The programmatic standards for eligibility for an award of a merit-based
 21 academic scholarship under the program include the following:

22 (1) the four-year core academic curriculum that the student must have
 23 completed in high school; the core academic curriculum must include

24 (A) four years of mathematics;

25 (B) four years of language arts;

26 (C) four years of science; and

27 (D) three years of social studies;

28 (2) the minimum grade-point average that the student must have
 29 achieved in high school to be eligible for each of the three tiers of academic
 30 scholarship;

31 (3) the minimum score on a college entrance examination that the

1 student must have achieved to be eligible for each of the three tiers of academic
2 scholarship;

3 (4) enrollment in a course of study at a qualified university or college
4 in this state that is intended to result in the award of a certificate or degree;

5 (5) a process through which a student who is no longer eligible can
6 regain eligibility;

7 (6) a process through which a home-schooled or private-schooled
8 student may submit evidence to the qualified university or college that establishes the
9 equivalent of the high school diploma, grade-point average, and core academic
10 curriculum for public school students.

11 **Sec. 14.43.825. Eligibility for a career and technical school scholarship. (a)**

12 Subject to appropriation, the commission shall award a merit-based career and
13 technical school scholarship to a student who meets the eligibility criteria for the
14 award under the program.

15 (b) The programmatic standards for eligibility for an award of a merit-based
16 career and technical school scholarship under the program include the following:

17 (1) the core academic curriculum that the student must have completed
18 in high school; the core academic curriculum must include

19 (A) four years of mathematics;

20 (B) four years of language arts;

21 (C) four years of science; and

22 (D) three years of social studies;

23 (2) the minimum grade-point average that the student must have
24 achieved in high school;

25 (3) the minimum score that the student must have achieved on a

26 (A) college entrance examination; or

27 (B) standardized examination designed to measure a student's
28 level of preparedness to make the transition to work, as selected by the
29 department;

30 (4) enrollment in good standing at a certified career and technical
31 school that is intended to result in the award of a certificate that indicates the student's

1 preparedness to enter the workforce;

2 (5) a process through which a student who is no longer eligible can
3 regain eligibility.

4 **Sec. 14.43.827. Maximum awards and allowable uses.** (a) Subject to (b) - (e)
5 of this section, the maximum awards for the program are as follows:

6 (1) for the merit-based academic scholarship, three tiers of scholarship
7 financing awards; the highest tier of award per semester must be equal to the cost of
8 approved tuition at the University of Alaska in school year 2010 through 2011 for a
9 student taking 15 credits, and require very high academic achievement; the second tier
10 must be 75 percent of the highest tier and require high academic achievement; the
11 third tier must be 50 percent of the highest tier and require moderate academic
12 achievement;

13 (2) for the merit-based career and technical scholarship, the award
14 must be the actual cost of the qualified career and technical school attended by the
15 student, not to exceed \$3,000 per school year;

16 (3) a student's academic achievement must be determined by the
17 student's high school grade-point average and score on an examination described in
18 AS 14.43.820(b)(3) and 14.43.825(b)(3).

19 (b) A part-time student who receives a merit-based academic scholarship and
20 is enrolled on at least a half-time basis is eligible for an award on a pro rata basis.

21 (c) A student's eligibility for a scholarship terminates six years after the date
22 the student graduated from high school unless the student qualifies for an extension of
23 time allowed by the department. The department shall recognize the student's military
24 service in making allowances under this subsection.

25 (d) Subject to AS 14.43.815(a)(3), a student receiving a merit-based academic
26 scholarship may remain eligible for up to eight semesters of enrollment at a qualified
27 university or college, which may include graduate courses. A student receiving a
28 merit-based career and technical scholarship may remain eligible for two calendar
29 years of attendance at a qualified career and technical school. A student may not
30 receive both an academic and a career and technical scholarship.

31 (e) The amount of a scholarship award may not exceed the amount of the

1 student's costs of attendance as certified by the postsecondary institution for the
 2 purposes of federal financial aid, less any other scholarships or non-loan financial aid
 3 awarded to the student.

4 **Sec. 14.43.830. Programmatic standards.** (a) Subject to (b) of this section,
 5 the department shall establish programmatic standards for the program.

6 (b) The department shall establish a make-up procedure or alternative pathway
 7 for students who are not eligible for a scholarship to make up a deficit by alternative
 8 means if the deficit was caused by circumstances that would make it unfair not to
 9 allow the student to make up the deficit. The department may not waive a requirement
 10 and shall require the student to achieve a result comparable to that required of other
 11 students. The decision of the department regarding a student's eligibility for alternative
 12 means is final. In determining circumstances in which the student may pursue
 13 alternative means, the department shall consider the fairness to students who have met
 14 the requirements and the need to promote the goals of the program. Attendance at a
 15 high school outside of the state is not a circumstance in which fairness requires that a
 16 student be allowed to pursue alternative means to qualify for a scholarship.

17 Circumstances in which the department may allow a student to pursue alternative
 18 means to qualify for a scholarship include the following:

19 (1) the required curriculum was not reasonably available to the student
 20 because the student attended a small and remote high school in the state;

21 (2) the deficit was caused by rare and unusual circumstances outside
 22 the control of the student.

23 **Sec. 14.43.835. Qualified postsecondary institutions.** (a) The following
 24 institutions are qualified postsecondary institutions:

25 (1) a university or college physically located in the state that is

26 (A) authorized to operate in the state under AS 14.48.020, or
 27 exempt from authorization under AS 14.48.030(b)(1); and

28 (B) accredited by a regional accreditation association;

29 (2) a career and technical school program physically located in the
 30 state that has been included on a list of certified career and technical school programs
 31 received from the Department of Labor and Workforce Development; the commission

1 shall publish the list on or before September 1 of the year preceding enrollment.

2 (b) The Department of Labor and Workforce Development shall, in
3 consultation with the Department of Education and Early Development, adopt
4 regulations under AS 44.62 establishing criteria under which the Department of Labor
5 and Workforce Development shall certify career and technical school programs in the
6 state as eligible to participate in the career and technical school scholarship program.
7 The criteria to be considered under this subsection include the following:

8 (1) the quality of the job-training program offered by the career and
9 technical school;

10 (2) the employability of a graduate of the program, including whether
11 the program results in a certificate or license that is recognized by the industry for
12 which the training prepares the student;

13 (3) whether jobs in the industry for which the training prepares the
14 student are available or expected to be available in the future in the state;

15 (4) other criteria established by the Department of Labor and
16 Workforce Development in regulation.

17 (c) A postsecondary institution is physically located in the state if the campus,
18 teachers, classrooms, school administrators, and equipment used to provide the
19 education to the students are physically present in the state. Use of virtual, electronic,
20 or online materials by teachers in the state does not disqualify a postsecondary
21 institution even if the materials are generated outside the state. However, a
22 correspondence, virtual, electronic, or online program that is administered from
23 outside the state is not physically located in the state even if the program is delivered
24 by teachers or equipment in the state.

25 **Sec. 14.43.840. Application and award.** (a) The commission shall establish
26 application procedures for students to apply for a governor's performance scholarship.

27 (b) The commission shall adopt procedures for payment of scholarship awards
28 to the institution attended by the scholarship recipient. Payment of a scholarship is
29 subject to appropriation. If insufficient funds are appropriated to pay all eligible
30 scholarships, the commission shall pay existing awards on a pro rata basis.

31 (c) A student who is awarded a scholarship in error shall be required to refund

1 to the state the amount of the scholarship awarded in error.

2 **Sec. 14.43.845. Governor's performance scholarship fund income account.**

3 The governor's performance scholarship fund income account is created as an account
4 in the general fund. Money may be appropriated into the account from the expendable
5 earnings of the governor's performance scholarship fund under AS 37.14.750 -
6 37.14.790 and other sources. The commission may use money in the account to pay
7 scholarships awarded to students under AS 14.43.810 - 14.43.890.

8 **Sec. 14.43.850. Report to the legislature.** (a) To the extent permitted under
9 law, the department, commission, University of Alaska, Department of Revenue, and
10 Department of Labor and Workforce Development shall share data necessary to
11 prepare public reports regarding the governor's performance scholarship program.

12 (b) No more than 10 days after the start of each year's legislative session, the
13 department, commission, University of Alaska, Department of Revenue, and
14 Department of Labor and Workforce Development shall present an annual report to
15 the public, the governor, and the legislature containing information of public interest
16 regarding the governor's performance scholarship program, including

17 (1) the number of applicants and number and types of scholarships
18 awarded;

19 (2) dollar amount of scholarships awarded in past years and expected
20 dollar amounts for the next year; and

21 (3) data and trends in the data regarding the goals identified in AS
22 14.43.810.

23 **Sec. 14.43.890. Definitions.** In AS 14.43.810 - 14.43.890, unless the context
24 requires otherwise,

25 (1) "commission" means the Alaska Commission on Postsecondary
26 Education;

27 (2) "commissioner" means the commissioner of education and early
28 development;

29 (3) "department" means the Department of Education and Early
30 Development;

31 (4) "grade-point average" means the average of all grades on a four-

1 point scale, or five-point scale for advanced placement classes, obtained by the student
2 in high school;

3 (5) "military service" means active duty in the armed forces of the
4 United States;

5 (6) "program" means the governor's scholarship program established
6 under AS 14.43.810 - 14.43.890;

7 (7) "school district" means a borough school district, a city school
8 district, a regional educational attendance area, and a state boarding school.

9 * Sec. 5. AS 14.45.130(a) is amended to read:

10 (a) A religious or other private school that elects to comply with AS 14.45.100
11 - 14.45.130 shall maintain permanent student records reflecting immunizations,
12 physical examinations, standardized testing, academic achievement, [and] courses
13 taken at the school, and level of eligibility for a governor's performance
14 scholarship under AS 14.43.810 - 14.43.890.

15 * Sec. 6. AS 23.05.060 is amended to read:

16 **Sec. AS 23.05.060. Powers of the department.** The department may

17 (1) enforce all state labor laws;

18 (2) act as mediator and appoint deputy commissioners of conciliation
19 in labor disputes whenever it considers the interest of industrial peace requires it;

20 (3) make investigations and collect and compile statistical information
21 concerning the conditions of labor generally and upon all matters relating to the
22 enforcement of this chapter;

23 (4) institute court proceedings against an employer of labor without
24 cost to the employee when it is satisfied that the employer has failed to pay an
25 employee an amount due by contract;

26 (5) issue cease and desist orders and other orders and regulations
27 necessary for the enforcement of state labor laws;

28 (6) in accordance with AS 37.07 (the Executive Budget Act), receive
29 and spend money derived from agreements with local governments, nongovernmental
30 organizations, or other persons;

31 (7) administer duties assigned to the department under the

1 governor's performance scholarship program established in AS 14.43.810 -
 2 14.43.890.

3 * Sec. 7. AS 37.14 is amended by adding new sections to read:

4 **Article 8A. Governor's Performance Scholarship Fund.**

5 **Sec. 37.14.750. Governor's performance scholarship fund established. (a)**

6 The governor's performance scholarship fund is established as a fund of the state. The
 7 fund consists of

- 8 (1) appropriations to the fund;
 9 (2) donations to the fund; and
 10 (3) income earned on investments of fund assets.

11 (b) The commissioner of revenue shall manage the fund with the goal that the
 12 purchasing power of the fund will not diminish over time without regard to additional
 13 contributions that may be made to the fund. The commissioner shall invest the assets
 14 of the fund in a manner likely to yield at least a five percent real rate of return over
 15 time.

16 (c) Nothing in this section creates a dedicated fund.

17 **Sec. 37.14.755. Powers and duties of the commissioner of revenue.** In
 18 carrying out the investment duties under AS 37.14.750 - 37.14.790, the commissioner
 19 of revenue has the powers and duties set out in AS 37.10.071. The commissioner shall
 20 provide reports to the Department of Education and Early Development, Department
 21 of Labor and Workforce Development, and the Alaska Commission on Postsecondary
 22 Education on the condition and investment performance of the fund.

23 **Sec. 37.14.760. Use of fund.** As soon as practicable after July 1 of each year,
 24 the commissioner of revenue shall determine the average month-end market value of
 25 the fund for the immediately preceding three fiscal years. The commissioner shall
 26 identify five percent of that amount as available for appropriation by the legislature for
 27 appropriation to the governor's performance scholarship fund income account created
 28 under AS 14.43.845 from which the Alaska Commission on Postsecondary Education
 29 may award scholarships under AS 14.43.810 - 14.43.890. The commissioner shall also
 30 report as available for appropriation a running total of amounts that had previously
 31 been identified as available for appropriation to the governor's performance

1 scholarship fund income account but that had not been appropriated.

2 **Sec. 37.14.790. Definitions.** In AS 37.14.750 - 37.14.790, unless the context
3 requires otherwise,

4 (1) "commissioner" means the commissioner of revenue;

5 (2) "fund" means the governor's performance scholarship fund
6 established in AS 37.14.750(a).

7 * **Sec. 8.** The uncodified law of the State of Alaska is amended by adding a new section to
8 read:

9 **TRANSITION: PROGRAM STANDARDS AND IMPLEMENTATION FOR**
10 **INITIAL SCHOOL YEARS.** Notwithstanding any contrary provision of this Act, the
11 Department of Education and Early Development and the Department of Labor and
12 Workforce Development, after consultation with the Alaska Commission on Postsecondary
13 Education, may adopt regulations under AS 44.62 to implement their respective duties under
14 the governor's performance scholarship program established in AS 14.43.810, enacted by sec.
15 4 of this Act, so that students

16 (1) may be eligible for the program even though they did not fully meet the
17 required core academic curriculum for the school years beginning July 1, 2010 through June
18 30, 2013; and

19 (2) who graduated from high school in this state after June 30, 2010 and
20 before July 1, 2011 and meet eligibility requirements for the program may apply for their
21 scholarships beginning July 1, 2011.

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

24 **TRANSITION: REGULATIONS.** The Department of Education and Early
25 Development, the Department of Labor and Workforce Development, and the Alaska
26 Commission on Postsecondary Education may proceed to adopt regulations necessary to
27 implement changes made to their respective authorities by this Act. The regulations take
28 effect under AS 44.62 (Administrative Procedure Act), but not before September 1, 2010.

29 * **Sec. 10.** Section 9 of this Act takes effect immediately under AS 01.10.070(c).

30 * **Sec. 11.** Except as provided in sec. 10 of this Act, this Act takes effect September 1, 2010.

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Governor Sean Parnell
STATE OF ALASKA

January 15, 2010

The Honorable Mike Chenault
Speaker of the House
Alaska State Legislature
State Capitol, Room 208
Juneau, AK 99801-1182

Dear Speaker Chenault,

Under the authority of Art. III, Sec. 18, of the Alaska Constitution, I am transmitting a bill that will create a merit-based scholarship program for Alaska high school students who pursue higher education in Alaska.

This legislation, referred to as the Governor's Performance Scholarship (GPS), is patterned after successful scholarship programs in 22 other states. The GPS will improve high school graduation rates, prepare students for college or job training, provide Alaskan students with affordable opportunities for higher education, sustain Alaska's economy with a capable workforce, and retain equipped, hardworking Alaskan students.

This bill provides four tiers of scholarship payment for qualified high school graduates. Three of these tiers would be designated for academic scholarships, and the fourth for career and technical school scholarships.

The key feature of the scholarship program is that it is merit-based. All students who participate will be required to complete a more rigorous high school curriculum consisting of four years of language arts, mathematics, and science, and three years of social studies. Students will also be evaluated according to standards established for their grade-point averages and scores on college entrance or work-ready examinations.

The program will provide an incentive for students to challenge themselves in high school and to graduate. It also provides an impetus for schools to enhance curriculum. Studies have shown that students who take a rigorous curriculum in high school are more likely to do well in college and job training programs. Thus, the scholarship recipients will be more likely to achieve their certification or degree.

Students who achieve the highest attainable grade point average and examination scores will be awarded the highest tier of the academic scholarship for an Alaska-based college or university. This tier will equal the full cost of tuition at an Alaskan university for the 2010-2011 school year. The second and third tiers of the academic scholarship will be 75 and 50 percent the amount of

The Honorable Mike Chenault
January 15, 2010
Page 2

respective tuition. Students will be eligible for the academic scholarship for a maximum of eight semesters. Students who qualify for a career or technical school scholarship will receive an award of full fees for training, the maximum at \$3,000 per year. The career and technical scholarship may be used by a student for up to two years.

The GPS will only be accessible to Alaska residents. However, this bill will allow that Alaskan military members and their families will not lose eligibility on account of their service.

The bill will require that money from these scholarships will only be spent at qualified Alaska post-secondary institutions or training programs. Students educated in the state are more likely to remain in the state. This provision encourages our best and brightest young people to remain in the state and prepare qualified Alaskan workers for Alaskan jobs.

The GPS program contains a "use it or lose it" provision: students will have a six-year window to apply the scholarship to a postsecondary institution. This protects the State of Alaska from an extended liability. As previously stated, the bill will provide extensions for Alaskans who serve in the military.

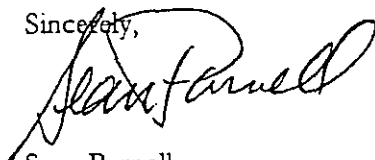
~~The GPS will be administered by the Alaska Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education. Regulations will be adopted to govern the program, grade-point average standard, eligibility criteria and an appeals process to consider extraordinary circumstances. The Alaska Commission on Postsecondary Education will adopt regulations for streamlined application, award, and continuing eligibility standards.~~

Also, this bill will establish a fund whose earnings could be used to pay for scholarships. The proposed fund is based on other funds established in statute, such as the Alaska Veterans' Memorial endowment fund, and will be managed by the Department of Revenue. Nothing in this bill will establish a dedicated fund.

The GPS is modeled after the famous "Taylor plan," established by private businessman, Patrick Taylor, to keep students in school and motivate them to pursue successful postsecondary education. Currently, twenty-two states have "Taylor like" state-sponsored plans.

I urge your prompt and favorable action on this bill.

Sincerely,



Sean Parnell
Governor

Enclosure

HOUSE BILL NO. 297

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY THE HOUSE RULES COMMITTEE BY REQUEST OF THE GOVERNOR

Introduced: 1/19/10

Referred: Education, Finance

A BILL

FOR AN ACT ENTITLED

1 **"An Act establishing the governor's performance scholarship program and relating to**
2 **the program; establishing the governor's performance scholarship fund and relating to**
3 **the fund; relating to student records; making conforming amendments; and providing**
4 **for an effective date."**

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

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

7 **Sec. 14.03.113. District determination of scholarship eligibility.** A school
8 district shall determine whether a student who graduates from a high school in the
9 district is eligible for an award of a governor's performance scholarship under AS
10 14.43.810 - 14.43.890. If a student is eligible, the district shall include in a student's
11 permanent record the highest tier of funding for which the student is eligible. A district
12 shall provide a student with an opportunity to request that the district correct any
13 errors in the eligibility determination.

14 *** Sec. 2.** AS 14.07.020(a) is amended by adding a new paragraph to read:

1 (18) administer duties assigned to the department under the governor's
2 performance scholarship program established in AS 14.43.810 - 14.43.890.

3 * Sec. 3. AS 14.42.030(e) is amended to read:

4 (e) The commission may

5 (1) adopt regulations under AS 44.62 (Administrative Procedure Act)

6 to

7 (A) carry out the purposes of

8 (i) AS 14.43.091 - 14.43.890 [AS 14.43.091 -
9 14.43.750], 14.43.990, AS 14.44, and AS 14.48; and

10 (ii) AS 14.43.910 and 14.43.920 as they relate to the
11 purposes of AS 14.43.091 - 14.43.890 [AS 14.43.091 - 14.43.750],
12 14.43.990, AS 14.44, and AS 14.48;

13 (B) ensure compliance with the requirements imposed by state
14 and federal statutes and regulations governing the guaranty, insurance,
15 purchase, or other dealings in eligible loans by federal agencies,
16 instrumentalities, or corporations; and

17 (C) establish standards for the

18 (i) administration of hearings conducted under AS
19 14.43.153; and

20 (ii) administrative enforcement of collection orders
21 under AS 14.43.151 - 14.43.155;

22 (2) delegate to the executive director of the commission or a
23 subcommittee of the commission any duty imposed on or power granted to the
24 commission by this chapter, AS 14.43, AS 14.44, or AS 14.48, except its power to
25 adopt regulations and its duty to consider appeals under AS 14.43.100(b) and AS
26 14.48.120;

27 (3) establish task forces, committees, or subcommittees, not
28 necessarily consisting of commission members, to advise and assist the commission in
29 carrying out its functions;

30 (4) contract with or use existing institutions of postsecondary
31 education or other individuals or organizations to make studies, conduct surveys,

1 submit recommendations, or otherwise contribute to the work of the commission;

2 (5) establish fees for the review of an out-of-state institution that

3 (A) requests approval for participation in the programs under
4 AS 14.43.091 - 14.43.750, 14.43.990, and AS 14.44; and

5 (B) is not accredited by a national or regional accreditation
6 association recognized by the Council for Higher Education Accreditation; and

7 (6) collect all fees and costs incurred in collection of the amount owed
8 on a loan or repayment obligation if the loan or repayment obligation becomes
9 delinquent or in default; in this paragraph, fees and costs include attorney fees, court
10 costs, and collection fees charged by a collection agency.

11 * **Sec. 4.** AS 14.43 is amended by adding new sections to read:

12 **Article 11A. Governor's Performance Scholarship.**

13 **Sec. 14.43.810. Governor's performance scholarship established; Alaska**
14 **residency.** (a) The governor's performance scholarship program is established to
15 provide scholarship opportunities for Alaska resident high school graduates to attend a
16 qualified postsecondary institution in the state. The program includes a merit-based
17 academic scholarship and a merit-based career and technical school scholarship. The
18 merit-based academic scholarship consists of three levels of awards. The merit-based
19 career and technical school scholarship consists of one level of award.

20 (b) The Department of Education and Early Development shall design the
21 programmatic standards for the scholarships and appeals of adverse decisions. The
22 Alaska Commission on Postsecondary Education shall administer the daily operations
23 of the program and financing of the program, including the procedures for applying
24 for the scholarships, establishing standards for and ensuring continuing compliance
25 with programmatic standards, and requiring students to apply for other non-loan
26 financial aid, consistent with federal law. The respective agencies shall adopt
27 necessary regulations under AS 44.62 after consultation with each other. The
28 department may change the regulations under AS 44.62 for requirements for
29 programmatic standards for required academic achievement for eligibility only by
30 giving advanced public notice at least one school year before the change.

31 (c) For purposes of this program, a student is an Alaska resident if the student

1 meets the eligibility for residency as described in AS 01.10.055.

2 (d) The program shall be administered to further the following goals:

3 (1) increasing high school graduation rates in the state;

4 (2) improving academic performance of students in grades
5 kindergarten through 12 in the state;

6 (3) improving preparedness of Alaska students for postsecondary
7 education;

8 (4) improving the quality of the educational programs offered by high
9 schools in the state;

10 (5) increasing the scores of high school students in the state on college
11 entrance examinations;

12 (6) increasing job training opportunities in the state;

13 (7) improving the postsecondary academic achievement and
14 graduation rates of students in the state;

15 (8) expanding the pool of high school students in the state who pursue
16 postsecondary opportunities.

17 **Sec. 14.43.815. Qualifications of applicants.** (a) A student may submit an
18 application for a governor's performance scholarship to attend a qualified
19 postsecondary institution in the state if the student

20 (1) has applied or intends to apply for admission to the institution;

21 (2) is an Alaska resident who has

22 (A) graduated, or will graduate no later than six months after
23 the date of the application from a high school in the state, including a public
24 school, private school, and home school;

25 (B) graduated, or will graduate no later than six months after
26 the date of the application from a high school outside of the state under
27 circumstances allowed by the department; for purposes of this subparagraph,
28 allowable circumstances include an Alaska resident high school student having
29 left the state because of the military service of the student's Alaska resident
30 custodial parent;

31 (3) will receive and utilize the scholarship at a qualified postsecondary

1 institution in the state no later than six years after the beginning of the first school year
 2 after a student's graduation from high school, unless the applicant qualifies for an
 3 extension of time allowed by the department; for purposes of this paragraph, standards
 4 for extension of time must include time while the student is in military service; and

5 (4) meets other minimum qualifications to apply or continue to be
 6 eligible for a governor's performance scholarship.

7 (b) A student is not qualified to receive a governor's performance scholarship
 8 if the person

9 (1) has not complied with the military service registration imposed
 10 under 50 U.S.C. App. 453 (Military Selective Service Act), if those requirements were
 11 applicable to the student;

12 (2) is currently in default or owes a refund on a federal financial aid
 13 loan under the federal guaranteed student loan program or financial aid awarded under
 14 this chapter; or

15 (3) has been convicted of a felony in the state or another jurisdiction
 16 and has not qualified for a waiver under standards adopted by the department.

17 **Sec. 14.43.820. Eligibility for an academic scholarship.** (a) Subject to
 18 appropriation, the commission shall award a merit-based academic scholarship to an
 19 applicant who meets the eligibility criteria for the award under the program.

20 (b) The programmatic standards for eligibility for an award of a merit-based
 21 academic scholarship under the program include the following:

22 (1) the four-year core academic curriculum that the student must have
 23 completed in high school; the core academic curriculum must include

24 (A) four years of mathematics;

25 (B) four years of language arts;

26 (C) four years of science; and

27 (D) three years of social studies;

28 (2) the minimum grade-point average that the student must have
 29 achieved in high school to be eligible for each of the three tiers of academic
 → 30 scholarship;

31 (3) the minimum score on a college entrance examination that the

1 student must have achieved to be eligible for each of the three tiers of academic
2 scholarship;

3 (4) enrollment in a course of study at a qualified university or college
4 in this state that is intended to result in the award of a certificate or degree;

5 (5) a process through which a student who is no longer eligible can
6 regain eligibility;

7 (6) a process through which a home-schooled or private-schooled
8 student may submit evidence to the qualified university or college that establishes the
9 equivalent of the high school diploma, grade-point average, and core academic
10 curriculum for public school students.

11 **Sec. 14.43.825. Eligibility for a career and technical school scholarship.** (a)
12 Subject to appropriation, the commission shall award a merit-based career and
13 technical school scholarship to a student who meets the eligibility criteria for the
14 award under the program.

15 (b) The programmatic standards for eligibility for an award of a merit-based
16 career and technical school scholarship under the program include the following:

17 (1) the core academic curriculum that the student must have completed
18 in high school; the core academic curriculum must include

19 (A) four years of mathematics;

20 (B) four years of language arts;

21 (C) four years of science; and

22 (D) three years of social studies;

23 (2) the minimum grade-point average that the student must have
24 achieved in high school;

25 (3) the minimum score that the student must have achieved on a

26 (A) college entrance examination; or

27 (B) standardized examination designed to measure a student's
28 level of preparedness to make the transition to work, as selected by the
29 department;

30 (4) enrollment in good standing at a certified career and technical
31 school that is intended to result in the award of a certificate that indicates the student's

1 preparedness to enter the workforce;

2 (5) a process through which a student who is no longer eligible can
3 regain eligibility.

4 **Sec. 14.43.827. Maximum awards and allowable uses.** (a) Subject to (b) - (e)
5 of this section, the maximum awards for the program are as follows:

6 (1) for the merit-based academic scholarship, three tiers of scholarship
7 financing awards; the highest tier of award per semester must be equal to the cost of
8 approved tuition at the University of Alaska in school year 2010 through 2011 for a
9 student taking 15 credits, and require very high academic achievement; the second tier
10 must be 75 percent of the highest tier and require high academic achievement; the
11 third tier must be 50 percent of the highest tier and require moderate academic
12 achievement;

13 (2) for the merit-based career and technical scholarship, the award
14 must be the actual cost of the qualified career and technical school attended by the
15 student, not to exceed \$3,000 per school year;

16 (3) a student's academic achievement must be determined by the
17 student's high school grade-point average and score on an examination described in
18 AS 14.43.820(b)(3) and 14.43.825(b)(3).

19 (b) A part-time student who receives a merit-based academic scholarship and
20 is enrolled on at least a half-time basis is eligible for an award on a pro rata basis.

21 (c) A student's eligibility for a scholarship terminates six years after the date
22 the student graduated from high school unless the student qualifies for an extension of
23 time allowed by the department. The department shall recognize the student's military
24 service in making allowances under this subsection.

25 (d) Subject to AS 14.43.815(a)(3), a student receiving a merit-based academic
26 scholarship may remain eligible for up to eight semesters of enrollment at a qualified
27 university or college, which may include graduate courses. A student receiving a
28 merit-based career and technical scholarship may remain eligible for two calendar
29 years of attendance at a qualified career and technical school. A student may not
30 receive both an academic and a career and technical scholarship.

31 (e) The amount of a scholarship award may not exceed the amount of the

1 student's costs of attendance as certified by the postsecondary institution for the
 2 purposes of federal financial aid, less any other scholarships or non-loan financial aid
 3 awarded to the student.

4 **Sec. 14.43.830. Programmatic standards.** (a) Subject to (b) of this section,
 5 the department shall establish programmatic standards for the program.

6 (b) The department shall establish a make-up procedure or alternative pathway
 7 for students who are not eligible for a scholarship to make up a deficit by alternative
 8 means if the deficit was caused by circumstances that would make it unfair not to
 9 allow the student to make up the deficit. The department may not waive a requirement
 10 and shall require the student to achieve a result comparable to that required of other
 11 students. The decision of the department regarding a student's eligibility for alternative
 12 means is final. In determining circumstances in which the student may pursue
 13 alternative means, the department shall consider the fairness to students who have met
 14 the requirements and the need to promote the goals of the program. Attendance at a
 15 high school outside of the state is not a circumstance in which fairness requires that a
 16 student be allowed to pursue alternative means to qualify for a scholarship.

17 Circumstances in which the department may allow a student to pursue alternative
 18 means to qualify for a scholarship include the following:

19 (1) the required curriculum was not reasonably available to the student
 20 because the student attended a small and remote high school in the state;

21 (2) the deficit was caused by rare and unusual circumstances outside
 22 the control of the student.

23 **Sec. 14.43.835. Qualified postsecondary institutions.** (a) The following
 24 institutions are qualified postsecondary institutions:

25 (1) a university or college physically located in the state that is

26 (A) authorized to operate in the state under AS 14.48.020, or
 27 exempt from authorization under AS 14.48.030(b)(1); and

28 (B) accredited by a regional accreditation association;

29 (2) a career and technical school program physically located in the
 30 state that has been included on a list of certified career and technical school programs
 31 received from the Department of Labor and Workforce Development; the commission

1 shall publish the list on or before September 1 of the year preceding enrollment.

2 (b) The Department of Labor and Workforce Development shall, in
3 consultation with the Department of Education and Early Development, adopt
4 regulations under AS 44.62 establishing criteria under which the Department of Labor
5 and Workforce Development shall certify career and technical school programs in the
6 state as eligible to participate in the career and technical school scholarship program.
7 The criteria to be considered under this subsection include the following:

8 (1) the quality of the job-training program offered by the career and
9 technical school;

10 (2) the employability of a graduate of the program, including whether
11 the program results in a certificate or license that is recognized by the industry for
12 which the training prepares the student;

13 (3) whether jobs in the industry for which the training prepares the
14 student are available or expected to be available in the future in the state;

15 (4) other criteria established by the Department of Labor and
16 Workforce Development in regulation.

17 (c) A postsecondary institution is physically located in the state if the campus,
18 teachers, classrooms, school administrators, and equipment used to provide the
19 education to the students are physically present in the state. Use of virtual, electronic,
20 or online materials by teachers in the state does not disqualify a postsecondary
21 institution even if the materials are generated outside the state. However, a
22 correspondence, virtual, electronic, or online program that is administered from
23 outside the state is not physically located in the state even if the program is delivered
24 by teachers or equipment in the state.

25 **Sec. 14.43.840. Application and award.** (a) The commission shall establish
26 application procedures for students to apply for a governor's performance scholarship.

27 (b) The commission shall adopt procedures for payment of scholarship awards
28 to the institution attended by the scholarship recipient. Payment of a scholarship is
29 subject to appropriation. If insufficient funds are appropriated to pay all eligible
30 scholarships, the commission shall pay existing awards on a pro rata basis.

31 (c) A student who is awarded a scholarship in error shall be required to refund

1 to the state the amount of the scholarship awarded in error.

2 **Sec. 14.43.845. Governor's performance scholarship fund income account.**

3 The governor's performance scholarship fund income account is created as an account
4 in the general fund. Money may be appropriated into the account from the expendable
5 earnings of the governor's performance scholarship fund under AS 37.14.750 -
6 37.14.790 and other sources. The commission may use money in the account to pay
7 scholarships awarded to students under AS 14.43.810 - 14.43.890.

8 **Sec. 14.43.850. Report to the legislature.** (a) To the extent permitted under
9 law, the department, commission, University of Alaska, Department of Revenue, and
10 Department of Labor and Workforce Development shall share data necessary to
11 prepare public reports regarding the governor's performance scholarship program.

12 (b) No more than 10 days after the start of each year's legislative session, the
13 department, commission, University of Alaska, Department of Revenue, and
14 Department of Labor and Workforce Development shall present an annual report to
15 the public, the governor, and the legislature containing information of public interest
16 regarding the governor's performance scholarship program, including

17 (1) the number of applicants and number and types of scholarships
18 awarded;

19 (2) dollar amount of scholarships awarded in past years and expected
20 dollar amounts for the next year; and

21 (3) data and trends in the data regarding the goals identified in AS
22 14.43.810.

23 **Sec. 14.43.890. Definitions.** In AS 14.43.810 - 14.43.890, unless the context
24 requires otherwise,

25 (1) "commission" means the Alaska Commission on Postsecondary
26 Education;

27 (2) "commissioner" means the commissioner of education and early
28 development;

29 (3) "department" means the Department of Education and Early
30 Development;

31 (4) "grade-point average" means the average of all grades on a four-

1 point scale, or five-point scale for advanced placement classes, obtained by the student
2 in high school;

3 (5) "military service" means active duty in the armed forces of the
4 United States;

5 (6) "program" means the governor's scholarship program established
6 under AS 14.43.810 - 14.43.890;

7 (7) "school district" means a borough school district, a city school
8 district, a regional educational attendance area, and a state boarding school.

9 * **Sec. 5.** AS 14.45.130(a) is amended to read:

10 (a) A religious or other private school that elects to comply with AS 14.45.100
11 - 14.45.130 shall maintain permanent student records reflecting immunizations,
12 physical examinations, standardized testing, academic achievement, [and] courses
13 taken at the school, and level of eligibility for a governor's performance
14 scholarship under AS 14.43.810 - 14.43.890.

15 * **Sec. 6.** AS 23.05.060 is amended to read:

16 **Sec. AS 23.05.060. Powers of the department.** The department may

17 (1) enforce all state labor laws;

18 (2) act as mediator and appoint deputy commissioners of conciliation
19 in labor disputes whenever it considers the interest of industrial peace requires it;

20 (3) make investigations and collect and compile statistical information
21 concerning the conditions of labor generally and upon all matters relating to the
22 enforcement of this chapter;

23 (4) institute court proceedings against an employer of labor without
24 cost to the employee when it is satisfied that the employer has failed to pay an
25 employee an amount due by contract;

26 (5) issue cease and desist orders and other orders and regulations
27 necessary for the enforcement of state labor laws;

28 (6) in accordance with AS 37.07 (the Executive Budget Act), receive
29 and spend money derived from agreements with local governments, nongovernmental
30 organizations, or other persons;

31 (7) administer duties assigned to the department under the

1 governor's performance scholarship program established in AS 14.43.810 -
 2 14.43.890.

3 * Sec. 7. AS 37.14 is amended by adding new sections to read:

4 **Article 8A. Governor's Performance Scholarship Fund.**

5 **Sec. 37.14.750. Governor's performance scholarship fund established. (a)**

6 The governor's performance scholarship fund is established as a fund of the state. The
 7 fund consists of

- 8 (1) appropriations to the fund;
 9 (2) donations to the fund; and
 10 (3) income earned on investments of fund assets.

11 (b) The commissioner of revenue shall manage the fund with the goal that the
 12 purchasing power of the fund will not diminish over time without regard to additional
 13 contributions that may be made to the fund. The commissioner shall invest the assets
 14 of the fund in a manner likely to yield at least a five percent real rate of return over
 15 time.

16 (c) Nothing in this section creates a dedicated fund.

17 **Sec. 37.14.755. Powers and duties of the commissioner of revenue.** In
 18 carrying out the investment duties under AS 37.14.750 - 37.14.790, the commissioner
 19 of revenue has the powers and duties set out in AS 37.10.071. The commissioner shall
 20 provide reports to the Department of Education and Early Development, Department
 21 of Labor and Workforce Development, and the Alaska Commission on Postsecondary
 22 Education on the condition and investment performance of the fund.

23 **Sec. 37.14.760. Use of fund.** As soon as practicable after July 1 of each year,
 24 the commissioner of revenue shall determine the average month-end market value of
 25 the fund for the immediately preceding three fiscal years. The commissioner shall
 26 identify five percent of that amount as available for appropriation by the legislature for
 27 appropriation to the governor's performance scholarship fund income account created
 28 under AS 14.43.845 from which the Alaska Commission on Postsecondary Education
 29 may award scholarships under AS 14.43.810 - 14.43.890. The commissioner shall also
 30 report as available for appropriation a running total of amounts that had previously
 31 been identified as available for appropriation to the governor's performance

1 scholarship fund income account but that had not been appropriated.

2 **Sec. 37.14.790. Definitions.** In AS 37.14.750 - 37.14.790, unless the context
3 requires otherwise,

4 (1) "commissioner" means the commissioner of revenue;

5 (2) "fund" means the governor's performance scholarship fund
6 established in AS 37.14.750(a).

7 * **Sec. 8.** The uncodified law of the State of Alaska is amended by adding a new section to
8 read:

9 **TRANSITION: PROGRAM STANDARDS AND IMPLEMENTATION FOR**
10 **INITIAL SCHOOL YEARS.** Notwithstanding any contrary provision of this Act, the
11 Department of Education and Early Development and the Department of Labor and
12 Workforce Development, after consultation with the Alaska Commission on Postsecondary
13 Education, may adopt regulations under AS 44.62 to implement their respective duties under
14 the governor's performance scholarship program established in AS 14.43.810, enacted by sec.
15 4 of this Act, so that students

16 (1) may be eligible for the program even though they did not fully meet the
17 required core academic curriculum for the school years beginning July 1, 2010 through June
18 30, 2013; and

19 (2) who graduated from high school in this state after June 30, 2010 and
20 before July 1, 2011 and meet eligibility requirements for the program may apply for their
21 scholarships beginning July 1, 2011.

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

24 **TRANSITION: REGULATIONS.** The Department of Education and Early
25 Development, the Department of Labor and Workforce Development, and the Alaska
26 Commission on Postsecondary Education may proceed to adopt regulations necessary to
27 implement changes made to their respective authorities by this Act. The regulations take
28 effect under AS 44.62 (Administrative Procedure Act), but not before September 1, 2010.

29 * **Sec. 10.** Section 9 of this Act takes effect immediately under AS 01.10.070(c).

30 * **Sec. 11.** Except as provided in sec. 10 of this Act, this Act takes effect September 1, 2010.

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 1
 Bill Version: SB 224
 (S) Publish Date: 1/19/10

Identifier (file name): 0771-DOLWD-CO-12-09-09 Dept. Affected: Labor and Workforce Development
 Title Establishing the Governor's Performance Scholarship RDU Office of the Commissioner
Program Component Commissioner's Office
 Sponsor Rules Committee
 Requester Governor 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
OPERATING EXPENDITURES								
Personal Services								
Travel								
Contractual	25.0							
Supplies								
Equipment								
Land & Structures								
Grants & Claims								
Miscellaneous								
TOTAL OPERATING	25.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES								
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CHANGE IN REVENUES ()								
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts								
1003 GF Match								
1004 GF	25.0							
1005 GF/Program Receipts								
1037 GF/Mental Health								
Other Interagency Receipts								
TOTAL	25.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2010) cost: None

POSITIONS

Full-time								
Part-time								
Temporary								

ANALYSIS: (Attach a separate page if necessary)

These funds will be used to contract for services to assist in the drafting of regulations setting criteria for the career and technical school scholarship portion of the bill required under Section 14.43.835 of this legislation.

Prepared by: Guy Bell, Assistant commissioner
 Division: Office of the Commissioner
 Approved by: Click Bishop, Commissioner
 Agency: Department of Labor and Workforce Development

Phone 465-2700
 Date/Time 12/9/09 3:18 PM
 Date 12/9/09

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 2
 Bill Version: SB 224
 (S) Publish Date: 1/19/10

Identifier (file name): 0771-DOR-TRS-11-30-09 Dept. Affected: Revenue
 Title Governor's Performance Scholarship Endowment Fund RDU Treasury
 Component Treasury
 Sponsor _____
 Requester Governor Component Number 121

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
OPERATING EXPENDITURES							
Personal Services	60.0		60.0	60.0	60.0	60.0	60.0
Travel							
Contractual	55.0		55.0	55.0	55.0	55.0	55.0
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	115.0	0.0	115.0	115.0	115.0	115.0	115.0

CAPITAL EXPENDITURES							
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CHANGE IN REVENUES ()							
-------------------------------	--	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF-Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts	115.0		115.0	115.0	115.0	115.0	115.0
TOTAL	115.0	0.0	115.0	115.0	115.0	115.0	115.0

Estimate of any current year (FY2010) cost: _____

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: (Attach a separate page if necessary)

The draft bill provides for a separate endowment fund to be set up in the amount of \$400 million to be managed by the Commissioner of Revenue. It is anticipated the fund will be managed with asset allocation of 60% fixed income and 40% domestic equity in order to yield a real annual rate of return of 5%. These costs include investment management fees, audit, accounting and custody fees and are projected based on the assumptions provided by the division's investment advisor and the division's cost allocation plan.

Prepared by: Pamela Green, Comptroller Phone 465-2300
 Division Treasury Division Date/Time _____
 Approved by: Jerry Burnett, Deputy Commissioner Date 11/25/2009
Department of Revenue

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 3
 Bill Version: SB 224
 (S) Publish Date: 1/19/10

Identifier (file name): An Act establishing the governor's performance Dept. Affected: Education
 Title: scholarship program and relating to the program; establishing the RDU: ACPE
 Sponsor: _____ Rules _____ Component: Program Administration and
 Requester: _____ Governor _____ Operations _____
 Component Number: 2738

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
OPERATING EXPENDITURES								
Personal Services								
Travel								
Contractual	275.0							
Supplies								
Equipment								
Land & Structures								
Grants & Claims			8,221,935.0	14,389,278.0	18,502,029.0	20,556,621.0	20,556,621.0	
Miscellaneous								
TOTAL OPERATING	275.0	0.0	8,221,935.0	14,389,278.0	18,502,029.0	20,556,621.0	20,556,621.0	

CAPITAL EXPENDITURES							
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CHANGE IN REVENUES ()							
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FUND SOURCE (Thousands of Dollars)

	FY 2011	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
1002 Federal Receipts							
1003 GF Match							
1004 GF	275.0		8,221,935.0	14,389,278.0	18,502,029.0	20,556,621.0	20,556,621.0
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	275.0	0.0	8,221,935.0	14,389,278.0	18,502,029.0	20,556,621.0	20,556,621.0

Estimate of any current year (FY2010) cost: _____

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: (Attach a separate page if necessary)

The contractual funds noted above represent the cost of implementation and year one support for scholarship management software.

Analysis of Governor's Performance Scholarship (GPS) utilization rates and related costs follow on page two.

Prepared by: Diane Barrans, Executive Director
 Division: Alaska Commission on Postsecondary Education
 Approved by: Diane Barrans, Executive Director
Alaska Commission on Postsecondary Education

Phone 465-6740
 Date/Time 1/8/10 12:00 AM
 Date 1/8/2010

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 4
Bill Version: SB 224
(S) Publish Date: 1/19/10

Identifier (file name): 0771-EED-TLS-12-1-09 Dept. Affected: Education
Title: "An Act establishing the governor's performance scholarship..." RDU: Teaching & Learning Support
Sponsor: Rules at the request of the Governor Component: School & Student Achievement
Requester: Governor Component Number: 2796

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
OPERATING EXPENDITURES								
Personal Services	87.3							
Travel								
Contractual								
Supplies	30.0							
Equipment								
Land & Structures								
Grants & Claims								
Miscellaneous								
TOTAL OPERATING	117.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES								
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CHANGE IN REVENUES ()								
-------------------------------	--	--	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts								
1003 GF Match								
1004 GF	117.3							
1005 GF/Program Receipts								
1037 GF/Mental Health								
Other Interagency Receipts								
TOTAL	117.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2010) cost: _____

POSITIONS

Full-time	1.0							
Part-time								
Temporary								

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

Teaching and Learning Support will need to hire one staff member to oversee the promulgation and implementation of the department's regulations along coordination between EED, the University of Alaska, Department of Labor and Workforce Development and the Alaska Commission on Postsecondary Education (ACPE).

Education Specialist I at \$87,306 plus start-up office supplies (computer, furniture, etc.) at \$30,000 = \$117,306

Prepared by: Eddy Jeans, Director
Division: School Finance and Facilities
Approved by: Larry LeDoux
Commissioner

Phone 465-8679
Date/Time 12/1/09 12:00 AM
Date 12/1/2009

Prepared by the DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
SECTIONAL ANALYSIS
Governor's Performance Scholarship program

BILL SECTION	SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	EFFECTIVE DATE
1	District determination of scholarship eligibility	1	6-13	Adds a new section placing determination of a student's scholarship eligibility with the school district of the graduate; also states that the student's permanent record shall include the highest scholarship tier funding for which the student is eligible.	
2	Duties of the department	1-2	14; 1-2	New paragraph authorizing EED to administer duties related to GPS.	
3	Functions, duties and powers of commission	2-3	3-31;1-10	Amends ACPE's authority to promulgate regulations; carry out purpose as it relates to GPS; etc	
4	Governor's Performance Scholarship	3-10	11...31	Adds new sections 14.43.810 establishes GPS and sets forth program goals; 14.43.815 sets forth qualifications of applicants; 14.43.820 establishes programmatic standards for eligibility for an award of merit-based academic scholarship; 14.43.825 establishes programmatic standards for an award of career and technical school scholarship; 14.43.827 sets for the maximum awards and their allowable uses; 14.43.830 establishes programmatic standards for an alternative pathway for students who are not eligible due to circumstances that would make it unfair no to allow them to make up the deficit; 14.43.835 sets forth the required credentials for qualified postsecondary institutions; 14.43.840 Authorizes the commission (ACPE) to establish procedures for student application for the GPS; 14.43.845 Sets forth the GPS fund as an income fund in the general fund and states that the fund may be used to pay scholarships awarded to students; 14.43.850 states that EED, ACPE, Dept. of	

				Revenue, UA and DOL/WD shall share data necessary to prepare public reports regarding GPS to the extent permitted under law and states that a report to the legislature, public and governor shall be given no more than 10 days following the start of each year's legislative session; 14.43.890 sets out definitions.	
5	Records	11	1-6	Adds the requirement that a religious or other private school that complies with AS 14.45.100 (Exemptions) must include the level of student eligibility for the GPS in each permanent student record.	
6	Powers of the department	11	7-25	Amends section by adding EED's responsibility to administer duties assigned to EED under the GPS establishment.	
7	Governor's Performance Scholarship Fund	11-12	26-31; 1-29	Establishes the GPS fund and sets out that the commissioner of revenue manages the fund; 37.14.755 states the powers of the commissioner of revenue; 37.14.760 sets out the uses of the fund; 37.14.790 definitions.	
8	The uncodified law of the State of Alaska is amended by adding a new section: Transition: Program Standards and Implementation For Initial School Years	12	30-31; 1-13	Authorizes EED, DOL/WD and ACPE to adopt regulations related to duties assigned under the establishment of the GPS so that students may be eligible for an award without meeting the core curriculum and setting qualifying dates.	
9	The uncodified law of the State of Alaska is amended by adding a new section: Transition: Regulations	13	14-20	Authorizes EED, DOL/WD and ACPE to adopt regulations necessary to implement changes made to their respective authorities.	September 1, 2010
10		13	21	Sets an effective date.	Immediately
11		13	22	Sets an effective date for section 11.	September 1, 2010



Resolution of the State Board of Education & Early Development

The Governor's Performance Scholarship

Resolution 03-2010

WHEREAS, the proposed Governor's Performance Scholarship (GPS) invites Alaska's high school students to challenge themselves with a rigorous course of study;

WHEREAS, the GPS encourages high schools to offer four years of science and math courses as well as the currently required four years of language arts courses and three years of social studies courses;

WHEREAS, the GPS recognizes a variety of meritorious students by awarding technical and academic scholarships to students with grade point averages ranging from C+ to A;

WHEREAS, the GPS serves students in public schools, private schools and home schools;

WHEREAS, the GPS encourages parents and guardians to participate in planning their students' high school career;

WHEREAS, the GPS encourages students to complete high school and be better prepared to attend a postsecondary institution;

WHEREAS, the GPS helps Alaska's families afford postsecondary education;

WHEREAS, the GPS encourages students to receive their postsecondary education in Alaska;

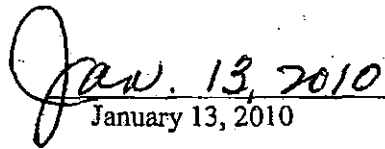
WHEREAS, the GPS recognizes the value and variety of Alaska's private and public postsecondary education institutions;

WHEREAS, the GPS will help Alaska to train its own highly skilled work force;

THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development strongly supports the proposed Governor's Performance Scholarship to meet the academic and financial needs of Alaska's youth.



Esther J. Cox, Chair
Alaska State Board of Education & Early Development



January 13, 2010

A Resolution in Support of the Governor's Performance Scholarship

WHEREAS, the State of Alaska does not provide enough need based or grant aid for students seeking postsecondary education compared to most other states; and

WHEREAS, the University of Alaska began the UA Scholars program in 1999, which has grown in usage over time and is funded entirely out of the university's Land Grant Trust Fund; and

WHEREAS, Governor Sean Parnell has proposed the Governor's Performance Scholarship, a grade- and curriculum based program that would provide financial assistance for students wishing to attend a postsecondary institution within the state of Alaska; and

WHEREAS, the University of Alaska Board of Regents has long supported all efforts to increase access to postsecondary education, workforce training and lifelong learning; and increased financial aid, both merit- and need-based, is critical for improving access to higher education for both rural and urban residents as well as current and future students; and

NOW THEREFORE BE IT RESOLVED that the University of Alaska Board of Regents supports Governor Sean Parnell's proposed Governor's Performance Scholarship; and

BE IT FURTHER RESOLVED that the University of Alaska Board of Regents urges additional support from the Alaska Legislature for both merit- and need-based programs that will be before the Alaska Legislature in the 2010 session; and

BE IT FURTHER RESOLVED that this resolution be appropriately engrossed and conveyed to the Honorable Governor Sean Parnell and Honorable members of the Alaska State Legislature, with a copy to be incorporated into the official minutes of the November 30-December 1, 2009 meeting of the University of Alaska Board of Regents.



Interior Alaska – The “Place” To Do Business

Introduced By: Kurt Newman, Education Committee Chair
Date Introduced: January 4, 2010
Date Passed: January 11, 2010
Date Transmitted: January 12, 2010

RESOLUTION 10-0111
A RESOLUTION BY THE GREATER FAIRBANKS CHAMBER OF COMMERCE (GFCC)
SUPPORTING THE GOVERNOR’S PERFORMANCE SCHOLARSHIP, A MERIT-BASED
SCHOLARSHIP FOR ALASKA HIGH SCHOOL STUDENTS

WHEREAS, the Greater Fairbanks Chamber of Commerce recognizes the need to encourage our Alaska high school students to attain the necessary core education to enable them to go onto higher education or vocational training, and remain in the State as productive citizens and future leaders; and

WHEREAS, we should work to keep our best and brightest students in Alaska after college, to position Alaska’s economy for growth with a better prepared workforce; and

WHEREAS, only half of Alaskan students who receive a high school diploma are academically prepared for post-secondary education (Greene and Winters 2005) and are ready for college-level reading assignments in the core study areas like math, history, science, and English (ACT, 2006); and

WHEREAS, a more rigorous high school curriculum will prepare Alaska’s high school students for entrance into higher education or vocational education, including the recommended four years of math, four years of science, four years of language arts, and three years of social studies; and

WHEREAS, at graduation, students will receive scholarships based on academic achievement and their hard work. For example, at graduation from high school, an ‘A’ student with a 3.5 GPA or better would be eligible for a 100% tuition scholarship award; a ‘B’ student with a 3.0 GPA or higher would be eligible for a 75% tuition award, and a ‘C’ student with at least a 2.5 GPA would be eligible for a 50% tuition scholarship award; and

WHEREAS, the Governor’s performance Scholarship could be used at the University of Alaska, at any certified, in-state job training institution and at other certified post-secondary institutions in Alaska; and

WHEREAS, by giving more Alaskan students the opportunity to earn a scholarship like this and requiring it to be used at an in-state institution, we are preparing our youth as the future workforce leaders for Alaska.

NOW THEREFORE BE IT RESOLVED, in recognizing the importance of affordable and accessible higher education, and the need to encourage our youth to stay in Alaska and to provide for future workforce and leadership roles, the Greater Fairbanks Chamber of Commerce supports the Alaska Governor’s Performance Scholarship Initiative.

BE IT FURTHER RESOLVED that this resolution be distributed to:
Governor Sean Parnell, State of Alaska
Alaska State Legislature

INVESTORS

DIAMOND

- BP Exploration
ConocoPhillips
ExxonMobil
Fairbanks Daily News-Miner
FMH & Denali Center
Flint Hills Resources Alaska

PLATINUM

- Alyeska Pipeline Service Co.
Carlson Center
Fred Meyer
GCI
Golden Heart Utilities
Mt. McKinley Bank
Wells Fargo Bank Alaska

GOLD

- Alaska USA FCU
Birchwood Homes
Denali State Bank
Design Alaska
Doyon, Limited
First National Bank Alaska
Kinross-Fort Knox Mine
Laborers Union Local 942
MAC Federal Credit Union
The Boeing Co.
Usibelli Coal Mine

SILVER

- ACS
Alaska Airlines
Alaska Railroad
AT&T
Denali – The Alaska Gas Pipeline
Everts Air Cargo
Fairbanks Natural Gas
Flowline Alaska
Fountainhead Development
GVEA
Hale & Associates, Inc.
JL Properties, Inc.
Key Bank
K Janitorial Services, LLC
Northrim Bank
Operating Engineers Local 302
Personnel Plus
Pogo Mine
Santina’s Flowers & Gifts
Spirit of Alaska FCU
Tanana Valley Clinic
TDL Professional Staffing
TOTE
WAL-MART Stores, Inc.

[Signature of Dan Britton]

Dan Britton
Board Chair
Greater Fairbanks Chamber of Commerce

[Signature of Kurt Newman]

Kurt Newman
Chair
Education Committee

AMENDMENT # 1 *Adopted as Amended*

OFFERED IN THE HOUSE EDUCATION

BY _____

COMMITTEE

TO: HB 297

1 Page 1, line 9, following "award of a":

2 Insert "merit-based"

3

4 Page 3, line 17, following "academic scholarship":

5 Delete "and"

6 Insert ",,"

7

8 Page 3, line 17, following "school scholarship":

9 Insert "and a needs-based scholarship"

10

11 Page 7, line 5, following "awards for the":

12 Delete "program"

13 Insert "merit-based programs"

14

15 Page 8, following line 3:

16 Insert:

17 "Sec. 14.43.828. Eligibility for a ~~needs-based~~ scholarship ^{unmet Need Component} and maximum
18 awards. (a) Subject to appropriation, the commission shall award a needs-based
19 scholarship to a student who meets the eligibility criteria for the award.

20 (b) A student is eligible to receive a needs-based scholarship if the student

21 (1) is eligible for a merit-based academic scholarship or a merit-based

1 career and technical school scholarship; and

2 (2) can demonstrate in a year in which the student receives a scholarship
3 that the student has unmet financial need greater than \$2,000.

4 (c) The maximum amount for the needs-based award is 50 percent of unmet
5 financial need greater than \$2,000.

6 (d) The qualified postsecondary institution attended by the student shall
7 determine unmet financial need by subtracting from the student's allowable standard costs
8 of attendance at the institution all non-loan sources of financial support, including an
9 expected family contribution and all federal, state, and private scholarships or grants
10 received by the student.

11 (e) In this section,

12 (1) "allowable standard costs of attendance" means

13 (A) for a student who receives a merit-based academic
14 scholarship, the lesser of the

15 (i) standard costs of attendance at the University of Alaska,
16 as determined by the commission; or

17 (ii) actual costs of attendance at the qualified
18 postsecondary institution that the student attends or plans to attend, as
19 determined by the commission;

20 (B) for a student who receives a merit-based career and technical
21 school scholarship, the costs of attendance at the qualified postsecondary
22 institution that the student attends or plans to attend, as determined by the
23 commission based on room and board costs that do not exceed the standard room
24 and board costs at the University of Alaska as determined by the commission;

25 (2) "expected family contribution" means the amount a student or the
26 student's family is expected to pay towards the student's costs of attendance, as
27 determined by use of the most recent federal Free Application for Federal Student Aid."

DRAFT

26G-2
(2/10/2010)
(1:14 pm)

AMENDMENT #2

Passes/Adopted

OFFERED IN THE HOUSE EDUCATION
COMMITTEE
TO: HB 297

BY _____

1 Page 5, line 28:

2 Delete "grade-point"

3 Insert "grade"

4

5 Page 5, line 30, following "scholarship;":

6 Insert "the top tier is the A average tier, the second tier is the B average tier, and
7 the third tier is the C plus average tier; the grade-point average for the A average tier is
8 3.5 or higher, for the B average tier is less than 3.5 but no less than 3.0, and for the C plus
9 average tier is less than 3.0 but no less than 2.5; the board shall set by regulation
10 minimum requirements based on a substantially similar standard for districts that do not
11 assign grades;

12

13 Page 6, following line 2:

14 Insert "(4) a process by which a student who meets the grade standards in (2) of
15 this subsection for a particular tier, but does not meet the minimum scores established
16 under (3) of this subsection for that tier, may apply for a lower tier scholarship;"

17

18 Page 6, line 3:

19 Delete "(4)"

20 Insert "(5)"

21

1 Page 6, line 5:

2 Delete "(5)"

3 Insert "(6)"

4

5 Page 6, line 7:

6 Delete "(6)"

7 Insert "(7)"

8

9 Page 6, line 23:

10 Delete "grade-point"

11 Insert "grade"

12

13 Page 6, line 24, following "school;":

14 Insert "the minimum is C plus average; the C plus average requirement is a grade-point
15 average of 2.5 or higher; the board shall set by regulation minimum requirements based on a
16 substantially similar standard for districts that do not assign grades;"

AMENDMENT #3 - Adopted

OFFERED IN THE HOUSE

BY REPRESENTATIVE SEATON

TO: HB 297

1 Page 6, lines 3 - 4:

2 Delete "university or college in this state"

3 Insert "postsecondary institution as described in AS 14.43.835"

4

5 Page 6, line 8:

6 Delete "university or college"

7 Insert "postsecondary institution"

8

9 Page 7, line 5, following "maximum awards":

10 Insert "and allowable uses"

11

12 Page 7, line 12, following "achievement;":

13 Insert "for purposes of this paragraph, a student's academic achievement must be
14 determined by the student's high school grade-point average and score on an examination
15 described in AS 14.43.820(b)(3);"

16

17 Page 7, lines 16 - 18:

18 Delete all material and insert:

19 "(3) subject to (e) of this section, a student who qualifies for a merit-
20 based academic scholarship may apply the award to the costs of attending a qualified
21 career and technical school program as described in AS 14.43.835(a)(2);"

22

23 Page 7, lines 27, following "courses":

- 1 Insert ", or for up to two calendar years of attendance at a qualified career and
- 2 technical school"

Conceptual Amendment No. 4 ~~Withdraw~~ Left on Table

26GH2771A.1

To House Bill 297 Table

Proposed by: Representative Keller

House Education Committee

Amendment to Page 5, line 22 & 23

17 **Sec. 14.43.820. Eligibility for an academic scholarship.** (a) Subject to
18 appropriation, the commission shall award a merit-based academic scholarship to an
19 applicant who meets the eligibility criteria for the award under the program.

20 (b) The programmatic standards for eligibility for an award of a merit-based
21 academic scholarship under the program include the following:

22 (1) the **as approved by the local district** four-year core academic curriculum
23 **which may include a virtual curriculum** that the student must have
[23] 24 completed in high school; the core academic curriculum must include

Conceptional Amendment No. 5
To House Bill 297
Proposed by: Representative Keller
House Education Committee

Handwritten notes and diagram:
- "Muz" written above a box.
- "Tablet" written to the left of the box.
- "Bring Backup" written inside the box.
- "The Muz will" written below the box.
- "Records Requests" written to the right of the box.
- "in this action be labeled" written below "Records Requests".
- "- Amendment # 14" written at the bottom right.
- An arrow points from "Muz" to the box.
- Another arrow points from the box to "Records Requests".

Amendment to Page 12, line 16

03 * Sec. 7. AS 37.14 is amended by adding new sections to read:

04 **Article 8A. Governor's Performance Scholarship Fund.**

05 **Sec. 37.14.750. Governor's performance scholarship fund established. (a)**

06 The governor's performance scholarship fund is established as a fund of the state. The
07 fund consists of

08 (1) appropriations to the fund;

09 (2) donations to the fund; and

10 (3) income earned on investments of fund assets.

11 (b) The commissioner of revenue shall manage the fund with the goal that the
12 purchasing power of the fund will not diminish over time without regard to additional
13 contributions that may be made to the fund. The commissioner shall invest the assets
14 of the fund in a manner likely to yield at least a five percent real rate of return over
15 time.

16 **(c) donations to the fund from private sources shall be considered for the**
17 **education tax credit as per AS 43.20.014**

[16] 18 [(c)] **(d)** Nothing in this section creates a dedicated fund.

New Text Underlined [DELETED TEXT BRACKETED]

Conceptional Amendment No. 6

26GH2771\A.4

To House Bill 297 Tabled

Proposed by: Representative Keller

House Education Committee

Amendment to Page 10, line 23

08 **Sec. 14.43.850. Report to the legislature.** (a) To the extent permitted under
09 law, the department, commission, University of Alaska, Department of Revenue, and
10 Department of Labor and Workforce Development shall share data necessary to
11 prepare public reports regarding the governor's performance scholarship program.

12 (b) No more than 10 days after the start of each year's legislative session, the
13 department, commission, University of Alaska, Department of Revenue, and
14 Department of Labor and Workforce Development shall present an annual report to
15 the public, the governor, and the legislature containing information of
16 public interest regarding the governor's performance scholarship program, including

17 (1) the number of applicants and number and types of scholarships
18 awarded;

19 (2) dollar amount of scholarships awarded in past years and expected
20 dollar amounts for the next year; and

21 (3) data and trends in the data regarding the goals identified in AS
22 14.43.810.

23 (4) data shall be included and available via a specific web page linkable on the
24 State of Alaska's home page

New Text Underlined [DELETED TEXT BRACKETED]

AMENDMENT # 7 tblh

From: Adam Berg
Sent: Wednesday, February 17, 2010 7:19 AM
To: Louie Flora
Subject: FYI

tblh

Conceptual
Amendment:
Rep. Edgemun

Page 4, following line 16,

Add: " (9) increasing participation from Alaska high school students in Alaska post-secondary institutions."

#8
Adopted
w/out objection

AMENDMENT

OFFERED IN THE HOUSE
TO: HB 297

BY REPRESENTATIVE SEATON

1 Page 3, line 14, following "established":

2 Insert "for the purpose of ensuring that a rigorous curriculum is available in all high
3 schools in the state and"

4

5 Page 4, line 16, following "opportunities":

6 Insert ";

7

(9) providing a rigorous curriculum in all high schools in the state"

#9
Adopted

AMENDMENT

OFFERED IN THE HOUSE

TO: HB 297

BY REPRESENTATIVE GARDNER

- 1 Page 10, line 1, following "error":
- 2 Insert "less any scholarship award payments previously expended if the error in the
- 3 award of the scholarship was not due to any fault of the student"

AMENDMENT #10

*w/John
Purdy from Oscar for
Covers*

OFFERED IN THE HOUSE
TO: HB 297

BY REPRESENTATIVES GARDNER
AND BUCH

1 Page 3, lines 16 - 19:

2 Delete "The program includes a merit-based academic scholarship and a merit-based
3 career and technical school scholarship. The merit-based academic scholarship consists of
4 three levels of awards. The merit-based career and technical school scholarship consists of
5 one level of award."
6

7 Page 5, line 17:

8 Delete "an academic"
9 Insert "a performance"
10

11 Page 5, line 18:

12 Delete "academic"
13 Insert "performance"
14

15 Page 5, line 21:

16 Delete "academic"
17 Insert "performance"
18

19 Page 5, lines 29 - 30:

20 Delete "academic scholarship"
21 Insert "scholarship award"
22

23 Page 6, lines 2 - 3:

1 Delete "academic scholarship"

2 Insert "scholarship award"

3

4 Page 6, lines 3 - 4:

5 Delete "university or college in this state"

6 Insert "postsecondary institution as described in AS 14.43.835"

7

8 Page 6, line 8:

9 Delete "university or college"

10 Insert "postsecondary institution"

11

12 Page 6, line 11, through page 7, line 15:

13 Delete all material and insert:

14 "Sec. 14.43.825. Maximum awards. (a) Subject to (b) - (f) of this section, the
15 maximum awards under the program are

16 (1) for a student who demonstrates very high academic achievement,
17 the cost of approved tuition for a full-time student in school year 2009 through 2010 at
18 the qualified postsecondary institution at which the student intends to enroll;

19 (2) for a student who demonstrates high academic achievement, 75
20 percent of approved tuition for a full-time student in school year 2009 through 2010 at
21 the qualified postsecondary institution at which the student intends to enroll;

22 (3) for a student who demonstrates moderate academic achievement,
23 50 percent of approved tuition for a full-time student in school year 2009 through
24 2010 at the qualified postsecondary institution at which the student intends to enroll."

25

26 Page 7, line 16:

27 Delete "(3) a"

28 Insert "(b) A"

29

30 Reletter the following subsections accordingly.

31

1 Page 7, line 19:

2 Delete "merit-based academic"

3

4 Page 7, line 25:

5 Delete "merit-based academic"

6

7 Page 7, line 27:

8 Delete "university or college"

9 Insert "postsecondary institution as described in AS 14.43.835"

10

11 Page 7, lines 27 - 29:

12 Delete "A student receiving a merit-based career and technical scholarship may
13 remain eligible for two calendar years of attendance at a qualified career and technical school.

14 A student may not receive both an academic and a career and technical scholarship"

15 Insert "A student may not receive more than one scholarship award"

AMENDMENT # 11 *w/above Feb. 26*

OFFERED IN THE HOUSE
TO: HB 297

BY REPRESENTATIVE BUCH

1 Page 5, lines 22 - 27:

2 Delete all material and insert:

3 "(1) the four-year core academic curriculum that the student must have
4 completed in high school; the core academic curriculum must include one of the
5 following:

6 (A) a combination of

7 (i) four years of mathematics;

8 (ii) four years of language arts;

9 (iii) four years of science; and

10 (iv) four years of social studies, one year of which may
11 include a foreign language, Alaska Native language, fine arts, or
12 cultural heritage; or

13 (B) a combination of

14 (i) three years of mathematics;

15 (ii) four years of language arts;

16 (iii) three years of science;

17 (iv) four years of social studies; and

18 (v) two years of a foreign language, Alaska Native
19 language, fine arts, or cultural heritage;"

20

21 Page 6, lines 17 - 22:

22 Delete all material and insert:

23 "(1) the four-year core academic curriculum that the student must have

1 completed in high school; the core academic curriculum must include one of the
2 following:

3 (A) a combination of

- 4 (i) four years of mathematics;
5 (ii) four years of language arts;
6 (iii) four years of science; and
7 (iv) four years of social studies, one year of which may
8 include a foreign language, Alaska Native language, fine arts, or
9 cultural heritage; or

10 (B) a combination of

- 11 (i) three years of mathematics;
12 (ii) four years of language arts;
13 (iii) three years of science;
14 (iv) four years of social studies; and
15 (v) two years of a foreign language, Alaska Native
16 language, fine arts, or cultural heritage;"

*fail to SN
1/15
#11 as Amends*

*Seaton - No
Edy - No
Buch - Yes
Gardner - No
Munoz - No
~~Seg - No~~
Wils - No*

AMENDMENT

OFFERED IN THE HOUSE
TO: HB 297

BY REPRESENTATIVE BUCH

1 Page 5, lines 22 - 27:

2 Delete all material and insert:

3 "(1) the four-year core academic curriculum that the student must have
4 completed in high school; the core academic curriculum must include ^{one} ~~one of the~~
5 ~~following~~

- 6 (A) a combination of
 - 7 (i) four years of mathematics;
 - 8 (ii) four years of language arts;
 - 9 (iii) four years of science; and
 - 10 (iv) four years of social studies, one year of which may
 - 11 include a foreign language, Alaska Native language, fine arts, or
 - 12 cultural heritage; ~~or~~ ^o

*Conceptual
Amendment ① to
Amendment 11*

13 (B) a combination of

- 14 (i) three years of mathematics;
- 15 (ii) four years of language arts;
- 16 (iii) three years of science;
- 17 (iv) four years of social studies; and
- 18 (v) two years of a foreign language, Alaska Native
- 19 language, fine arts, or cultural heritage;"

20 **Delete**

21 Page 6, lines 17 - 22:

22 Delete all material and insert:

23 "(1) the four-year core academic curriculum that the student must have

P

1 completed in high school; the core academic curriculum must include ~~one of the~~
2 ~~following.~~

3 (A) a combination of

4 (i) four years of mathematics;

5 (ii) four years of language arts;

6 (iii) four years of science; and

7 (iv) four years of social studies, one year of which may
8 include a foreign language, Alaska Native language, fine arts, or
9 cultural heritage; ~~or~~

10 (B) a combination of

11 (i) three years of mathematics;

12 (ii) four years of language arts;

13 (iii) three years of science;

14 (iv) four years of social studies; and

15 (v) two years of a foreign language, Alaska Native
16 language, fine arts, or cultural heritage;"

Delete

12
adopted

AMENDMENT

OFFERED IN THE HOUSE
TO: HB 297

BY REPRESENTATIVE EDGMON

- 1 Page 4, line 16, following "opportunities":
- 2 Insert ";
- 3 (9) increasing participation of Alaska high school students in Alaska
- 4 postsecondary institutions"

AMENDMENT #13 AdgA v/out blent

OFFERED IN THE HOUSE

TO: HB 297

- 1 Page 5, line 22, following "curriculum":
- 2 Insert ", which may include virtual curriculum,"
- 3
- 4 Page 6, line 17, following "curriculum":
- 5 Insert ", which may include virtual curriculum,"

To House Bill 297

Proposed by: Representative Keller
House Education Committee

Amendment to Page 5, line 22 & 23

17 **Sec. 14.43.820. Eligibility for an academic scholarship.** (a) Subject to
18 appropriation, the commission shall award a merit-based academic scholarship to an
19 applicant who meets the eligibility criteria for the award under the program.

20 (b) The programmatic standards for eligibility for an award of a merit-based
21 academic scholarship under the program include the following:

22 (1) [the] as approved by the local district four-year core academic curriculum
23 which may include a virtual curriculum that the student must have
[23] 24 completed in high school; the core academic curriculum must include

New Text Underlined [DELETED TEXT BRACKETED]

*Paul
Withdraw
ALL
Keller Amendment
Keep this one.
THANK
Wen*

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

February 25, 2010

SUBJECT: Clarification of school district approval of curriculum (HB 297)
(Work Order No. 26-GH2771\A.20)

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

FROM: Jean M. Mischel
Legislative Counsel 

Enclosed is an amendment based upon a conceptual amendment to include school district approval of virtual curriculum within the core curriculum requirements for a student to be eligible for the academic scholarship under the bill. The following points are made to clarify the translation of that concept into the above amendment.

1. Title change. This is necessitated by the amendment's introduction of a new concept into the scholarship subject of the bill: district authorization to approve virtual curriculum. A school district is not expressly authorized under current law to approve curriculum but is authorized to "provide for" an "educational program" and to "review and select textbooks and instructional materials" that include "curriculum materials." Therefore, the addition of the express authority to approve curriculum, including virtual curriculum, must either be added to as a separate authorization or added to the current authority to review and select curriculum materials. Both options add school district authority to the existing subject of a scholarship program and must be, according to the Revisor of Statutes, noted in the title.
2. Placement of the virtual curriculum authorization. The conceptual amendment attempted to place the authorization of virtual curriculum in the subsection pertaining to the student's eligibility. Since the amendment relates to school district approval, the language was made into a separate subsection that modifies the concept of "core curriculum" for purposes of scholarship eligibility and added to the general authorities of school boards to review and select curriculum materials. In addition, the conceptual amendment only modified the academic scholarship provision, although both the academic and career scholarships have core curriculum requirements. Believing this to be an oversight, I drafted the amendment to amend both types of scholarship eligibility provisions.

Representative Paul Seaton

February 25, 2010

Page 2

3. Definition of virtual curriculum. Since the concept does not appear anywhere else in current law and does not, to my knowledge, have a common meaning, I have attempted to define the concept in this amendment.

If I may be of further assistance, please advise.

JMM:ljw
10-130.ljw

Enclosure

AMENDMENT

OFFERED IN THE HOUSE
TO: HB 297

BY REPRESENTATIVE SEATON

1 Page 1, line 3, following "records;":

2 Insert "relating to review and selection of textbooks and instructional materials;"

3

4 Page 1, line 6:

5 Delete "a new section"

6 Insert "new sections"

7

8 Page 1, following line 13:

9 Insert a new section to read:

10 "Sec. 14.03.114. District review and selection of Internet materials. The
11 review and selection of textbooks and instructional materials by the governing body of
12 a school district under AS 14.08.111 and AS 14.14.090 may include review and
13 selection of curriculum materials available on the Internet."

14

15 Page 6, following line 10:

16 Insert a new subsection to read:

17 "(c) The core curriculum required under (b)(1) of this section may be
18 completed using a virtual curriculum."

19

20 Page 7, following line 3:

21 Insert a new subsection to read:

22 "(c) The core curriculum required under (b)(1) of this section may be
23 completed using a virtual curriculum."

1

2 Page 11, line 8, following "school":

3 Insert ";

4 (8) "virtual curriculum" means a course that is provided by a school
5 district through the use of materials available on the Internet."

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
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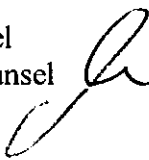
State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM

March 11, 2010

SUBJECT: Two year high school attendance requirement (CSHB 297(EDC)
(Work Order No. 26-GH2771\E))

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

FROM: Jean M. Mischel
Legislative Counsel 

Upon further reflection after the committee hearing yesterday on the above referenced bill, I'd like to clarify my response to the questions pertaining to the addition in this version of a two year high school attendance requirement for Alaska residents who graduate from a high school outside of the state and whose parents are in military services at page 7, lines 15 - 16 of the bill.

The option of graduation from an out-of-state high school under circumstances allowed by the Department of Education and Early Development itself presents a potential equal protection issue under the bill, the result of which depends greatly upon the importance of and relationship to the state interest served by both the option and the in-state requirement from an equal protection and a privileges and immunity perspective.

In Alaska, if a court finds that two people are similarly situated, a sliding scale of high to low scrutiny by the court is applied to unequal treatment. In the case of a fundamental right (education), the court will apply a strict scrutiny standard and invalidate an apparently inequitable state law unless the state has shown a compelling interest for it, the law is closely related to that interest, and there are no alternative means for accomplishing that. If the court finds that the interest at stake is merely economic (scholarship funding), a lower level of scrutiny is applied and the distinction between out-of-state and in-state graduates will be upheld if the state has a legitimate interest in maintaining the distinction and the law is rationally related to that interest.

The addition of two years of in-state attendance for an out-of-state graduate for a student whose parents serve in the military both enhances the distinction and provides consistency for the out-of-state option with the stated purpose of the bill: to instill rigor in the curriculum of in-state high schools and to better prepare those graduates for post-secondary work. The out-of-state graduate, then, is not only not in a similar situation to

Representative Paul Seaton

March 11, 2010

Page 2

the in-state graduate, the stated purpose for the bill is called into question by the out-of-state option.

On the other hand, in-state graduates may themselves have attended high school here for less than two years. The means employed, then, may not be found by a court to be rationally related to the state purpose. A court would look at information such as the percentage of in-state students who spend less than two years at a high school in the state and compare that to the basis for adding that requirement for out-of-state graduates in the face of a constitutional challenge. That presumes, however, that the court would first find that the two types of graduates are similarly situated and, in particular, that students with military parents, spend as much time at in-state schools as graduates from in-state schools. In my opinion, the two are not similarly situated but if a court finds otherwise, the two year requirement bears a close relationship to a compelling state interest. I can, however, not assure the committee of that result if the provision is subject to constitutional challenge.

I hope this adds some clarity to a fairly complex issue. If I may be of further assistance, please advise.

JMM:med
10-038.med

26-GH2771\RE
Mischel
3/4/10
3/11/10

CS FOR HOUSE BILL NO. 297(EDC)

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

BY THE HOUSE EDUCATION COMMITTEE

**Offered:
Referred:**

Sponsor(s): THE HOUSE RULES COMMITTEE BY REQUEST OF THE GOVERNOR

A BILL

FOR AN ACT ENTITLED

1 **"An Act establishing the governor's performance scholarship program and relating to**
2 **the program; establishing the governor's performance scholarship fund and relating to**
3 **the fund; relating to student records; making conforming amendments; and providing**
4 **for an effective date."**

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

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

7 **Sec. 14.03.113. District determination of scholarship eligibility.** A school
8 district shall determine whether a student who graduates from a high school in the
9 district is eligible for an award of a merit-based governor's performance scholarship
10 under AS 14.43.810 - 14.43.890. If a student is eligible, the district shall state in the
11 student's permanent record the highest tier level of funding for which the student is
12 eligible. A district shall provide a student with an opportunity to request that the
13 district correct an error in the eligibility determination.

14 *** Sec. 2.** AS 14.07.020(a) is amended to read:

1 (a) The department shall

2 (1) exercise general supervision over the public schools of the state
3 except the University of Alaska;

4 (2) study the conditions and needs of the public schools of the state,
5 adopt or recommend plans, administer and evaluate grants to improve school
6 performance awarded under AS 14.03.125, and adopt regulations for the improvement
7 of the public schools;

8 (3) provide advisory and consultative services to all public school
9 governing bodies and personnel;

10 (4) prescribe by regulation a minimum course of study for the public
11 schools; the regulations must provide that, if a course in American Sign Language is
12 given, the course shall be given credit as a course in a foreign language;

13 (5) establish, in coordination with the Department of Health and Social
14 Services, a program for the continuing education of children who are held in detention
15 facilities in the state during the period of detention;

16 (6) accredit those public schools that meet accreditation standards
17 prescribed by regulation by the department; these regulations shall be adopted by the
18 department and presented to the legislature during the first 10 days of any regular
19 session, and become effective 45 days after presentation or at the end of the session,
20 whichever is earlier, unless disapproved by a resolution concurred in by a majority of
21 the members of each house;

22 (7) prescribe by regulation, after consultation with the state fire
23 marshal and the state sanitarian, standards that will assure healthful and safe
24 conditions in the public and private schools of the state, including a requirement of
25 physical examinations and immunizations in pre-elementary schools; the standards for
26 private schools may not be more stringent than those for public schools;

27 (8) exercise general supervision over pre-elementary schools that
28 receive direct state or federal funding;

29 (9) exercise general supervision over elementary and secondary
30 correspondence study programs offered by municipal school districts or regional
31 educational attendance areas; the department may also offer and make available to any

1 Alaskan through a centralized office a correspondence study program;

2 (10) accredit private schools that request accreditation and that meet
3 accreditation standards prescribed by regulation by the department; nothing in this
4 paragraph authorizes the department to require religious or other private schools to be
5 licensed;

6 (11) review plans for construction of new public elementary and
7 secondary schools and for additions to and major rehabilitation of existing public
8 elementary and secondary schools and, in accordance with regulations adopted by the
9 department, determine and approve the extent of eligibility for state aid of a school
10 construction or major maintenance project; for the purposes of this paragraph, "plans"
11 include educational specifications, schematic designs, and final contract documents;

12 (12) provide educational opportunities in the areas of vocational
13 education and training, and basic education to individuals over 16 years of age who
14 are no longer attending school;

15 (13) administer the grants awarded under AS 14.11;

16 (14) establish, in coordination with the Department of Public Safety, a
17 school bus driver training course;

18 (15) require the reporting of information relating to school disciplinary
19 and safety programs under AS 14.33.120 and of incidents of disruptive or violent
20 behavior;

21 (16) establish by regulation criteria, based on low student performance,
22 under which the department may intervene in a school district to improve instructional
23 practices, as described in AS 14.07.030(14) or (15); the regulations must include

24 (A) a notice provision that alerts the district to the deficiencies
25 and the instructional practice changes proposed by the department;

26 (B) an end date for departmental intervention, as described in
27 AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three
28 consecutive years of improvement consisting of not less than two percent
29 increases in student proficiency on standards-based assessments in math,
30 reading, and writing as provided in AS 14.03.123(f)(2)(A); and

31 (C) a process for districts to petition the department for

continuing or discontinuing the department's intervention;

(17) notify the legislative committees having jurisdiction over education before intervening in a school district under AS 14.07.030(14) or redirecting public school funding under AS 14.07.030(15);

(18) administer duties assigned to the department under the governor's performance scholarship program established in AS 14.43.810 - 14.43.890.

* Sec. 3. AS 14.42.030(e) is amended to read:

(e) The commission may

(1) adopt regulations under AS 44.62 (Administrative Procedure Act)

to

(A) carry out the purposes of

(i) **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48; and

(ii) AS 14.43.910 and 14.43.920 as they relate to the purposes of **AS 14.43.091 - 14.43.890** [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48;

(B) ensure compliance with the requirements imposed by state and federal statutes and regulations governing the guaranty, insurance, purchase, or other dealings in eligible loans by federal agencies, instrumentalities, or corporations; and

(C) establish standards for the

(i) administration of hearings conducted under AS 14.43.153; and

(ii) administrative enforcement of collection orders under AS 14.43.151 - 14.43.155;

(2) delegate to the executive director of the commission or a subcommittee of the commission any duty imposed on or power granted to the commission by this chapter, AS 14.43, AS 14.44, or AS 14.48, except its power to adopt regulations and its duty to consider appeals under AS 14.43.100(b) and AS 14.48.120;

1 (3) establish task forces, committees, or subcommittees, not
2 necessarily consisting of commission members, to advise and assist the commission in
3 carrying out its functions;

4 (4) contract with or use existing institutions of postsecondary
5 education or other individuals or organizations to make studies, conduct surveys,
6 submit recommendations, or otherwise contribute to the work of the commission;

7 (5) establish fees for the review of an out-of-state institution that

8 (A) requests approval for participation in the programs under
9 AS 14.43.091 - 14.43.750, 14.43.990, and AS 14.44; and

10 (B) is not accredited by a national or regional accreditation
11 association recognized by the Council for Higher Education Accreditation; and

12 (6) collect all fees and costs incurred in collection of the amount owed
13 on a loan or repayment obligation if the loan or repayment obligation becomes
14 delinquent or in default; in this paragraph, fees and costs include attorney fees, court
15 costs, and collection fees charged by a collection agency.

16 * Sec. 4. ~~AS 14.42.200 is amended to read:~~

17 ~~Sec. 14.42.200. General powers. In addition to other powers granted in this~~
18 ~~chapter, the corporation may~~

19 ~~(1) sue and be sued in its own name;~~

20 ~~(2) adopt an official seal;~~

21 ~~(3) adopt regulations under AS 44.62 (Administrative Procedure Act)~~
22 ~~to carry out the purposes of this chapter;~~

23 ~~(4) make and execute agreements, contracts, and other instruments~~
24 ~~necessary or convenient in the exercise of the powers and functions of the corporation,~~
25 ~~including contracts with a person or governmental entity;~~

26 ~~(5) receive, take, hold, and administer, on behalf of the corporation and~~
27 ~~for any of its purposes, any appropriation, gift, grant, bequest, devise, or donation of~~
28 ~~real property or personal property if that obligation of the corporation is not a debt of~~
29 ~~the state; in this paragraph, "property" includes~~

30 ~~(A) money; and~~

31 ~~(B) life estates, leases, or other interests in property;~~

1 ~~(6) borrow money as provided in this chapter to carry out its corporate~~
2 ~~purposes and issue its obligations as evidence of the borrowing;~~

3 ~~(7) include in a borrowing the amounts to pay financing charges,~~
4 ~~interest on the obligations for a period not exceeding one year after the date on which~~
5 ~~the corporation estimates funds will otherwise be available to pay the interest,~~
6 ~~consultant, advisory, and legal fees, and other expenses necessary or incident to the~~
7 ~~borrowing;~~

8 ~~(8) invest or reinvest, subject to its contracts with noteholders and~~
9 ~~bondholders, money held by the corporation as set out in AS 37.10.071;~~

10 ~~(9) set and collect interest, fees, and charges in connection with~~
11 ~~education loans or repayment obligations held by the corporation and its servicing~~
12 ~~agents; in this paragraph, "charges" includes costs of financing by the corporation,~~
13 ~~service charges, insurance premiums, and other costs incurred by the corporation in~~
14 ~~carrying out its corporate purposes;~~

15 ~~(10) gather information on postsecondary education financial resources~~
16 ~~available to residents of this state and disseminate the information to reasonably assure~~
17 ~~that qualified residents are aware of those financial resources;~~

18 ~~(11) service education loans and repayment obligations held by the~~
19 ~~corporation;~~

20 ~~(12) purchase or participate in the purchase of education loans;~~

21 ~~(13) contract in advance for the purchase or sale of education loans;~~

22 ~~(14) sell or participate in the sale, either public or private and on terms~~
23 ~~authorized by the board, of education loans to the Student Loan Marketing Association~~
24 ~~or to other purchasers;~~

25 ~~(15) collect and pay reasonable fees and charges in connection with the~~
26 ~~purchase, sale, and servicing of education loans and repayment obligations;~~

27 ~~(16) enter into agreements with the federal government, including~~
28 ~~guaranty agreements and supplemental guaranty agreements as described in 20 U.S.C.~~
29 ~~1001-1155, as amended, as necessary to provide for the receipt by the corporation of~~
30 ~~administrative allowances and other benefits available under 20 U.S.C. 1001-1155,~~
31 ~~as amended;~~

1 ~~(17) administer federal money allotted to the state involving insured~~
2 ~~education loans and related administrative costs and other matters;~~

3 ~~(18) enter into agreements with the commission relating to education~~
4 ~~loans and repayment obligations, the administration of the financial aid and loan~~
5 ~~programs under AS 14.43.091 - 14.43.890 [AS 14.43.091 - 14.43.750], 14.43.990, and~~
6 ~~AS 14.44, and the payment of and security for bonds of the corporation;~~

7 ~~(19) to the extent permitted under contracts with bondholders, consent~~
8 ~~to the modification of the rate of interest, time of payment of an installment of~~
9 ~~principal or interest, or other terms of an education loan or repayment obligation held~~
10 ~~by the corporation;~~

11 ~~(20) procure insurance against any loss in connection with the~~
12 ~~operation of its programs;~~

13 ~~(21) provide advisory services to borrowers and other participants in~~
14 ~~the corporation's programs;~~

15 ~~(22) enter into credit facility agreements and make pledges, covenants,~~
16 ~~and agreements with respect to the repayment of borrowings under the credit facility~~
17 ~~agreements;~~

18 ~~(23) develop and implement education financing programs; in this~~
19 ~~paragraph, "programs" includes~~

20 ~~(A) programs listed in AS 14.42.030(b)(1);~~

21 ~~(B) programs for the guaranteeing, servicing, originating, and~~
22 ~~financing of education loans for borrowers located both inside and outside the~~
23 ~~state; and~~

24 ~~(C) federal financial aid programs made under federal law; and~~

25 ~~(24) perform acts that may be necessary or appropriate to carry out~~
26 ~~effectively the general objectives and purposes of the corporation under AS 14.42.100~~
27 ~~-14.42.990.~~

28 ~~* Sec. 5.~~ AS 14.43 is amended by adding new sections to read:

29 **Article 11A. Governor's Performance Scholarship Program.**

30 **Sec. 14.43.810. Governor's performance scholarship program established;**

31 **Alaska residency.** (a) The governor's performance scholarship program is established

1 for the purpose of ensuring that a rigorous curriculum is available in all high schools
2 in the state and to provide scholarships for high school graduates who are Alaska
3 residents to attend a qualified postsecondary institution in the state. The program
4 includes a merit-based academic scholarship, a merit-based career and technical
5 school scholarship, and an unmet financial need scholarship supplement. The merit-
6 based academic scholarship consists of three levels of awards. The merit-based career
7 and technical school scholarship consists of one level of award.

8 (b) The department shall design the programmatic standards for the
9 scholarships and appeals of adverse decisions. The commission shall administer the
10 daily operations of the program and financing of the program, including the
11 procedures for applying for the scholarships, establishing standards for and ensuring
12 continuing compliance with programmatic standards, and requiring students to apply
13 for other non loan financial aid, consistent with federal law. The respective agencies
14 shall adopt necessary regulations under AS 44.62 after consultation with each other.
15 The department may change the regulations under AS 44.62 relating to the
16 programmatic standards for required academic achievement for eligibility only by
17 giving advance public notice at least one school year before the effective date of the
18 change.

19 (c) For purposes of the program, a student is an Alaska resident if the student
20 meets the requirements for establishing residency under AS 01.10.055.

21 (d) The program shall be administered to further the following goals:

- 22 (1) increasing high school graduation rates in the state;
23 (2) improving academic performance of students in kindergarten
24 through grade 12 in the state;
25 (3) improving preparedness of Alaska students for postsecondary
26 education;
27 (4) improving the quality of the educational programs offered by high
28 schools in the state;
29 (5) increasing the scores of high school students in the state on college
30 entrance examinations;
31 (6) increasing job training opportunities in the state;

1 (7) improving the postsecondary academic achievement and
2 graduation rates of students in the state;

3 (8) expanding the pool of high school students in the state who pursue
4 postsecondary opportunities;

5 (9) providing a rigorous curriculum in all high schools in the state;

6 (10) increasing participation of Alaska high school students in Alaska
7 postsecondary institutions.

8 **Sec. 14.43.815. Qualifications of applicants.** (a) A student may apply for a
9 governor's performance scholarship to attend a qualified postsecondary institution in
10 the state if the student

11 (1) has applied or intends to apply for admission to the institution;

12 (2) is an Alaska resident who has

13 (A) graduated, or will graduate not later than six months after
14 the date of the application, from a high school in the state, including a public
15 school, private school, and home school;

16 (B) graduated, or will graduate not later than six months after
17 the date of the application, from a high school outside of the state under
18 circumstances allowed by the department; for purposes of this subparagraph,
19 allowable circumstances include a circumstance in which a high school student
20 who is an Alaska resident has attended high school in the state for not less than
21 two years, and has left the state because of the military service of the student's
22 custodial parent who is an Alaska resident;

23 (3) will receive and use, while an Alaska resident, the scholarship at a
24 qualified postsecondary institution in the state not later than six years after the
25 beginning of the first school year after a student's graduation from high school, unless
26 the student qualifies for an extension of time allowed by the department; for purposes
27 of this paragraph, standards for extension of time must include ~~time while~~two
28 additional years if the student is in military service; and

29 (4) meets other minimum qualifications to apply or continue to be
30 eligible for a governor's performance scholarship.

31 (b) A student is not qualified to receive a governor's performance scholarship

*I thought this was application within
six months after graduation*

1 if the student

2 (1) has ~~not~~ complied with the military selective service registration
3 requirements imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if
4 those requirements apply to the student;

5 (2) is currently in default or owes a refund on a federal financial aid
6 loan under the federal guaranteed student loan program or financial aid awarded under
7 this chapter; or

8 (3) has been convicted of a felony in the state or another jurisdiction
9 and has not qualified for a waiver under standards adopted by the department.

10 **Sec. 14.43.820. Eligibility for an academic scholarship.** (a) Subject to
11 appropriation, the commission shall award a merit-based academic scholarship to an
12 applicant who meets the eligibility criteria for the award under the program.

13 (b) The programmatic standards for eligibility for an award of a merit-based
14 academic scholarship under the program include the following:

15 (1) the four-year core academic curriculum, which may include virtual
16 curriculum, that the student must have completed in high school; the core academic
17 curriculum must include

18 (A) four years of mathematics;

19 (B) four years of language arts;

20 (C) four years of science; and

21 (D) three years of social studies;

22 (2) the minimum grade average that the student must have achieved in
23 high school to be eligible for each of the three ~~tiers~~award levels of academic
24 scholarship; ~~the top tier is the~~ under AS 14.43.827; for the first award level, a student
25 must have an A average tier; ~~for the second tier is the~~ award level, a student must have
26 a B average tier; ~~and for the third tier is the~~ award level a student must have a C plus
27 average tier; the grade-point average for ~~the~~ an A average tier is 3.5 or higher, for ~~the~~ a
28 B average tier is, less than 3.5 but not less than 3.0, and for ~~the~~ a C plus average tier is,
29 less than 3.0 but not less than 2.5; the department shall set by regulation minimum
30 requirements based on a substantially similar standard for districts that do not assign
31 grades;

1 (3) the minimum score on a college entrance examination that the
2 student must have achieved to be eligible for each of the three ~~tiers~~award levels of
3 academic scholarship; under AS 14.43.827;

4 (4) a process by which a student who meets the grade standards in (2)
5 of this subsection for a particular ~~tier~~award level, but does not meet the minimum
6 scores established under (3) of this subsection for that ~~tier~~level, may apply for a lower
7 ~~tier~~scholarship award level;

8 (5) enrollment in a course of study at a qualified postsecondary
9 institution as described in AS 14.43.835 that is intended to result in the award of a
10 certificate or degree;

11 (6) a process through which a student who is no longer eligible can
12 regain eligibility;

13 (7) a process through which a home-schooled or private-schooled
14 student may submit evidence to the qualified postsecondary institution that establishes
15 the equivalent of the high school diploma, grade-point average, and core academic
16 curriculum for public school students.

17 **Sec. 14.43.825. Eligibility for a career and technical school scholarship.** (a)
18 Subject to appropriation, the commission shall award a merit-based career and
19 technical school scholarship to an applicant who meets the eligibility criteria for the
20 award under the program.

21 (b) The programmatic standards for eligibility for an award of a merit-based
22 career and technical school scholarship under the program include the following:

23 (1) the core academic curriculum, which may include virtual
24 curriculum, that the student must have completed in high school; the core academic
25 curriculum must include

26 (A) four years of mathematics;

27 (B) four years of language arts;

28 (C) four years of science; and

29 (D) three years of social studies;

30 (2) the minimum grade average that the student must have achieved in
31 high school; the minimum is C plus average; the C plus average requirement is a

1 grade-point average of 2.5 or higher; the department shall set by regulation minimum
2 requirements based on a substantially similar standard for districts that do not assign
3 grades;

4 (3) the minimum score that the student must have achieved on a

5 (A) college entrance examination; or

6 (B) standardized examination designed to measure a student's
7 level of preparedness to make the transition to work, as selected by the
8 department;

9 (4) enrollment in good standing at a certified career and technical
10 school that is intended to result in the award of a certificate that indicates the student's
11 preparedness to enter the workforce;

12 (5) a process through which a student who is no longer eligible can
13 regain eligibility.

14 **Sec. 14.43.827. Maximum awards and allowable uses.** (a) Subject to (b) -
15 (e) of this section; and the programmatic standards established under AS 14.43.820(b),
16 the maximum awards and allowable uses for the merit-based programs are as follows:

17 (1) for the merit-based academic scholarship, the following three
18 tiers/levels of scholarship financing awards; ~~the highest tier of award for a semester~~
19 ~~must be;~~

20 (A) the first award level is an amount that is equal to the cost of
21 approved tuition at the University of Alaska in school year 2010 through 2011
22 for a student taking 15 credits, and require requires an A grade average and a
23 very high academic achievement; minimum score on a college entrance
24 examination;

25 (B) the second tier must be award level is an amount that is
26 equal to 75 percent of the highest tier and require first award level and requires
27 a B grade average and a high academic achievement; minimum score on a
28 college entrance examination;

29 (C) the third tier must be award level is an amount that is equal
30 to 50 percent of the highest tier and require moderate academic achievement;
31 for purposes of this paragraph, a student's academic achievement must be

1 ~~determined by the student's first award level and requires a C plus grade~~
2 ~~average and a moderately high school grade point average described in~~
3 ~~AS 14.43.820(b)(2) and minimum score on a college entrance examination~~
4 ~~described in AS 14.43.820(b)(3);;~~

5 (2) for the merit-based career and technical scholarship, the award
6 must be the actual cost of the qualified career and technical school attended by the
7 student, not to exceed \$3,000 a school year;

8 (3) subject to (e) of this section, a student who qualifies for a merit-
9 based academic scholarship may apply the award to the costs of attending a qualified
10 career and technical school program as described in AS 14.43.835(a)(2);.

11 (b) A part-time student who receives a merit-based academic scholarship and
12 is enrolled on at least a half-time basis is eligible for an award ~~on a pro-rata basis of 50~~
13 ~~percent of the amount of scholarship award for which the student is eligible under (a)~~
14 ~~of this section.~~

15 (c) A student's eligibility for a scholarship terminates six years after the date
16 the student graduated from high school unless the student qualifies for an extension of
17 time allowed by the department.

18 (d) Subject to AS 14.43.815(a)(3), a student receiving a merit-based academic
19 scholarship may remain eligible for up to eight semesters of enrollment at a qualified
20 university or college, which may include graduate courses, or for up to two calendar
21 years of attendance at a qualified career or technical school. A student receiving a
22 merit-based career and technical scholarship may remain eligible for two calendar
23 years of attendance at a qualified career and technical school. A student may not
24 receive both an academic and a career and technical scholarship.

25 (e) The amount of a scholarship award may not exceed the amount of the
26 student's costs of attendance as certified by the postsecondary institution for the
27 purposes of federal financial aid, less any other scholarships or non loan financial aid
28 awarded to the student.

29 **Sec. 14.43.828. Eligibility for an unmet need scholarship supplement and**
30 **maximum awards.** (a) Subject to appropriation, the commission shall award an unmet
31 need scholarship supplement to a student who meets the eligibility criteria for the

1 award.

2 (b) A student is eligible to receive an unmet need scholarship supplement if
3 the student

4 (1) is eligible for a merit-based academic scholarship or a merit-based
5 career and technical school scholarship; and

6 (2) can demonstrate, in a year in which the student receives a
7 scholarship, that the student has unmet financial need greater than \$2,000.

8 (c) The maximum amount for an unmet need scholarship supplement is 50
9 percent of the unmet financial need that exceeds \$2,000.

10 (d) The qualified postsecondary institution attended by the student shall
11 determine unmet financial need by subtracting from the student's allowable standard
12 costs of attendance at the institution all non loan sources of financial support,
13 including an expected family contribution and all federal, state, and private
14 scholarships or grants received by the student.

15 (e) In this section,

16 (1) "allowable standard costs of attendance" means

17 (A) for a student who receives a merit-based academic
18 scholarship, the lesser of the

19 (i) standard costs of attendance at the University of
20 Alaska, as determined by the commission; or

21 (ii) actual costs of attendance at the qualified
22 postsecondary institution that the student attends or plans to attend, as
23 determined by the commission;

24 (B) for a student who receives a merit-based career and
25 technical school scholarship, the costs of attendance at the qualified
26 postsecondary institution that the student attends or plans to attend, as
27 determined by the commission based on room and board costs that do not
28 exceed the standard room and board costs at the University of Alaska as
29 determined by the commission;

30 (2) "expected family contribution" means the amount a student or the
31 student's family is expected to pay toward the student's cost of attendance, as

1 determined by use of the most recent federal Free Application for Federal Student Aid.

2 **Sec. 14.43.830. Programmatic standards.** (a) Subject to (b) of this section,
3 the department shall establish programmatic standards for the program.

4 (b) The department shall establish a make-up procedure or alternative pathway
5 to allow students who are not eligible for a scholarship to make up a deficit by
6 alternative means if the deficit was caused by circumstances beyond the student's
7 control. The department may not waive a requirement and shall require the student to
8 achieve a result comparable to that required of other students. The decision of the
9 department regarding a student's eligibility for alternative means is final. In
10 determining circumstances in which the student may pursue alternative means, the
11 department shall consider the effect on students who have met the requirements and
12 the need to promote the goals of the program. Attendance at a high school outside of
13 the state is not a circumstance in which a student may be allowed to pursue alternative
14 means to qualify for a scholarship. Circumstances in which the department may allow
15 a student to pursue alternative means to qualify for a scholarship include the
16 following:

17 (1) the required curriculum was not reasonably available to the student
18 because the student attended a small and remote high school in the state;

19 (2) the deficit was caused by rare and unusual circumstances outside
20 the control of the student.

21 **Sec. 14.43.835. Qualified postsecondary institutions.** (a) The following
22 institutions are qualified postsecondary institutions:

23 (1) a university or college physically located in the state that is

24 (A) authorized to operate in the state under AS 14.48.020, or is
25 exempt from authorization under AS 14.48.030(b)(1); and

26 (B) accredited by a regional accreditation association;

27 (2) a career and technical school program physically located in the
28 state that has been included on a list of certified career and technical school programs
29 received from the Department of Labor and Workforce Development; the commission
30 shall publish the list on or before September 1 of the year preceding enrollment.

31 (b) The Department of Labor and Workforce Development shall, in

1 consultation with the Department of Education and Early Development, adopt
2 regulations under AS 44.62 establishing criteria under which the Department of Labor
3 and Workforce Development shall certify career and technical school programs in the
4 state as eligible to participate in the career and technical school scholarship program.
5 The criteria to be considered under this subsection include the following:

6 (1) the quality of the job-training program offered by the career and
7 technical school;

8 (2) the employability of a graduate of the program, including whether
9 the program results in a certificate or license that is recognized by the industry for
10 which the training prepares the student;

11 (3) whether jobs in the industry for which the training prepares the
12 student are available or expected to be available in the future in the state;

13 (4) other criteria established by the Department of Labor and
14 Workforce Development in regulation.

15 (c) A postsecondary institution is physically located in the state if the campus,
16 teachers, classrooms, school administrators, and equipment used to provide the
17 education to the students are physically present in the state. Use of virtual, electronic,
18 or online materials by teachers in the state does not disqualify a postsecondary
19 institution even if the materials are generated outside the state. However, a
20 correspondence, virtual, electronic, or online program that is administered from
21 outside the state is not physically located in the state even if the program is delivered
22 by teachers or equipment in the state.

23 **Sec. 14.43.840. Application and award.** (a) The commission shall establish
24 application procedures for students to apply for a governor's performance scholarship.

25 (b) The commission shall adopt procedures for payment of scholarship awards
26 to the institution attended by the scholarship recipient. Payment of a scholarship is
27 subject to appropriation. If insufficient funds are appropriated to pay all eligible
28 scholarships, the commission shall pay existing awards on a pro rata basis.

29 (c) A student who is awarded a scholarship in error shall be required to refund
30 to the state the amount of the scholarship awarded in error, ~~less any scholarship award~~
31 ~~payments previously expended if the error, in the award of the scholarship was not due~~

1 ~~to any fault of the student.~~

2 **Sec. 14.43.845. Governor's performance scholarship fund income account.**

3 The governor's performance scholarship fund income account is created as an account
4 in the general fund. Money may be appropriated into the account from the expendable
5 earnings of the governor's performance scholarship fund under AS 37.14.750 -
6 37.14.790 and other sources. The commission may use money in the account to pay
7 scholarships awarded to students under AS 14.43.810 - 14.43.890.

8 **Sec. 14.43.850. Report to the legislature.** (a) To the extent permitted under
9 law, the department, the commission, the University of Alaska, the Department of
10 Revenue, and the Department of Labor and Workforce Development shall share data
11 necessary to prepare public reports regarding the program.

12 (b) Not more than 10 days after the convening of each regular legislative
13 session, the department, the commission, the University of Alaska, the Department of
14 Revenue, and the Department of Labor and Workforce Development shall present an
15 annual report to the public, the governor, and the legislature containing information of
16 public interest regarding the program, including

17 (1) the number of applicants and number and types of scholarships
18 awarded;

19 (2) the dollar amount of scholarships awarded in past years and the
20 dollar amounts expected to be awarded for the next year; and

21 (3) data and trends in the data regarding the goals identified in
22 AS 14.43.810.

23 **Sec. 14.43.890. Definitions.** In AS 14.43.810 - 14.43.890, unless the context
24 requires otherwise,

25 (1) "grade-point average" means the average of all grades on a four-
26 point scale, ~~or five-point scale for advanced placement classes,~~ obtained by the student
27 in high school;

28 (2) "military service" means active duty in the armed forces of the
29 United States;

30 (3) "program" means the governor's performance scholarship program
31 established under AS 14.43.810 - 14.43.890;

1 (4) "school district" means a borough school district, a city school
2 district, a regional educational attendance area, and a state boarding school.

3 * **Sec. 65.** AS 14.45.130(a) is amended to read:

4 (a) A religious or other private school that elects to comply with AS 14.45.100
5 - 14.45.130 shall maintain permanent student records reflecting immunizations,
6 physical examinations, standardized testing, academic achievement, [AND] courses
7 taken at the school, **and level of eligibility for a governor's performance**
8 **scholarship under AS 14.43.810 - 14.43.890.**

9 * **Sec. 76.** AS 23.05.060 is amended to read:

10 **Sec. 23.05.060. Powers of the department.** The department may

11 (1) enforce all state labor laws;

12 (2) act as mediator and appoint deputy commissioners of conciliation
13 in labor disputes whenever it considers the interest of industrial peace requires it;

14 (3) make investigations and collect and compile statistical information
15 concerning the conditions of labor generally and upon all matters relating to the
16 enforcement of this chapter;

17 (4) institute court proceedings against an employer of labor without
18 cost to the employee when it is satisfied that the employer has failed to pay an
19 employee an amount due by contract;

20 (5) issue cease and desist orders and other orders and regulations
21 necessary for the enforcement of state labor laws;

22 (6) in accordance with AS 37.07 (the Executive Budget Act), receive
23 and spend money derived from agreements with local governments, nongovernmental
24 organizations, or other persons;

25 (7) administer duties assigned to the department under the
26 **governor's performance scholarship program established in AS 14.43.810 -**
27 **14.43.890.**

28 * **Sec. 87.** AS 36.30.850(b) is amended to read:

29 (b) This chapter applies to every expenditure of state money by the state,
30 acting through an agency, under a contract, except that this chapter does not apply to

31 (1) grants;

1 (2) contracts for professional witnesses to provide for professional
2 services or testimony relating to existing or probable lawsuits in which the state is or
3 may become a party;

4 (3) contracts of the University of Alaska where the work is to be
5 performed substantially by students enrolled in the university;

6 (4) contracts for medical doctors and dentists;

7 (5) acquisitions or disposals of real property or interest in real
8 property, except as provided in AS 36.30.080 and 36.30.085;

9 (6) disposals under AS 38.05;

10 (7) contracts for the preparation and transportation of ballots under
11 AS 15;

12 (8) acquisitions or disposals of property and other contracts relating to
13 airports under AS 02.15.070, 02.15.090, 02.15.091, and AS 44.88;

14 (9) disposals of obsolete property under AS 19.05.060;

15 (10) disposals of obsolete material or equipment under AS 35.20.060;

16 (11) agreements with providers of services under AS 47.25.071 -
17 47.25.095; AS 47.07; AS 47.08; AS 47.10; AS 47.12; AS 47.14; AS 47.17; AS 47.24;
18 and AS 47.27, including contractors under AS 47.27.050;

19 (12) contracts of the Department of Fish and Game for flights that
20 involve specialized flying and piloting skills and are not point-to-point;

21 (13) purchases of income-producing assets for the state treasury or a
22 public corporation of the state;

23 (14) [REPEALED

24 (15)] a contract that is a delegation, in whole or in part, of investment
25 powers held by

26 (A) the commissioner of revenue under AS 14.42.200,
27 14.42.210, AS ~~18.56~~.095, AS 37.10.070, 37.10.071, or AS 37.14;

28 (B) the Board of Regents of the University of Alaska under
29 AS 14.40.250 - ~~14.40~~.491;

30 (15) [(16)] a contract that is a delegation, in whole or in part, of
31 investment powers or fiduciary duties of

1 (A) the Board of Trustees of the Alaska Permanent Fund
2 Corporation under AS 37.13;

3 (B) the Alaska Mental Health Trust Authority under
4 AS 37.14.001 - 37.14.099;

5 (16) [(17)] the purchase of books, book binding services, newspapers,
6 periodicals, audio-visual materials, network information services access, approval
7 plans, professional memberships, archival materials, objects of art, and items for
8 museum or archival acquisition having cultural, historical, or archaeological
9 significance; in this paragraph

10 (A) "approval plans" means book selection services in which
11 current book titles meeting an agency's customized specifications are provided
12 to the agency subject to the right of the agency to return those books that do
13 not meet with the agency's approval;

14 (B) "archival materials" means the noncurrent records of an
15 agency that are preserved after appraisal because of their value;

16 (C) "audio-visual materials" means nonbook prerecorded
17 materials, including records, tapes, slides, transparencies, films, filmstrips,
18 cassettes, videos, compact discs, laser discs, and items that require the use of
19 equipment to render them usable;

20 (D) "network information services" means a group of resources
21 from which cataloging information, holdings records, inter-library loans,
22 acquisitions information, and other reference resources can be obtained;

23 (17) [(18)] contracts for the purchase of standardized examinations for
24 licensure under AS 08;

25 (18) [(19)] contracts for home health care provided under regulations
26 adopted by the Department of Health and Social Services and for adult residential care
27 services provided under regulations adopted by the Department of Health and Social
28 Services or by the Department of Administration;

29 (19) [(20)] contracts for supplies or services for research projects
30 funded by money received from the federal government or private grants;

31 (20) [(21)] guest speakers or performers for an educational or cultural

1 activity;

2 (21) [(22)] contracts of the Alaska Industrial Development and Export
3 Authority for a clean coal technology demonstration project that

4 (A) is attempting to develop a coal-fired electric generation
5 project;

6 (B) uses technology that is capable of commercialization
7 during the 1990's; and

8 (C) qualifies for federal financial participation under P.L. 99-
9 190 as amended;

10 (22) [(23)] operation and protection of assets or disposals of equipment
11 and supplies acquired through foreclosure or other legal proceedings relating to loans
12 issued under AS 03.10;

13 (23) [(24)] purchases of curatorial and conservation services to
14 maintain, preserve, and interpret

15 (A) objects of art; and

16 (B) items having cultural, historical, or archaeological
17 significance to the state;

18 (24) [(25)] acquisition of confidential seismic survey data necessary
19 for pre-sale oil and gas lease or gas only lease analyses under AS 38.05.180;

20 (25) [(26)] contracts for village public safety officers;

21 (26) [(27)] purchases of supplies and services to support the operations
22 of the Alaska state troopers or law enforcement officers engaged in fish and wildlife
23 protection if the procurement officer for the Department of Public Safety makes a
24 written determination that publicity of the purchases would jeopardize the safety of
25 personnel or the success of a covert operation;

26 (27) [(28)] expenditures when rates are set by law or ordinance;

27 (28) [(29)] construction of new vessels by the Department of
28 Transportation and Public Facilities for the Alaska marine highway system;

29 (29) [(30)] contracts entered into with a regional development
30 organization; in this paragraph, "regional development organization" has the meaning
31 given in AS 44.33.895;

1 (30) [(31)] contracts that are to be performed in an area outside of the
2 country and that require a knowledge of the customs, procedures, rules, or laws of the
3 area;

4 (31) [(32)] contracts that are between the Department of Law and
5 attorneys who are not employed by the state and that are for the review or prosecution
6 of possible violations of the criminal law of the state in situations where the attorney
7 general concludes that an actual or potential conflict of interest makes it inappropriate
8 for the Department of Law to review or prosecute the possible violations;

9 (32) [(33)] contracts between the Department of Natural Resources and
10 contractors qualified to evaluate hydrocarbon development, production, transportation,
11 and economics, to assist the commissioner of natural resources in evaluating
12 applications for royalty increases or decreases or other royalty adjustments, and
13 evaluating the related financial and technical data, entered into under AS 38.05.180(j);

14 (33) [(34)] contracts of the Alaska Industrial Development and Export
15 Authority made with the developer of an integrated transportation and port facility
16 owned by the authority;

17 (34) [(35)] procurements of contracts with the media for advertising;

18 (35) [(36)] [REPEALED

19 (37)] contracts between the state medical examiner and a provider of
20 medical services to perform or assist in performing the duties assigned to the state
21 medical examiner in AS 12.65.020;

22 (36) [(38)] contracts between the commissioner of revenue and an
23 independent contractor under AS 43.82.240;

24 (37) [(39)] contracts for a convener under AS 44.62.730 or for a
25 facilitator under AS 44.62.760 related to a negotiated regulation making process under
26 AS 44.62.710 - 44.62.800;

27 (38) [(40)] REPEALED

28 (41)] a tourism marketing contract awarded under AS 44.33.125;

29 (39) [(42)] grants and contracts with qualified entities for services
30 under AS 47.18.330 for the foster care transition program;

31 (40) [(43)] contracts for travel services, including airplane travel, hotel

1 accommodations, and travel agency services, but excluding motor vehicle rentals;

2 (41) [(44)] contracts of the Alaska Commission on Postsecondary
3 Education or the Alaska Student Loan Corporation for the guarantee and disbursing of *Services*
4 financial aid money to institutions of postsecondary education under the financial aid
5 programs under AS 14.43.091 - 14.43.890 [AS 14.43.091 - 14.43.750] and
6 AS 14.44.025;

7 (42) [(45)] contracts for an arbitration panel to determine whether a
8 project is uneconomic under AS 43.90.240, and contracts for the development of
9 application provisions for licensure and for the evaluation of those applications under
10 AS 43.90;

11 (43) [(46)] contracts for delivery of home heating assistance under
12 AS 47.25.626;

13 (44) [(47)] contracts of the Alaska Pension Obligation Bond
14 Corporation under AS 37.16.010 - 37.16.900.

15 * **Sec. 98.** AS 37.14 is amended by adding new sections to read:

16 **Article 8A. Governor's Performance Scholarship Fund.**

17 **Sec. 37.14.750. Governor's performance scholarship fund established. (a)**

18 The governor's performance scholarship fund is established as a fund of the state. The
19 fund consists of

- 20 (1) appropriations to the fund;
- 21 (2) donations to the fund; and
- 22 (3) income earned on investments of fund assets.

23 (b) The commissioner of revenue shall manage the fund with the goal that the
24 purchasing power of the fund will not diminish over time without regard to additional
25 contributions that may be made to the fund. The commissioner shall invest the assets
26 of the fund in a manner likely to yield at least a five percent real rate of return over
27 time.

28 (c) Nothing in this section creates a dedicated fund.

29 **Sec. 37.14.755. Powers and duties of the commissioner of revenue. In**

30 carrying out the investment duties under AS 37.14.750 - 37.14.790, the commissioner
31 of revenue has the powers and duties set out in AS 37.10.071. The commissioner shall

1 provide reports to the Department of Education and Early Development, the
2 Department of Labor and Workforce Development, and the Alaska Commission on
3 Postsecondary Education on the condition and investment performance of the fund.

4 **Sec. 37.14.760. Use of fund.** As soon as practicable after July 1 of each year,
5 the commissioner of revenue shall determine the average month-end market value of
6 the fund for the immediately preceding three fiscal years. The commissioner shall
7 identify five percent of that amount as available for appropriation by the legislature for
8 appropriation to the governor's performance scholarship fund income account created
9 under AS 14.43.845 from which the Alaska Commission on Postsecondary Education
10 may award scholarships under AS 14.43.810 - 14.43.890. The commissioner shall also
11 report as available for appropriation a running total of amounts previously identified
12 as available for appropriation to the governor's performance scholarship fund income
13 account but not appropriated.

14 **Sec. 37.14.790. Definitions.** In AS 37.14.750 - 37.14.790, unless the context
15 requires otherwise,

16 (1) "commissioner" means the commissioner of revenue;

17 (2) "fund" means the governor's performance scholarship fund
18 established in AS 37.14.750(a).

19 * **Sec. 10.9.** The uncodified law of the State of Alaska is amended by adding a new section
20 to read:

21 TRANSITION: PROGRAM STANDARDS AND IMPLEMENTATION FOR
22 INITIAL SCHOOL YEARS. Notwithstanding any contrary provision of this Act, the
23 Department of Education and Early Development and the Department of Labor and
24 Workforce Development, after consultation with the Alaska Commission on Postsecondary
25 Education, may adopt regulations under AS 44.62 to implement their respective duties under
26 the governor's performance scholarship program established in AS 14.43.810, enacted by sec.
27 54 of this Act, so that a student

28 (1) may be eligible for the program even though the student did not fully meet
29 the required core academic curriculum for the school years beginning July 1, 2010, through
30 June 30, 2013; and

31 (2) who graduated from high school in this state after June 30, 2010, and

1 before July 1, 2011, and meets eligibility requirements for the program may apply for a
2 scholarship beginning July 1, 2011.

3 * ~~Sec. 11.10.~~ The uncodified law of the State of Alaska is amended by adding a new section
4 to read:

5 TRANSITION: REGULATIONS. The Department of Education and Early
6 Development, the Department of Labor and Workforce Development, and the Alaska
7 Commission on Postsecondary Education may proceed to adopt regulations necessary to
8 implement changes made to their respective authorities by this Act. The regulations take
9 effect under AS 44.62 (Administrative Procedure Act), but not before September 1, 2010.

10 * ~~Sec. 12.11.~~ Section ~~11~~10 of this Act takes effect immediately under AS 01.10.070(c).

11 * ~~Sec. 13.12.~~ Except as provided in sec. ~~12~~11 of this Act, this Act takes effect September 1,
12 2010.

CS FOR HOUSE BILL NO. 297(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): THE HOUSE RULES COMMITTEE BY REQUEST OF THE GOVERNOR

A BILL

FOR AN ACT ENTITLED

1 "An Act establishing the governor's performance scholarship program and relating to
2 the program; establishing the governor's performance scholarship fund and relating to
3 the fund; relating to student records; making conforming amendments; and providing
4 for an effective date."

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

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

7 **Sec. 14.03.113. District determination of scholarship eligibility.** A school
8 district shall determine whether a student who graduates from a high school in the
9 district is eligible for an award of a merit-based governor's performance scholarship
10 under AS 14.43.810 - 14.43.890. If a student is eligible, the district shall state in the
11 student's permanent record the highest tier of funding for which the student is eligible.
12 A district shall provide a student with an opportunity to request that the district correct
13 an error in the eligibility determination.

14 * Sec. 2. AS 14.07.020(a) is amended to read:

1 (a) The department shall

2 (1) exercise general supervision over the public schools of the state
3 except the University of Alaska;

4 (2) study the conditions and needs of the public schools of the state,
5 adopt or recommend plans, administer and evaluate grants to improve school
6 performance awarded under AS 14.03.125, and adopt regulations for the improvement
7 of the public schools;

8 (3) provide advisory and consultative services to all public school
9 governing bodies and personnel;

10 (4) prescribe by regulation a minimum course of study for the public
11 schools; the regulations must provide that, if a course in American Sign Language is
12 given, the course shall be given credit as a course in a foreign language;

13 (5) establish, in coordination with the Department of Health and Social
14 Services, a program for the continuing education of children who are held in detention
15 facilities in the state during the period of detention;

16 (6) accredit those public schools that meet accreditation standards
17 prescribed by regulation by the department; these regulations shall be adopted by the
18 department and presented to the legislature during the first 10 days of any regular
19 session, and become effective 45 days after presentation or at the end of the session,
20 whichever is earlier, unless disapproved by a resolution concurred in by a majority of
21 the members of each house;

22 (7) prescribe by regulation, after consultation with the state fire
23 marshal and the state sanitarian, standards that will assure healthful and safe
24 conditions in the public and private schools of the state, including a requirement of
25 physical examinations and immunizations in pre-elementary schools; the standards for
26 private schools may not be more stringent than those for public schools;

27 (8) exercise general supervision over pre-elementary schools that
28 receive direct state or federal funding;

29 (9) exercise general supervision over elementary and secondary
30 correspondence study programs offered by municipal school districts or regional
31 educational attendance areas; the department may also offer and make available to any

1 Alaskan through a centralized office a correspondence study program;

2 (10) accredit private schools that request accreditation and that meet
3 accreditation standards prescribed by regulation by the department; nothing in this
4 paragraph authorizes the department to require religious or other private schools to be
5 licensed;

6 (11) review plans for construction of new public elementary and
7 secondary schools and for additions to and major rehabilitation of existing public
8 elementary and secondary schools and, in accordance with regulations adopted by the
9 department, determine and approve the extent of eligibility for state aid of a school
10 construction or major maintenance project; for the purposes of this paragraph, "plans"
11 include educational specifications, schematic designs, and final contract documents;

12 (12) provide educational opportunities in the areas of vocational
13 education and training, and basic education to individuals over 16 years of age who
14 are no longer attending school;

15 (13) administer the grants awarded under AS 14.11;

16 (14) establish, in coordination with the Department of Public Safety, a
17 school bus driver training course;

18 (15) require the reporting of information relating to school disciplinary
19 and safety programs under AS 14.33.120 and of incidents of disruptive or violent
20 behavior;

21 (16) establish by regulation criteria, based on low student performance,
22 under which the department may intervene in a school district to improve instructional
23 practices, as described in AS 14.07.030(14) or (15); the regulations must include

24 (A) a notice provision that alerts the district to the deficiencies
25 and the instructional practice changes proposed by the department;

26 (B) an end date for departmental intervention, as described in
27 AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three
28 consecutive years of improvement consisting of not less than two percent
29 increases in student proficiency on standards-based assessments in math,
30 reading, and writing as provided in AS 14.03.123(f)(2)(A); and

31 (C) a process for districts to petition the department for

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continuing or discontinuing the department's intervention;

(17) notify the legislative committees having jurisdiction over education before intervening in a school district under AS 14.07.030(14) or redirecting public school funding under AS 14.07.030(15);

(18) administer duties assigned to the department under the governor's performance scholarship program established in AS 14.43.810 - 14.43.890.

* Sec. 3. AS 14.42.030(e) is amended to read:

(e) The commission may

(1) adopt regulations under AS 44.62 (Administrative Procedure Act)

to

(A) carry out the purposes of

(i) AS 14.43.091 - 14.43.890 [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48; and

(ii) AS 14.43.910 and 14.43.920 as they relate to the purposes of AS 14.43.091 - 14.43.890 [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48;

(B) ensure compliance with the requirements imposed by state and federal statutes and regulations governing the guaranty, insurance, purchase, or other dealings in eligible loans by federal agencies, instrumentalities, or corporations; and

(C) establish standards for the

(i) administration of hearings conducted under AS 14.43.153; and

(ii) administrative enforcement of collection orders under AS 14.43.151 - 14.43.155;

(2) delegate to the executive director of the commission or a subcommittee of the commission any duty imposed on or power granted to the commission by this chapter, AS 14.43, AS 14.44, or AS 14.48, except its power to adopt regulations and its duty to consider appeals under AS 14.43.100(b) and AS 14.48.120;

1 (3) establish task forces, committees, or subcommittees, not
2 necessarily consisting of commission members, to advise and assist the commission in
3 carrying out its functions;

4 (4) contract with or use existing institutions of postsecondary
5 education or other individuals or organizations to make studies, conduct surveys,
6 submit recommendations, or otherwise contribute to the work of the commission;

7 (5) establish fees for the review of an out-of-state institution that

8 (A) requests approval for participation in the programs under
9 AS 14.43.091 - 14.43.750, 14.43.990, and AS 14.44; and

10 (B) is not accredited by a national or regional accreditation
11 association recognized by the Council for Higher Education Accreditation; and

12 (6) collect all fees and costs incurred in collection of the amount owed
13 on a loan or repayment obligation if the loan or repayment obligation becomes
14 delinquent or in default; in this paragraph, fees and costs include attorney fees, court
15 costs, and collection fees charged by a collection agency.

16 * **Sec. 4.** AS 14.42.200 is amended to read:

17 **Sec. 14.42.200. General powers.** In addition to other powers granted in this
18 chapter, the corporation may

19 (1) sue and be sued in its own name;

20 (2) adopt an official seal;

21 (3) adopt regulations under AS 44.62 (Administrative Procedure Act)
22 to carry out the purposes of this chapter;

23 (4) make and execute agreements, contracts, and other instruments
24 necessary or convenient in the exercise of the powers and functions of the corporation,
25 including contracts with a person or governmental entity;

26 (5) receive, take, hold, and administer, on behalf of the corporation and
27 for any of its purposes, any appropriation, gift, grant, bequest, devise, or donation of
28 real property or personal property if that obligation of the corporation is not a debt of
29 the state; in this paragraph, "property" includes

30 (A) money; and

31 (B) life estates, leases, or other interests in property;

1 (6) borrow money as provided in this chapter to carry out its corporate
2 purposes and issue its obligations as evidence of the borrowing;

3 (7) include in a borrowing the amounts to pay financing charges,
4 interest on the obligations for a period not exceeding one year after the date on which
5 the corporation estimates funds will otherwise be available to pay the interest,
6 consultant, advisory, and legal fees, and other expenses necessary or incident to the
7 borrowing;

8 (8) invest or reinvest, subject to its contracts with noteholders and
9 bondholders, money held by the corporation as set out in AS 37.10.071;

10 (9) set and collect interest, fees, and charges in connection with
11 education loans or repayment obligations held by the corporation and its servicing
12 agents; in this paragraph, "charges" includes costs of financing by the corporation,
13 service charges, insurance premiums, and other costs incurred by the corporation in
14 carrying out its corporate purposes;

15 (10) gather information on postsecondary education financial resources
16 available to residents of this state and disseminate the information to reasonably assure
17 that qualified residents are aware of those financial resources;

18 (11) service education loans and repayment obligations held by the
19 corporation;

20 (12) purchase or participate in the purchase of education loans;

21 (13) contract in advance for the purchase or sale of education loans;

22 (14) sell or participate in the sale, either public or private and on terms
23 authorized by the board, of education loans to the Student Loan Marketing Association
24 or to other purchasers;

25 (15) collect and pay reasonable fees and charges in connection with the
26 purchase, sale, and servicing of education loans and repayment obligations;

27 (16) enter into agreements with the federal government, including
28 guaranty agreements and supplemental guaranty agreements as described in 20 U.S.C.
29 1001 - 1155, as amended, as necessary to provide for the receipt by the corporation of
30 administrative allowances and other benefits available under 20 U.S.C. 1001 - 1155,
31 as amended;

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(17) administer federal money allotted to the state involving insured education loans and related administrative costs and other matters;

(18) enter into agreements with the commission relating to education loans and repayment obligations, the administration of the financial aid and loan programs under AS 14.43.091 - 14.43.890 [AS 14.43.091 - 14.43.750], 14.43.990, and AS 14.44, and the payment of and security for bonds of the corporation;

(19) to the extent permitted under contracts with bondholders, consent to the modification of the rate of interest, time of payment of an installment of principal or interest, or other terms of an education loan or repayment obligation held by the corporation;

(20) procure insurance against any loss in connection with the operation of its programs;

(21) provide advisory services to borrowers and other participants in the corporation's programs;

(22) enter into credit facility agreements and make pledges, covenants, and agreements with respect to the repayment of borrowings under the credit facility agreements;

(23) develop and implement education financing programs; in this paragraph, "programs" includes

(A) programs listed in AS 14.42.030(b)(1);

(B) programs for the guaranteeing, servicing, originating, and financing of education loans for borrowers located both inside and outside the state; and

(C) federal financial aid programs made under federal law; and

(24) perform acts that may be necessary or appropriate to carry out effectively the general objectives and purposes of the corporation under AS 14.42.100 - 14.42.990.

* Sec. 5. AS 14.43 is amended by adding new sections to read:

Article 11A. Governor's Performance Scholarship Program.

Sec. 14.43.810. Governor's performance scholarship program established;

Alaska residency. (a) The governor's performance scholarship program is established

1 for the purpose of ensuring that a rigorous curriculum is available in all high schools
2 in the state and to provide scholarships for high school graduates who are Alaska
3 residents to attend a qualified postsecondary institution in the state. The program
4 includes a merit-based academic scholarship, a merit-based career and technical
5 school scholarship, and an unmet financial need scholarship supplement. The merit-
6 based academic scholarship consists of three levels of awards. The merit-based career
7 and technical school scholarship consists of one level of award.

8 (b) The department shall design the programmatic standards for the
9 scholarships and appeals of adverse decisions. The commission shall administer the
10 daily operations of the program and financing of the program, including the
11 procedures for applying for the scholarships, establishing standards for and ensuring
12 continuing compliance with programmatic standards, and requiring students to apply
13 for other non loan financial aid, consistent with federal law. The respective agencies
14 shall adopt necessary regulations under AS 44.62 after consultation with each other.
15 The department may change the regulations under AS 44.62 relating to the
16 programmatic standards for required academic achievement for eligibility only by
17 giving advance public notice at least one school year before the effective date of the
18 change.

19 (c) For purposes of the program, a student is an Alaska resident if the student
20 meets the requirements for establishing residency under AS 01.10.055.

21 (d) The program shall be administered to further the following goals:

- 22 (1) increasing high school graduation rates in the state;
23 (2) improving academic performance of students in kindergarten
24 through grade 12 in the state;
25 (3) improving preparedness of Alaska students for postsecondary
26 education;
27 (4) improving the quality of the educational programs offered by high
28 schools in the state;
29 (5) increasing the scores of high school students in the state on college
30 entrance examinations;
31 (6) increasing job training opportunities in the state;

1 (7) improving the postsecondary academic achievement and
2 graduation rates of students in the state;

3 (8) expanding the pool of high school students in the state who pursue
4 postsecondary opportunities;

5 (9) providing a rigorous curriculum in all high schools in the state;

6 (10) increasing participation of Alaska high school students in Alaska
7 postsecondary institutions.

8 **Sec. 14.43.815. Qualifications of applicants.** (a) A student may apply for a
9 governor's performance scholarship to attend a qualified postsecondary institution in
10 the state if the student

11 (1) has applied or intends to apply for admission to the institution;

12 (2) is an Alaska resident who has

13 (A) graduated, or will graduate not later than six months after
14 the date of the application, from a high school in the state, including a public
15 school, private school, and home school;

16 (B) graduated, or will graduate not later than six months after
17 the date of the application, from a high school outside of the state under
18 circumstances allowed by the department; for purposes of this subparagraph,
19 allowable circumstances include a circumstance in which a high school student
20 who is an Alaska resident left the state because of the military service of the
21 student's custodial parent who is an Alaska resident;

22 (3) will receive and use the scholarship at a qualified postsecondary
23 institution in the state not later than six years after the beginning of the first school
24 year after a student's graduation from high school, unless the student qualifies for an
25 extension of time allowed by the department; for purposes of this paragraph, standards
26 for extension of time must include time while the student is in military service; and

27 (4) meets other minimum qualifications to apply or continue to be
28 eligible for a governor's performance scholarship.

29 (b) A student is not qualified to receive a governor's performance scholarship
30 if the student

31 (1) has not complied with the military selective service registration

1 requirements imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if
2 those requirements apply to the student;

3 (2) is currently in default or owes a refund on a federal financial aid
4 loan under the federal guaranteed student loan program or financial aid awarded under
5 this chapter; or

6 (3) has been convicted of a felony in the state or another jurisdiction
7 and has not qualified for a waiver under standards adopted by the department.

8 **Sec. 14.43.820. Eligibility for an academic scholarship.** (a) Subject to
9 appropriation, the commission shall award a merit-based academic scholarship to an
10 applicant who meets the eligibility criteria for the award under the program.

11 (b) The programmatic standards for eligibility for an award of a merit-based
12 academic scholarship under the program include the following:

13 (1) the four-year core academic curriculum, which may include virtual
14 curriculum, that the student must have completed in high school; the core academic
15 curriculum must include

16 (A) four years of mathematics;

17 (B) four years of language arts;

18 (C) four years of science; and

19 (D) three years of social studies;

20 (2) the minimum grade average that the student must have achieved in
21 high school to be eligible for each of the three tiers of academic scholarship; the top
22 tier is the A average tier, the second tier is the B average tier, and the third tier is the C
23 plus average tier; the grade-point average for the A average tier is 3.5 or higher, for
24 the B average tier is less than 3.5 but not less than 3.0, and for the C plus average tier
25 is less than 3.0 but not less than 2.5; the department shall set by regulation minimum
26 requirements based on a substantially similar standard for districts that do not assign
27 grades;

28 (3) the minimum score on a college entrance examination that the
29 student must have achieved to be eligible for each of the three tiers of academic
30 scholarship;

31 (4) a process by which a student who meets the grade standards in (2)

1 of this subsection for a particular tier, but does not meet the minimum scores
2 established under (3) of this subsection for that tier, may apply for a lower tier
3 scholarship;

4 (5) enrollment in a course of study at a qualified postsecondary
5 institution as described in AS 14.43.835 that is intended to result in the award of a
6 certificate or degree;

7 (6) a process through which a student who is no longer eligible can
8 regain eligibility;

9 (7) a process through which a home-schooled or private-schooled
10 student may submit evidence to the qualified postsecondary institution that establishes
11 the equivalent of the high school diploma, grade-point average, and core academic
12 curriculum for public school students.

13 **Sec. 14.43.825. Eligibility for a career and technical school scholarship. (a)**

14 Subject to appropriation, the commission shall award a merit-based career and
15 technical school scholarship to an applicant who meets the eligibility criteria for the
16 award under the program.

17 (b) The programmatic standards for eligibility for an award of a merit-based
18 career and technical school scholarship under the program include the following:

19 (1) the core academic curriculum, which may include virtual
20 curriculum, that the student must have completed in high school; the core academic
21 curriculum must include

22 (A) four years of mathematics;

23 (B) four years of language arts;

24 (C) four years of science; and

25 (D) three years of social studies;

26 (2) the minimum grade average that the student must have achieved in
27 high school; the minimum is C plus average; the C plus average requirement is a
28 grade-point average of 2.5 or higher; the department shall set by regulation minimum
29 requirements based on a substantially similar standard for districts that do not assign
30 grades;

31 (3) the minimum score that the student must have achieved on a

- 1 (A) college entrance examination; or
2 (B) standardized examination designed to measure a student's
3 level of preparedness to make the transition to work, as selected by the
4 department;
5 (4) enrollment in good standing at a certified career and technical
6 school that is intended to result in the award of a certificate that indicates the student's
7 preparedness to enter the workforce;
8 (5) a process through which a student who is no longer eligible can
9 regain eligibility.

10 **Sec. 14.43.827. Maximum awards and allowable uses.** (a) Subject to (b) - (e)
11 of this section, the maximum awards and allowable uses for the merit-based programs
12 are as follows:

13 (1) for the merit-based academic scholarship, three tiers of scholarship
14 financing awards; the highest tier of award for a semester must be equal to the cost of
15 approved tuition at the University of Alaska in school year 2010 through 2011 for a
16 student taking 15 credits, and require very high academic achievement; the second tier
17 must be 75 percent of the highest tier and require high academic achievement; the
18 third tier must be 50 percent of the highest tier and require moderate academic
19 achievement; for purposes of this paragraph, a student's academic achievement must
20 be determined by the student's high school grade-point average described in
21 AS 14.43.820(b)(2) and score on an examination described in AS 14.43.820(b)(3);

22 (2) for the merit-based career and technical scholarship, the award
23 must be the actual cost of the qualified career and technical school attended by the
24 student, not to exceed \$3,000 a school year;

25 (3) subject to (e) of this section, a student who qualifies for a merit-
26 based academic scholarship may apply the award to the costs of attending a qualified
27 career and technical school program as described in AS 14.43.835(a)(2);

28 (b) A part-time student who receives a merit-based academic scholarship and
29 is enrolled on at least a half-time basis is eligible for an award on a pro rata basis.

30 (c) A student's eligibility for a scholarship terminates six years after the date
31 the student graduated from high school unless the student qualifies for an extension of

1 time allowed by the department.

2 (d) Subject to AS 14.43.815(a)(3), a student receiving a merit-based academic
3 scholarship may remain eligible for up to eight semesters of enrollment at a qualified
4 university or college, which may include graduate courses, or for up to two calendar
5 years of attendance at a qualified career or technical school. A student receiving a
6 merit-based career and technical scholarship may remain eligible for two calendar
7 years of attendance at a qualified career and technical school. A student may not
8 receive both an academic and a career and technical scholarship.

9 (e) The amount of a scholarship award may not exceed the amount of the
10 student's costs of attendance as certified by the postsecondary institution for the
11 purposes of federal financial aid, less any other scholarships or non loan financial aid
12 awarded to the student.

13 **Sec. 14.43.828. Eligibility for an unmet need scholarship supplement and**
14 **maximum awards.** (a) Subject to appropriation, the commission shall award an unmet
15 need scholarship supplement to a student who meets the eligibility criteria for the
16 award.

17 (b) A student is eligible to receive an unmet need scholarship supplement if
18 the student

19 (1) is eligible for a merit-based academic scholarship or a merit-based
20 career and technical school scholarship; and

21 (2) can demonstrate, in a year in which the student receives a
22 scholarship, that the student has unmet financial need greater than \$2,000.

23 (c) The maximum amount for an unmet need scholarship supplement is 50
24 percent of the unmet financial need that exceeds \$2,000.

25 (d) The qualified postsecondary institution attended by the student shall
26 determine unmet financial need by subtracting from the student's allowable standard
27 costs of attendance at the institution all non loan sources of financial support,
28 including an expected family contribution and all federal, state, and private
29 scholarships or grants received by the student.

30 (e) In this section,

31 (1) "allowable standard costs of attendance" means

1 (A) for a student who receives a merit-based academic
2 scholarship, the lesser of the

3 (i) standard costs of attendance at the University of
4 Alaska, as determined by the commission; or

5 (ii) actual costs of attendance at the qualified
6 postsecondary institution that the student attends or plans to attend, as
7 determined by the commission;

8 (B) for a student who receives a merit-based career and
9 technical school scholarship, the costs of attendance at the qualified
10 postsecondary institution that the student attends or plans to attend, as
11 determined by the commission based on room and board costs that do not
12 exceed the standard room and board costs at the University of Alaska as
13 determined by the commission;

14 (2) "expected family contribution" means the amount a student or the
15 student's family is expected to pay toward the student's cost of attendance, as
16 determined by use of the most recent federal Free Application for Federal Student Aid.

17 **Sec. 14.43.830. Programmatic standards.** (a) Subject to (b) of this section,
18 the department shall establish programmatic standards for the program.

19 (b) The department shall establish a make-up procedure or alternative pathway
20 to allow students who are not eligible for a scholarship to make up a deficit by
21 alternative means if the deficit was caused by circumstances beyond the student's
22 control. The department may not waive a requirement and shall require the student to
23 achieve a result comparable to that required of other students. The decision of the
24 department regarding a student's eligibility for alternative means is final. In
25 determining circumstances in which the student may pursue alternative means, the
26 department shall consider the effect on students who have met the requirements and
27 the need to promote the goals of the program. Attendance at a high school outside of
28 the state is not a circumstance in which a student may be allowed to pursue alternative
29 means to qualify for a scholarship. Circumstances in which the department may allow
30 a student to pursue alternative means to qualify for a scholarship include the
31 following:

1 (1) the required curriculum was not reasonably available to the student
2 because the student attended a small and remote high school in the state;

3 (2) the deficit was caused by rare and unusual circumstances outside
4 the control of the student.

5 **Sec. 14.43.835. Qualified postsecondary institutions.** (a) The following
6 institutions are qualified postsecondary institutions:

7 (1) a university or college physically located in the state that is

8 (A) authorized to operate in the state under AS 14.48.020, or is
9 exempt from authorization under AS 14.48.030(b)(1); and

10 (B) accredited by a regional accreditation association;

11 (2) a career and technical school program physically located in the
12 state that has been included on a list of certified career and technical school programs
13 received from the Department of Labor and Workforce Development; the commission
14 shall publish the list on or before September 1 of the year preceding enrollment.

15 (b) The Department of Labor and Workforce Development shall, in
16 consultation with the Department of Education and Early Development, adopt
17 regulations under AS 44.62 establishing criteria under which the Department of Labor
18 and Workforce Development shall certify career and technical school programs in the
19 state as eligible to participate in the career and technical school scholarship program.
20 The criteria to be considered under this subsection include the following:

21 (1) the quality of the job-training program offered by the career and
22 technical school;

23 (2) the employability of a graduate of the program, including whether
24 the program results in a certificate or license that is recognized by the industry for
25 which the training prepares the student;

26 (3) whether jobs in the industry for which the training prepares the
27 student are available or expected to be available in the future in the state;

28 (4) other criteria established by the Department of Labor and
29 Workforce Development in regulation.

30 (c) A postsecondary institution is physically located in the state if the campus,
31 teachers, classrooms, school administrators, and equipment used to provide the

1 education to the students are physically present in the state. Use of virtual, electronic,
2 or online materials by teachers in the state does not disqualify a postsecondary
3 institution even if the materials are generated outside the state. However, a
4 correspondence, virtual, electronic, or online program that is administered from
5 outside the state is not physically located in the state even if the program is delivered
6 by teachers or equipment in the state.

7 **Sec. 14.43.840. Application and award.** (a) The commission shall establish
8 application procedures for students to apply for a governor's performance scholarship.

9 (b) The commission shall adopt procedures for payment of scholarship awards
10 to the institution attended by the scholarship recipient. Payment of a scholarship is
11 subject to appropriation. If insufficient funds are appropriated to pay all eligible
12 scholarships, the commission shall pay existing awards on a pro rata basis.

13 (c) A student who is awarded a scholarship in error shall be required to refund
14 to the state the amount of the scholarship awarded in error, less any scholarship award
15 payments previously expended if the error, in the award of the scholarship was not due
16 to any fault of the student.

17 **Sec. 14.43.845. Governor's performance scholarship fund income account.**
18 The governor's performance scholarship fund income account is created as an account
19 in the general fund. Money may be appropriated into the account from the expendable
20 earnings of the governor's performance scholarship fund under AS 37.14.750 -
21 37.14.790 and other sources. The commission may use money in the account to pay
22 scholarships awarded to students under AS 14.43.810 - 14.43.890.

23 **Sec. 14.43.850. Report to the legislature.** (a) To the extent permitted under
24 law, the department, the commission, the University of Alaska, the Department of
25 Revenue, and the Department of Labor and Workforce Development shall share data
26 necessary to prepare public reports regarding the program.

27 (b) Not more than 10 days after the convening of each regular legislative
28 session, the department, the commission, the University of Alaska, the Department of
29 Revenue, and the Department of Labor and Workforce Development shall present an
30 annual report to the public, the governor, and the legislature containing information of
31 public interest regarding the program, including

1 (1) the number of applicants and number and types of scholarships
2 awarded;

3 (2) the dollar amount of scholarships awarded in past years and the
4 dollar amounts expected to be awarded for the next year; and

5 (3) data and trends in the data regarding the goals identified in
6 AS 14.43.810.

7 **Sec. 14.43.890. Definitions.** In AS 14.43.810 - 14.43.890, unless the context
8 requires otherwise,

9 (1) "grade-point average" means the average of all grades on a four-
10 point scale, or five-point scale for advanced placement classes, obtained by the student
11 in high school;

12 (2) "military service" means active duty in the armed forces of the
13 United States;

14 (3) "program" means the governor's performance scholarship program
15 established under AS 14.43.810 - 14.43.890;

16 (4) "school district" means a borough school district, a city school
17 district, a regional educational attendance area, and a state boarding school.

18 * **Sec. 6.** AS 14.45.130(a) is amended to read:

19 (a) A religious or other private school that elects to comply with AS 14.45.100
20 - 14.45.130 shall maintain permanent student records reflecting immunizations,
21 physical examinations, standardized testing, academic achievement, [AND] courses
22 taken at the school, and level of eligibility for a governor's performance
23 scholarship under AS 14.43.810 - 14.43.890.

24 * **Sec. 7.** AS 23.05.060 is amended to read:

25 **Sec. 23.05.060. Powers of the department.** The department may

26 (1) enforce all state labor laws;

27 (2) act as mediator and appoint deputy commissioners of conciliation
28 in labor disputes whenever it considers the interest of industrial peace requires it;

29 (3) make investigations and collect and compile statistical information
30 concerning the conditions of labor generally and upon all matters relating to the
31 enforcement of this chapter;

1 (4) institute court proceedings against an employer of labor without
2 cost to the employee when it is satisfied that the employer has failed to pay an
3 employee an amount due by contract;

4 (5) issue cease and desist orders and other orders and regulations
5 necessary for the enforcement of state labor laws;

6 (6) in accordance with AS 37.07 (the Executive Budget Act), receive
7 and spend money derived from agreements with local governments, nongovernmental
8 organizations, or other persons;

9 (7) administer duties assigned to the department under the
10 governor's performance scholarship program established in AS 14.43.810 -
11 14.43.890.

12 * Sec. 8. AS 36.30.850(b) is amended to read:

13 (b) This chapter applies to every expenditure of state money by the state,
14 acting through an agency, under a contract, except that this chapter does not apply to

15 (1) grants;

16 (2) contracts for professional witnesses to provide for professional
17 services or testimony relating to existing or probable lawsuits in which the state is or
18 may become a party;

19 (3) contracts of the University of Alaska where the work is to be
20 performed substantially by students enrolled in the university;

21 (4) contracts for medical doctors and dentists;

22 (5) acquisitions or disposals of real property or interest in real
23 property, except as provided in AS 36.30.080 and 36.30.085;

24 (6) disposals under AS 38.05;

25 (7) contracts for the preparation and transportation of ballots under
26 AS 15;

27 (8) acquisitions or disposals of property and other contracts relating to
28 airports under AS 02.15.070, 02.15.090, 02.15.091, and AS 44.88;

29 (9) disposals of obsolete property under AS 19.05.060;

30 (10) disposals of obsolete material or equipment under AS 35.20.060;

31 (11) agreements with providers of services under AS 47.25.071 -

1 47.25.095; AS 47.07; AS 47.08; AS 47.10; AS 47.12; AS 47.14; AS 47.17; AS 47.24;
2 and AS 47.27, including contractors under AS 47.27.050;

3 (12) contracts of the Department of Fish and Game for flights that
4 involve specialized flying and piloting skills and are not point-to-point;

5 (13) purchases of income-producing assets for the state treasury or a
6 public corporation of the state;

7 (14) [REPEALED

8 (15)] a contract that is a delegation, in whole or in part, of investment
9 powers held by

10 (A) the commissioner of revenue under AS 14.42.200,
11 14.42.210, AS 18.56.095, AS 37.10.070, 37.10.071, or AS 37.14;

12 (B) the Board of Regents of the University of Alaska under
13 AS 14.40.250 - 14.40.491;

14 (15) [(16)] a contract that is a delegation, in whole or in part, of
15 investment powers or fiduciary duties of

16 (A) the Board of Trustees of the Alaska Permanent Fund
17 Corporation under AS 37.13;

18 (B) the Alaska Mental Health Trust Authority under
19 AS 37.14.001 - 37.14.099;

20 (16) [(17)] the purchase of books, book binding services, newspapers,
21 periodicals, audio-visual materials, network information services access, approval
22 plans, professional memberships, archival materials, objects of art, and items for
23 museum or archival acquisition having cultural, historical, or archaeological
24 significance; in this paragraph

25 (A) "approval plans" means book selection services in which
26 current book titles meeting an agency's customized specifications are provided
27 to the agency subject to the right of the agency to return those books that do
28 not meet with the agency's approval;

29 (B) "archival materials" means the noncurrent records of an
30 agency that are preserved after appraisal because of their value;

31 (C) "audio-visual materials" means nonbook prerecorded

1 materials, including records, tapes, slides, transparencies, films, filmstrips,
2 cassettes, videos, compact discs, laser discs, and items that require the use of
3 equipment to render them usable;

4 (D) "network information services" means a group of resources
5 from which cataloging information, holdings records, inter-library loans,
6 acquisitions information, and other reference resources can be obtained;

7 (17) [(18)] contracts for the purchase of standardized examinations for
8 licensure under AS 08;

9 (18) [(19)] contracts for home health care provided under regulations
10 adopted by the Department of Health and Social Services and for adult residential care
11 services provided under regulations adopted by the Department of Health and Social
12 Services or by the Department of Administration;

13 (19) [(20)] contracts for supplies or services for research projects
14 funded by money received from the federal government or private grants;

15 (20) [(21)] guest speakers or performers for an educational or cultural
16 activity;

17 (21) [(22)] contracts of the Alaska Industrial Development and Export
18 Authority for a clean coal technology demonstration project that

19 (A) is attempting to develop a coal-fired electric generation
20 project;

21 (B) uses technology that is capable of commercialization
22 during the 1990's; and

23 (C) qualifies for federal financial participation under P.L. 99-
24 190 as amended;

25 (22) [(23)] operation and protection of assets or disposals of equipment
26 and supplies acquired through foreclosure or other legal proceedings relating to loans
27 issued under AS 03.10;

28 (23) [(24)] purchases of curatorial and conservation services to
29 maintain, preserve, and interpret

30 (A) objects of art; and

31 (B) items having cultural, historical, or archaeological

1 significance to the state;

2 (24) [(25)] acquisition of confidential seismic survey data necessary
3 for pre-sale oil and gas lease or gas only lease analyses under AS 38.05.180;

4 (25) [(26)] contracts for village public safety officers;

5 (26) [(27)] purchases of supplies and services to support the operations
6 of the Alaska state troopers or law enforcement officers engaged in fish and wildlife
7 protection if the procurement officer for the Department of Public Safety makes a
8 written determination that publicity of the purchases would jeopardize the safety of
9 personnel or the success of a covert operation;

10 (27) [(28)] expenditures when rates are set by law or ordinance;

11 (28) [(29)] construction of new vessels by the Department of
12 Transportation and Public Facilities for the Alaska marine highway system;

13 (29) [(30)] contracts entered into with a regional development
14 organization; in this paragraph, "regional development organization" has the meaning
15 given in AS 44.33.895;

16 (30) [(31)] contracts that are to be performed in an area outside of the
17 country and that require a knowledge of the customs, procedures, rules, or laws of the
18 area;

19 (31) [(32)] contracts that are between the Department of Law and
20 attorneys who are not employed by the state and that are for the review or prosecution
21 of possible violations of the criminal law of the state in situations where the attorney
22 general concludes that an actual or potential conflict of interest makes it inappropriate
23 for the Department of Law to review or prosecute the possible violations;

24 (32) [(33)] contracts between the Department of Natural Resources and
25 contractors qualified to evaluate hydrocarbon development, production, transportation,
26 and economics, to assist the commissioner of natural resources in evaluating
27 applications for royalty increases or decreases or other royalty adjustments, and
28 evaluating the related financial and technical data, entered into under AS 38.05.180(j);

29 (33) [(34)] contracts of the Alaska Industrial Development and Export
30 Authority made with the developer of an integrated transportation and port facility
31 owned by the authority;

- 1 (34) [(35)] procurements of contracts with the media for advertising;
- 2 (35) [(36)] [REPEALED]
- 3 (37)] contracts between the state medical examiner and a provider of
- 4 medical services to perform or assist in performing the duties assigned to the state
- 5 medical examiner in AS 12.65.020;
- 6 (36) [(38)] contracts between the commissioner of revenue and an
- 7 independent contractor under AS 43.82.240;
- 8 (37) [(39)] contracts for a convener under AS 44.62.730 or for a
- 9 facilitator under AS 44.62.760 related to a negotiated regulation making process under
- 10 AS 44.62.710 - 44.62.800;
- 11 (38) [(40)] REPEALED
- 12 (41)] a tourism marketing contract awarded under AS 44.33.125;
- 13 (39) [(42)] grants and contracts with qualified entities for services
- 14 under AS 47.18.330 for the foster care transition program;
- 15 (40) [(43)] contracts for travel services, including airplane travel, hotel
- 16 accommodations, and travel agency services, but excluding motor vehicle rentals;
- 17 (41) [(44)] contracts of the Alaska Commission on Postsecondary
- 18 Education or the Alaska Student Loan Corporation for the guarantee and disbursing of
- 19 financial aid money to institutions of postsecondary education under the financial aid
- 20 programs under AS 14.43.091 - 14.43.890 [AS 14.43.091 - 14.43.750] and
- 21 AS 14.44.025;
- 22 (42) [(45)] contracts for an arbitration panel to determine whether a
- 23 project is uneconomic under AS 43.90.240, and contracts for the development of
- 24 application provisions for licensure and for the evaluation of those applications under
- 25 AS 43.90;
- 26 (43) [(46)] contracts for delivery of home heating assistance under
- 27 AS 47.25.626;
- 28 (44) [(47)] contracts of the Alaska Pension Obligation Bond
- 29 Corporation under AS 37.16.010 - 37.16.900.

30 * **Sec. 9.** AS 37.14 is amended by adding new sections to read:

31 **Article 8A. Governor's Performance Scholarship Fund.**

1 **Sec. 37.14.750. Governor's performance scholarship fund established. (a)**

2 The governor's performance scholarship fund is established as a fund of the state. The
3 fund consists of

- 4 (1) appropriations to the fund;
5 (2) donations to the fund; and
6 (3) income earned on investments of fund assets.

7 (b) The commissioner of revenue shall manage the fund with the goal that the
8 purchasing power of the fund will not diminish over time without regard to additional
9 contributions that may be made to the fund. The commissioner shall invest the assets
10 of the fund in a manner likely to yield at least a five percent real rate of return over
11 time.

12 (c) Nothing in this section creates a dedicated fund.

13 **Sec. 37.14.755. Powers and duties of the commissioner of revenue.** In
14 carrying out the investment duties under AS 37.14.750 - 37.14.790, the commissioner
15 of revenue has the powers and duties set out in AS 37.10.071. The commissioner shall
16 provide reports to the Department of Education and Early Development, the
17 Department of Labor and Workforce Development, and the Alaska Commission on
18 Postsecondary Education on the condition and investment performance of the fund.

19 **Sec. 37.14.760. Use of fund.** As soon as practicable after July 1 of each year,
20 the commissioner of revenue shall determine the average month-end market value of
21 the fund for the immediately preceding three fiscal years. The commissioner shall
22 identify five percent of that amount as available for appropriation by the legislature for
23 appropriation to the governor's performance scholarship fund income account created
24 under AS 14.43.845 from which the Alaska Commission on Postsecondary Education
25 may award scholarships under AS 14.43.810 - 14.43.890. The commissioner shall also
26 report as available for appropriation a running total of amounts previously identified
27 as available for appropriation to the governor's performance scholarship fund income
28 account but not appropriated.

29 **Sec. 37.14.790. Definitions.** In AS 37.14.750 - 37.14.790, unless the context
30 requires otherwise,

- 31 (1) "commissioner" means the commissioner of revenue;

1 (2) "fund" means the governor's performance scholarship fund
2 established in AS 37.14.750(a).

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

5 **TRANSITION: PROGRAM STANDARDS AND IMPLEMENTATION FOR**
6 **INITIAL SCHOOL YEARS.** Notwithstanding any contrary provision of this Act, the
7 Department of Education and Early Development and the Department of Labor and
8 Workforce Development, after consultation with the Alaska Commission on Postsecondary
9 Education, may adopt regulations under AS 44.62 to implement their respective duties under
10 the governor's performance scholarship program established in AS 14.43.810, enacted by sec.
11 5 of this Act, so that a student

12 (1) may be eligible for the program even though the student did not fully meet
13 the required core academic curriculum for the school years beginning July 1, 2010, through
14 June 30, 2013; and

15 (2) who graduated from high school in this state after June 30, 2010, and
16 before July 1, 2011, and meets eligibility requirements for the program may apply for a
17 scholarship beginning July 1, 2011.

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

20 **TRANSITION: REGULATIONS.** The Department of Education and Early
21 Development, the Department of Labor and Workforce Development, and the Alaska
22 Commission on Postsecondary Education may proceed to adopt regulations necessary to
23 implement changes made to their respective authorities by this Act. The regulations take
24 effect under AS 44.62 (Administrative Procedure Act), but not before September 1, 2010.

25 * **Sec. 12.** Section 11 of this Act takes effect immediately under AS 01.10.070(c).

26 * **Sec. 13.** Except as provided in sec. 12 of this Act, this Act takes effect September 1, 2010.

Corrected
Amendment #1 to
Work-draft Version R

26-GH2771A.10
Chenoweth
2/17/10

Repeals this language AMENDMENT

added to version A

OFFERED IN THE HOUSE

BY REPRESENTATIVE GARDNER

TO: HB 297

- 1 Page 10, line 1, following "error":
- 2 Insert "less any scholarship award payments previously expended if the error in the
- 3 award of the scholarship was not due to any fault of the student"

HB 297

Conceptual Amendment

#2 Adopt

by Representative Seaton

Page 9 line 26

After "include" add "two additional years if"

Line 26

Delete "time while"

Adpts

HB 297

AS must

Conceptual Amendment #3

Representative Seaton


first, amended

Page 5 line 16 thru Page 7 line ~~2~~7

Delete all of Sec 4

HB 297

Conceptual Amendment

 ALAS

by Representative Seaton

Page 9 line 23

After "six years" add ", providing the student maintains Alaska residency,"

Adms

Conceptual Amendment #5

Representative Seaton

~~Amended~~

17

Page ~~24~~ line 10

Delete ", or five-point scale for advanced placement classes,"

Plumz - 4

Keller - 3

Brown - 4

Gardner - 2

Seab - 4

Conceptual Amendment #6 - Adopted

p. 9 line 16-21

“who has attended at least 2 years of high school in Alaska.”

Conceptual Amendment #7 – Adopted

p. 12, line 29

“1/2 time student may receive one half of tier award”

Also,

I you had mentioned that you would be working on language to define more clearly the different award tiers, so please provide language on this issue in the work-draft

Louie Flora

From: Saichi Oba [stoba@alaska.edu]
Sent: Tuesday, February 16, 2010 9:28 AM
To: Louie Flora
Cc: larry.ledoux@alaska.gov; Diane Barrans; Jeans, Eddy (EED); Wendy Redman; Saichi Oba; Herman, Marcy J (EED)
Subject: GED's & UA
Attachments: stoba.vcf

Rep. Seaton (cc Commissioner LeDoux, Exec. Dir. Barrans, Dir. Jeans, VP Redman),

The following information is provided in response to your question regarding GED's awarded through the University of Alaska.

As mentioned at the committee meeting on Monday, February 15, the University of Alaska does not award GED's *per se*. However, several community campuses do in fact offer prep work and administer the GED tests. The State of Alaska awards the GED Diplomas.

According to Amy Iutzi, Director, Adult Basic Education, GED's awarded in Alaska for the last three FY's (which include those facilitated at the community campuses) are as follows:

FY07 - 1,591 GED graduates

FY08 - 1,540 GED graduates

FY09 - 1,686 GED graduates

Thank you,

Saichi Oba
Associate VP, Student & Enrollment
University of Alaska

Gwendolyn White, Associate VP
 (907) 450-8192
 (907) 450-8181 fax
 gwen.white@alaska.edu



Planning & Institutional Research
 PO BOX 755260
 910 Yukon Drive Ste. 108
 Fairbanks, AK 99775-5260

UNIVERSITY
of **ALASKA**
Many Traditions One Alaska

February 3, 2010

Mr. Louie Flora,
 Office of Representative Seaton
 State Capitol, Room 102
 Juneau, AK 99801-1182

Dear Mr. Flora:

Thank you for the recent inquiry regarding the need for preparatory coursework by UA Scholars. I am pleased to provide the table below summarizing the proportion of UA Scholars as well as the overall proportion of UA first-time freshmen taking preparatory coursework. Overall, fewer UA Scholars require preparatory coursework than the entire population of first-time freshmen.

UA First-Time Freshman Taking Preparatory Coursework

	UA Scholars		All	
	Headcount, Fall 2009	Average Percent, Fall 2005 - 2009	Headcount, Fall 2009	Average Percent, Fall 2005 - 2009
Total Headcount, Fall 2009	444		3,588	
Took Preparatory Coursework in:				
English AND Math	50	12.1%	689	17.9%
English OR Math	149	34.0%	1,929	50.0%
Any Subject	154	35.1%	1,946	50.7%
Math	121	28.5%	1,632	42.5%
English	78	17.6%	986	25.4%
Science	3	0.8%	23	0.7%
Developmental Studies	21	4.0%	77	2.1%

Note: Headcount is unadjusted to the reporting level. Developmental Studies typically have course numbers of 100-199. These courses are preparatory in nature and do not satisfy baccalaureate degree requirements. While generally offered for credit, relative to financial aid eligibility, any credits in preparatory courses are considered to be uncredits and are not applied toward a degree. 'Developmental Studies' includes courses in study skills and other success-related topics.
 Source: Data supplied by MAUs via UA Information Systems: Banner Student Information Closing Extracts, fall 2005 - 2009.

Please let me know if you would like any further information on this topic.

Sincerely,

Gwendolyn White

GPS SCHOLARSHIP HB297 / SB224

ACADEMIC	CAREER / TECHNICAL
----------	--------------------

AS 14.430.810(a) Establish scholarship

Academic
3 Levels

Career / Technical
1 Level

AS 14.43.815

Application, scholarship available for 6 years

AS 14.43.820

Core curriculum

GPA three tiers:

A

B

C+

Minimum score on college entrance exam for each tier.

Process for home school & private school to meet requirements,

University or College that leads to a certificate or degree.

AS 14.43.825

Core curriculum

GPA one tier:

C+ or better

Minimum score on college entrance exam OR assessment of work readiness.

Career or Technical School that leads to a certificate

AS 14.43.827(1)

Award:

Platinum - \$4,755

Gold - \$3,566

Silver - \$2,378

Eligibility term six years

Good for eight semesters

AS 14.43.827(2)

Award:

\$3,000

Eligibility term six years

Good for two calendar years

AS 14.43.830

State Board to establish make up procedures or alternative pathway while maintaining integrity of eligibility criteria under AS 14.43.820 & 825.

AS 14.43.835(1)

Qualified universities or colleges

AS 14.43.835(2)

Approve career and technical schools

Governor's Scholarship Program
 Department of Education and Early Development
 Updated 1-7-10

In 2009, Alaska has 8,008 high school graduates

In Wyoming approximately 28.78% of their graduates utilize the merit scholarship program.

Using the same utilization rate approximately 2,305 seniors will earn an opportunity for a scholarship.

Scenario #1 is an estimate for the maximum scholarship
 $2,305 \times \$4,755/\text{year} = \$10,960,275$

Scenario #2 is an estimate for the minimum scholarship
 $2,305 \times \$2,378/\text{year} = \$5,481,290$

It is likely the cost will be somewhere in between
 $(\$10,960,275 + \$5,481,290)/2 = \$8,220,783$

According to Education Trust, the average graduation rate for 5 year graduation for UAF is 25% and UAA is 16.5%.
 The four year graduation rate is significantly lower.

Cohort: 2,305 Students per year

	Participation rates	Number of Students	Average Scholarship	Est. annual cost	Year 1 Estimated cost	Year 2 Estimated cost	Year 3 Estimated cost
Year 1 students	100%	2,305	\$3,567	\$8,221,935	\$8,221,935		
Year 2 students	75%	1,729	\$3,567	\$6,167,343		\$14,389,278	
Year 3 students	50%	1,153	\$3,567	\$4,112,751			\$18,502,029
Year 4 students	25%	576	\$3,567	\$2,054,592			
Estimated annual cost when fully implemen		5,763		\$20,556,621			



GOVERNOR'S
PERFORMANCE
SCHOLARSHIP

CURRICULUM - GRADE POINT AVERAGE (GPA) - ASSESSMENT SCORES

<u>CURRICULUM</u>	<u>GPA</u>	<u>ASSESSMENT SCORES</u>	
		<u>ACT</u>	<u>SAT</u>
⇒ 4 years of mathematics	⇒ A Average = 100%	36 - 32	2400 - 2130 A
⇒ 4 years of science	⇒ B Average = 75%	31 - 28	2120 - 1860 B
⇒ 4 years of English	⇒ C+ Average = 50%	27 - 26	1850 - 1760 C+
⇒ 3 years of social studies	⇒ C+ Average = CTE - \$3000 per year for up to two years		

Annual Cost of Attending UA	\$ 14,000.00
Pell Grant	\$ (5,700.00)
UA Scholars Award	\$ (2,750.00)
Governor's Performance Award	\$ (4,755.00)
Unmet Need	\$ 795.00

w/o Pell

Annual Cost of Attending UA	\$ 14,000.00
UA Scholars Award	\$ (2,750.00)
Governor's Performance Award	\$ (4,755.00)
Unmet Need	\$ 6,495.00

Annual Cost of Attending APU	\$ 34,500.00
Pell Grant	\$ (5,700.00)
Alaska Award	\$ (6,000.00)
Housing Award	\$ (4,000.00)
Governor's Performance Award	\$ (4,755.00)
	\$ 14,045.00

w/o Pell

Annual Cost of Attending APU	\$ 34,500.00
Alaska Award	\$ (6,000.00)
Housing Award	\$ (4,000.00)
Governor's Performance Award	\$ (4,755.00)
	\$ 19,745.00

Program Costs of Attending AVTEC	
Heavy Equipment Technologies-197 days	\$ 15,775.00
Pell Grant	\$ (5,700.00)
Governor's Performance Award	\$ (3,000.00)
	\$ 7,075.00

w/o Pell

Program Costs of Attending AVTEC	
Heavy Equipment Technologies-197 days	\$ 15,775.00
Governor's Performance Award	\$ (3,000.00)
	\$ 12,775.00

Program Costs of Attending AVTEC	
Plumbing/Heating - 102 days	\$ 8,511.00
Pell Grant	\$ (5,700.00)
Governor's Performance Award	\$ (2,811.00)
	\$ -

w/o Pell

Program Costs of Attending AVTEC	
Plumbing/Heating - 102 days	\$ 8,511.00
Governor's Performance Award	\$ (3,000.00)
	\$ 5,511.00

STATE OF ALASKA

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

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February 23, 2010

The Honorable Kevin Meyer
The Honorable Joe Thomas
Co-Chairs, Education Committee
Alaska State Senate
State Capitol, Rooms 101, 514
Juneau, Alaska 99801

Subject: SB 224 - An Act establishing the governor's performance scholarship program...

Dear Senators Meyer and Thomas:

The following information is provided in response to questions raised at the February 22, 2010 meeting of the Senate Education Committee relating to:

- Average education loan indebtedness of Alaska students
- Documentation of proposed financial aid award hierarchy
- Amount of grant aid to Alaska students

Average education loan indebtedness of Alaska students:

In 2008, the most recent year for which federal statistics are published, the average federal loan debt of a borrower *graduating* from an Alaska four-year public or non-profit institution was \$24,448. For comparison purposes, the national average for the same period was \$23,200.

Source: Project on Student Debt (projectonstudentdebt.org)

This number does not include any non-federal loan debt such as that provided through the AlaskAdvantage Supplemental Education Loan (ASEL) program administered by the Alaska Commission on Postsecondary Education (ACPE). As of December 2009, the average ASEL debt amount per borrower was \$13,277. Please note that this average is for all ASEL borrowers without regard to the type of school attended or whether the borrower graduated. It is reasonable to assume that the debt for students who complete their program of study is substantially greater, but borrowers are not required to document graduation.

Source: Alaska Student Loan Corporation

Documentation of proposed financial aid award hierarchy, relative to Governor's Performance Scholarship (GPS) awards:

In order to supplement rather than supplant federal aid, GPS awards are proposed as a "last dollar" award, meaning that an individual's actual award is determined only after all other non-

loan aid has been exhausted. Thus, the hierarchy is (1) federal grants, (2) private and institutional scholarship aid, (3) other state grants, (4) GPS, and (5) loans and self-help programs such as work/study.

Average amount of grant aid to Alaska students:

Grants most commonly available to Alaska postsecondary students:

Grant	Type	Annual Amount	National Stats	Alaska-Specific Notes
Pell Grant	Federal, need-based	Up to \$5,350	Federal funding of \$13,660,711,000	In 07/08, Pells were awarded to 4,906 students at AK institutions; average award was \$1,740 <i>Source: Postsecondary.org and US Dept of Education</i>
Supplemental Educational Opportunity Grant	Federal, need-based (requires exceptional need; usually a \$0 EFC)	Up to \$4,000	For 2009, estimated new awards to 13 million students; average award size of \$762	Varies (limited funds allocated to institutions to make award decisions) <i>Source: US Dept of Education</i>
Academic Competitiveness Grant (ACG) & SMART Grant	Federal, merit and need combined	Up to \$1,300 in addition to Pell	Requires rigorous high school curriculum; \$493 million awarded to 467,000 students in 07/08	\$413,471 awarded to 290 AK students in 07/08 <i>Source: US Dept of Education</i>
Alaska Advantage Grant	State (ASLC funded), need-based	Up to \$2,000	N/A	In 2009, \$1.5 million awarded to 2,000 students (note this figure includes one-time funds); program does not have funding in FY12 budget
Institutional and Private Grants	Varies	Varies	N/A	N/A

Note: This chart does not include the University of Alaska Scholars Program, a scholarship of \$1,375 per semester available to top Alaska high school graduates who attend a UA institution.

During committee discussion members also expressed interest in learning the basis for the GPS program requirement for eligible GPS recipients to use their awards within six years of

Senator Kevin Meyer
Senator Joe Thomas
February 23, 2010
Page - 3 -

high school graduation. The administration has several objectives in proposing this timeframe. First and foremost, in terms of ensuring student success, there is a growing body of research documenting that students who go directly to higher education are more likely to complete their higher education goals, and do so at less cost, than those who stop out or who attend over a longer period. In terms of managing and forecasting the state's potential financial obligations under the program, it establishes a terminal date after which the state no longer has an outstanding obligation to the individual. In terms of achieving measurable success for the state, a six-year limit ensures that the program comports with federal standards for reporting collegiate-level student success, defined as the percent of students completing a four-year degree within 150% of the normal period. I would note that the bill specifically excludes a period of military service from the six-year period, thereby extending the timeframe by the period of service. While most state merit programs require that otherwise eligible students begin their program of study within one year of high school graduation, in developing this proposal the administration sought a balance between the value of immediately continuing into postsecondary education and training and the tendency of young Alaskans to want to explore the world beyond our state's borders.

Thank you for the opportunity to provide this information. Please do not hesitate to contact me if there are additional questions.

Sincerely,



Stephanie Butler
Director of Operations

cc: Diane Barrans, Executive Director
Larry LeDoux, Commissioner, Department of Education and Early Development

STATE OF ALASKA

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February 25, 2010

The Honorable Kevin Meyer
The Honorable Joe Thomas
Co-Chairs, Education Committee
Alaska State Senate
State Capitol, Rooms 101, 514
Juneau, Alaska 99801

Subject: SB 224 - An Act establishing the governor's performance scholarship program...
Federal Grant Programs

Dear Senators Meyer and Thomas:

Attached please find a summary page on the various federal grant programs that have been discussed in recent hearings related to SB224. I thought this information would be helpful as committee members move forward in their discussions of a needs-based piece to the bill. Additionally, I am working with EED staff to provide responses to specific questions you've posed regarding various aid scenarios, and that information will be forthcoming shortly.

Please let me know if you would like anything further.

Sincerely,



Diane Barrans
Executive Director

DB/dv

Attachment

Federal Grant Programs Information

Federal Pell Grant: The Federal Pell Grant Program provides need-based grants to low-income undergraduate students to promote access to postsecondary education. Grant amounts are dependent on: the student's expected family contribution (EFC); the cost of attendance (as determined by the institution); the student's enrollment status (full-time or part-time); and whether the student attends for a full academic year or less. For the 2010-11 award year (July 1, 2010 to June 30, 2011), the maximum award is \$5,550 and minimum is approximately \$1,180. The maximum amount can change each award year and depends on program funding. The application for the federal Pell grant is the Free Application for Federal Student Aid (FAFSA).

Academic Competitiveness Grant: for Pell-eligible students enrolled at least half-time in their first or second year of study or in a certificate program of at least one year at a degree-granting school. First year students: must have completed a rigorous secondary school program of study; have graduated from high school after Jan. 1, 2006. Second year students: must have completed a rigorous secondary school program of study; graduated from high school after Jan. 1, 2005; have at least 3.0 cumulative GPA at the end of first year of postsecondary study.

National Science and Mathematics Access to Retain Talent (SMART) Grant, is available during the third and fourth years of undergraduate study to full-time students who are eligible for the Federal Pell Grant and who are majoring in physical, life, or computer sciences, mathematics, technology, or engineering or in a foreign language determined critical to national security.

Federal Supplemental Educational Opportunity Grants (FSEOG) are for undergraduates with exceptional financial need. Pell Grant recipients with the lowest EFCs are first to receive these federal supplemental grants. These annual awards range between \$100 and \$4000, depending on the time of application, financial need, and available funding at the school. FSEOGs are awarded only to first-time undergraduate students.

Pell-eligibility is the cross-cutting qualification for each of the grants described above. Following are *generally* applicable annual gross family income ranges within which a full-time student may expect to receive a Pell grant, assuming one family member in college.

Net Assets	Income/3 in family	Income/4 in family	Income/5 in family	Income/6 in family
\$25,000	\$30k -- \$55k	\$30k -- \$65k	\$40k -- \$70k	\$50k -- \$75k
\$50,000	\$30k -- \$55k	\$30k -- \$65k	\$40k -- \$70k	\$40k -- \$75k
\$100,000	\$20k -- \$45k	\$20k -- \$55k	\$30k -- \$60k	\$40k -- \$65k

U.S. DOE has developed an online tool to assist families in estimating their precise EFC at www.fafsa4caster.ed.gov. A general rule of thumb is that if the family's EFC is at or above \$4600, they will not be Pell-eligible.

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March 9, 2010

The Honorable Paul Seaton
Chair
House Education Committee
House of Representatives
State Capitol, Room 102
Juneau, Alaska 99801

The Honorable Kevin Meyer
The Honorable Joe Thomas
Co-Chairs, Education Committee
Alaska State Senate
State Capitol, Rooms 101, 514
Juneau, Alaska 99801

Subject: CSHB 297 (ED) and CSSB224 (ED) – An Act establishing the governor's performance scholarship....

Dear Representative Seaton and Senators Meyer and Thomas:

I am writing relative to the committee substitutes for HB 297 and SB224, each of which includes, as Section 4, amendment to AS 14.42.200, the general powers of the Alaska Student Loan Corporation (Corporation or ASLC). Specifically, the proposed amendment is to AS 14.42.200(18), and adds the Governor's Performance Scholarship (GPS) as a program for which the Corporation may "enter into agreements with the commission."

It is my understanding that this section was introduced at the request of the Legislature's Division of Legal and Research Services, who have indicated it is their opinion it is necessary to establish authority for the program under the statutes governing the activities of the Corporation as a cross-reference.

I am concerned that this amendment is both unnecessary, and, more significantly, may be of concern to the Corporation's bond rating agencies and other financing partners. It would be, in my opinion, inappropriate to assign to ASLC any responsibility, either directly or indirectly, for a potentially high-cost program such as the GPS. The history of ACPE and ASLC underscores the differences between the two organizations and the importance of retaining clear separation between ACPE, as the agency tasked with administering postsecondary education access and aid programs for the state, and ASLC, as the organization established separately by the legislature for the express primary purpose of financing education loan programs.

Representative Paul Seaton
Senators Kevin Meyer and Joe Thomas
March 9, 2010
Page - 2 -

HB 297 and SB 224 already appropriately amend AS 14.42.030(e), *Functions of the Commission*, to add carrying out the GPS program. Since ASLC has no responsibility for funding that program, it is not necessary to create any cross-reference in the statutes governing the activities of the Corporation.

Another example of an ACPE function that is not a Corporation function is the regulation of postsecondary institutions in Alaska. It is appropriately included as a Commission responsibility in AS 14.42.030 (reference is to AS 14.48), but is not included as a function of ASLC in AS 14.42.200.

I hope this letter clarifies my concerns relative to this proposed amendment, and I appreciate this opportunity to express my strong reservations about including such language in statutes specific to the Corporation's financial activities, especially relative to its potential negative reception by bond rating agencies. I would welcome an opportunity to discuss these concerns with the Division of Legal and Research Services should they wish to better understand the issue, and to answer any questions you or the committee members may have.

Sincerely,



Diane Barrans
Executive Director

DB/dv

STATE OF ALASKA

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March 3, 2010

The Honorable Paul Seaton
Chair, Education Committee
Alaska House of Representatives
State Capitol, Room 102
Juneau, Alaska 99801

Subject: CSHB 297 (ED) - An Act establishing the governor's performance scholarship...

Dear Representative Seaton:

At the February 26, 2010 committee meeting you asked that I provide information regarding potential programmatic impacts of a specific amendment to HB297. The amendment in question was to modify the provision within the bill that would require a student who is erroneously awarded a scholarship to return the erroneous amount. The amendment added the provision that the recipient would not have to refund the erroneous amount unless the error was "any fault of the student."

When asked to comment I did express my concern about the provision because it would prevent the Commission from recovering inappropriately disbursed state funds unless the student had engaged in some form of misconduct that contributed to the erroneous award. While I certainly understand the intention of the committee in adopting this change, it does establish an unusual student aid program provision. In general, student financial aid programs are operated with the understanding that should an error occur that results in an aid recipient receiving more funds than is received by any other similarly situated student, the aid recipient is expected to return the amount of the over award.

Members were interested in quantifying the frequency of such occurrences, and, although I did contact Director of Financial Aid Barbara Burnett at UAS, it does not appear that related statistics are available. Ms. Burnett and I did discuss the implications of the provision and she shared the following advice:

There are some scholarship/grant programs that say any aid awarded cannot exceed the cost of attendance (or the cost of tuition and/or some other budget item) - if the student got some of this money in addition to the GPS, then the other aid might have to be reduced if the total awards were greater than the cost of attendance. The Pell grant is an entitlement, as is the UA Scholars - the student would get those no matter how much other aid s/he was awarded... Need-based aid such as the SEOG would be reduced if the student got other aid in excess of

Representative Paul Seaton

March 3, 2010

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the cost of attendance... The University's need based grant is awarded using equity packaging rules - the student does not get it if they have other grants and scholarships in excess of the equity level we are using - receipt of the GPS could likely reduce or eliminate the student's eligibility for this grant. If the student got only entitlements and other non-restrictive scholarships, then s/he could get the excess funds for personal use.

Based on this additional information, I must maintain my concerns regarding the unintended consequences of the referenced amendment. There are outcomes that I fear would be detrimental to the program. One is that, because we expect to package GPS awards fairly early in the financial aid award process, prior to distribution of other non-loan aid, we would lose the ability for financial aid officials at the institution to distribute subsequently received aid because it would result in an over award situation. In short, GPS would be supplanting rather than supplementing otherwise available financial aid. Another is that it appears to preclude Commission staff from recovering funds erroneously disbursed, regardless of the amount and regardless of the error, unless it was the student's fault.

I hope this information is helpful. Do not hesitate to contact me if there is other information I can provide.

Sincerely,



Diane Barrans
Executive Director

DB/dv

Alaska Department of Education & early Development
 Responses to questions provided by the Senate Education Committee

1) What percentage of schools is currently unable to attain these academic standards?

School Course Offerings Counts for Mathematics and Science		
Each number provided in the right column below is unique—total 339 schools considered as they have high school students enrolled.		
• Schools offering a least four courses each year		57
• Schools offering at least four unique courses over two years		87
• Correspondence or Alt school within district with other options		52
• Low enrollment or less than current		38
Required offerings (distant or correspondence likely necessary)		
• Offer less than four years of mathematics		33
○ 2 math courses	12	
○ 3 math courses	21	
• Offer less than four years of science		72
○ 2 science courses	31	
○ 3 science courses	41	
Estimates based on data based on school staffing reports, school type, school grade configuration, enrollment counts, district web sites, district curriculum continuums provided to EED, district instructional audit.		

2) What is in place to help those schools?

Distance delivered instruction has evolved dramatically in the last ten years as access to internet technology and bandwidth have increased. Traditional distance delivery, where a lone student struggles on his/her own to learn complicated concepts with a book and a distantly connected adult proctor, is very rare. Today, a number of innovative program options and strategies are used by districts and colleges in Alaska to provide quality core and elective coursework for students. Strategies may include:

Learning Centers: Students using distance courses are commonly centralized into a learning center and actively supervised by a teacher who monitors course progress, learning focus, and technology utilization. Learning Center staff provides individual encouragement,

instructional assistance, and access to highly qualified teachers. Students are encouraged to work collaboratively and to assist one another.

Access to Highly Qualified Teachers: Some districts contract with off-site, content teachers to provide remote assistance for students engaged in distance coursework. Students are encouraged to contact their assigned specialists as necessary. E-mail is usually the form of contact but voice contact is also common.

Asynchronous Distance Learning: Coursework that allows students to engage in high school or college level learning activities at their own pace in any place that has internet connectivity. While the quality of distance delivery options may vary, significant progress has been made to design and develop quality distance coursework. Many real-time options are embedded into distance delivery including interactive e-mail or voice discussions with other students or instructors. Asynchronous distance learning is popular in Alaska because it does not require extensive bandwidth to operate. Colleges and universities around the country are using this technology to offer college courses.

Synchronous Distance Learning: Synchronous learning connects teachers to students in real time through the use of internet-based, interactive video conferencing. Synchronous learning technology allows students from multiple sites to receive instruction directly from a teacher. Some districts are even using this technology to teach band. While synchronous delivery holds real promise, it is limited in use because it is a heavy user of bandwidth and sensitive to inclement weather

Alternative Education Programming: The sophistication of distance courseware has evolved to a point where many districts allow students in brick and mortar schools to select distance-learning courses as an alternative to classroom instruction.

Districts that provide asynchronous learning courseware for their students have several options to select courseware:

- District designed
- State approved distance delivery schools
- Commercial
- College and University

A number of districts operate local distance programs as options for their home school and brick and mortar students. The following statewide programs assist students outside of their districts.

<p>Chugach Schools <u>Chugach Extension Correspondence</u> 9312 Vanguard Dr Anchorage, AK 99507 Telephone: (907) 522-7400 Fax: (907) 522-3399 Grades: PK - 12 <u>Annie Dougherty</u>, Head Teacher <u>Bob Crumley</u>, Superintendent</p>	<p>Copper River Schools <u>Copper River Correspondence</u> Box 108 Glennallen, AK 99588 Telephone: (907) 822-3234 Fax: (907) 822-5933 Grades: KG - 12 <u>Ramona Henspeter</u>, Teacher/Advisor <u>Michael Johnson</u>, Superintendent</p>	<p>Craig City Schools <u>PACE Correspondence</u> Box 800 Craig, AK 99921 Telephone: (907) 826-3274 Fax: (907) 826-2974 Grades: KG - 12 <u>Bill Taylor</u>, Principal <u>Jim Thomas</u>, Superintendent</p>
<p>Delta-Greely Schools <u>Delta Cyber School</u> PO Box 369 Delta Junction, AK 99737 Telephone: (907) 895-1043 Fax: (907) 895-5198 Grades: KG - 12 <u>Duncan Ware</u>, Principal <u>PJ Ford Slack</u>, Superintendent</p>	<p>Denali Borough Schools <u>Denali Peak Program</u> PO Box 280 Healy, AK 99743 Telephone: (907) 683-7325 Fax: (907) 683-0329 Grades: KG - 12 <u>Jeni Mason</u>, Principal <u>Kim Langton</u>, Superintendent</p>	<p>Galena City Schools <u>Ivanof Bay School</u> 2157 VanHorn Rd Fairbanks, AK 99701 Telephone: (907) 374-2200 Fax: (907) 374-2286 Grades: PK - 12 <u>Tim Cline</u>, Director <u>Jim Smith</u>, Superintendent</p>
<p>Iditarod Area Schools <u>Distance Learning/Corresp. Ctr.</u> Box 772182 Eagle River, AK 99577 Telephone: (907) 694-6100 Fax: (907) 694-6105 Grades: PK - 12 <u>Joe Banghart</u>, Superintendent <u>Joe Banghart</u>, Superintendent</p>	<p>Nenana City Schools <u>CyberLynx Correspondence Program</u> PO Box 599 Nenana, AK 99760 Telephone: (907) 832-5423 Fax: (907) 832-5468 Grades: PK - 12 <u>John Abrams</u>, Principal <u>Eric Gebhart</u>, Superintendent</p>	<p>Southeast Island Schools <u>SE Island Correspondence</u> PO Box 19569 Thorne Bay, AK 99919 Telephone: (907) 828-8254 Fax: (907) 828-8257 Grades: PK - 12 <u>Kathy Shirley</u>, Teacher <u>Lauren Burch</u>, Superintendent</p>
<p>Yukon-Koyukuk Schools <u>Raven Correspondence School</u> 4762 Old Airport Way Fairbanks, AK 99709 Telephone: (907) 374-9401 Fax: (907) 374-9440 Grades: PK - 12 <u>Andrea Berg</u>, Director <u>Kerry Boyd</u>, Superintendent</p>		

3) If a school needs to offer a virtual curriculum to meet the standards, who pays for the upgrade?

Districts that offer distance options are responsible for the cost of the program. A number of commercial vendors are available. The vast majority of districts, if not all, support some form of distance delivery for students.

Parents in Alaska have the option of co-enrolling in both statewide correspondence programs and tradition brick and mortar schools. This arrangement generates a shared ADM between the statewide school and the local district.

4) In some schools it takes five years to do a science program. If the student is pursuing classes full time, but unable to graduate in four years, due to no fault of the student, can it be extended?

The GPS program provides eligibility for eight semesters over six years.

If the question refers to graduation from high school, the GPS does not set a limit on how long it takes a student to graduate from high school. The six year program eligibility limit begins from the date of high school graduation.

If the student is not able to complete the rigorous curriculum demanded by GPS, he or she may apply for an alternative pathway. If approved, the alternative pathway will provide an alternative opportunity for the student to meet the GPS curricular requirements.

Sec. 14.43.830. (b) The department shall establish a make-up procedure or alternative pathway for students who are not eligible for a scholarship to make up a deficit by alternative means if the deficit was caused by circumstances that would make it unfair not to allow the student to make up the deficit. The department may not waive a requirement and shall require the student to achieve a result comparable to that required of other students. The decision of the department regarding a student's eligibility for alternative means is final. In determining circumstances in which the student may pursue alternative means, the department shall consider the fairness to students who have met the requirements and the need to promote the goals of the program. Attendance at a high school outside of the state is not a circumstance in which fairness requires that a student be allowed to pursue alternative means to qualify for a scholarship.

Circumstances in which the department may allow a student to pursue alternative means to qualify for a scholarship include the following:

- (1) the required curriculum was not reasonably available to the student because the student attended a small and remote high school in the state;
- (2) the deficit was caused by rare and unusual circumstances outside the control of the student.

The Commissioner will develop in conjunction with the State Board of Education, a process to consider requests for a make-up procedure or alternative pathway for students who are not eligible for a scholarship to make up a deficit by alternative means if the deficit was caused by circumstances that would make it unfair not to allow the student to make up the deficit.

Regulations adopted by the State Board of Education require an opportunity for public hearings, comments and public discussions.

5) Wyoming has an explicit phase in for current students. How would the department phase in the course requirements so that students already in high school could be eligible?

The GPS has defined specific language in the Statute that allows the program standards (curriculum, standardized assessment, and G.P.A.) to be waived during a phase-in of the GPS requirements. The phase-in will take four years.

The Alaska Board of Education will be responsible to develop the regulations that govern implementation and operation of the GPS, including the phase-in requirements. The State Board's regulatory process requires a period of public hearings and comment followed by majority vote to accept the regulations. The process is lengthy, thorough and public.

6) Wyoming defines required courses, i.e., Algebra I, Geometry and Algebra II.

The intent of the GPS is to prepare students to engage successfully in college-level coursework. Following action by the State Board of Education, the department will publish a list of **courses and content specifications** that will meet the rigorous course requirements required by GPS. The following will provide a framework for the State Board to consider as content specifications are forged into regulations.

- Successful completion of Advanced Placement courses and college courses will meet curricular requirements.
- Students who meet the curriculum requirements for an Academic Scholarship also meet the requirements for a Career Tech Scholarship.
- It is the intent of GPS that, beginning in their 6th grade year, each student be counseled annually concerning their course history, options for future course selections, and consequences attached to selecting course pathways. Students, parents and a school official will meet yearly to review the student's seven-year plan and to discuss opportunities for scholarships.
- DRAFT Course List: The list of courses is not exhaustive. Alternative courses must be approved by EED. The course content specifications are more important than the course title.
- EED will work closely with both school districts and the University of Alaska to ensure that the final course list is consistent with GPS goals.

Sample GPS Course List

Science (Four Years)

Earth Science
 Biology
 Chemistry
 Physics
 *Physical Science
 Computer Science
 *Power Mechanics
 Marine Science

*Career Tech Approved
 Choose three from above plus one additional science course.
 Courses which districts intend to be used as the functional equivalent of the specified science courses, must be approved by EED.

Social Studies (Three Years)

World History
 +US History
 Sociology
 Psychology
 Geography
 American Government
 Civics
 Economics
 +Alaska History
 +One credit of US History and .5 Credits of Alaska History is required under current law.

Math (Four Years)

~Algebra I
 ~Algebra II
 ~Geometry
 Trigonometry & Analytic Geometry
 College Algebra
 Calculus
 *Business Math
 *Applied Math
 Statistics and Probability

Choose one additional approved math course
 *Career Tech Approved
 ~Recommended minimum math coursework to qualify.
 Courses which districts intend to be used as the functional equivalent of the specified math courses, including courses taken before grade nine used to satisfy the level of the requirement of Algebra I, Algebra II, and Geometry must be approved by EED.

Language Arts Standards (Four Years)

Reading
 Writing
 Listening
 Speaking

Students must select four years of language arts at the college or industry preparatory level in grades 9 through 12, to include standards in Reading, Writing, Listening, and Speaking.

7) Can private individuals make donations to the fund?

Yes, SB224 includes language that allows donations to the fund.

* Sec. 7. AS 37.14 is amended by adding new sections to read:

Article 8A. Governor's Performance Scholarship Fund.

Sec. 37.14.750. Governor's performance scholarship fund established. (a)

The governor's performance scholarship fund is established as a fund of the state. The fund consists of

- (1) appropriations to the fund;
- (2) donations to the fund; and
- (3) income earned on investments of fund assets.

8) Issue of first in, last out—would that make students hesitant to apply for other scholarships and grants, which would reduce the cost the following years if it was a multiyear grant?

No. While it is difficult to predict applicant behavior psychology, the GPS, even with the needs-based assistance, will not provide 100% of the cost of attendance. Students should be encouraged by their parents and counselors to apply for the maximum awards possible. The need to fully inform parents and students is another reason why a multi-year college plan with annual reviews is important to the program's success.

Students will apply because they will be required to complete the FAFSA which automatically puts them in the pool for federal aid and also because it is in their own best interest to since the needs based portion is limited to 50% of unmet need. The motivation there will be to get that unmet need amount as small as possible which will be mutually beneficial to the student and the state. They may not go to the trouble of applying for non-federal or institutional aid but that will be to their own disadvantage. We will also make it perfectly clear that the state has no legal obligation to appropriate from one year to the next.

9) Why the six year cap? Can that be extended? If the students starts using the scholarship in their sixth year, then do they receive all eight semesters thereafter?

The administration has several objectives in proposing this timeframe. First and foremost, in terms of ensuring student success, there is a growing body of research documenting that students who go directly to higher education are more likely to complete their higher education goals, and do so at less cost, than those who stop out or who attend over a longer period. In terms of managing and forecasting the state's potential financial obligations under the program, it establishes a terminal date after which the state no longer has an outstanding obligation to the individual. In terms of achieving measurable success for the state, a six-year limit ensures that the program comports with federal standards for reporting collegiate-level student success, defined as the percent of students completing a four-year degree within 150% of the normal period. It is important to note that the bill specifically excludes a period of military service from the six-year period, thereby extending the timeframe by that period. While most state merit programs require that otherwise eligible students begin their program of study within one year of high school graduation, in developing this proposal the administration sought a balance between the value of immediately continuing into postsecondary education and training and the tendency of young Alaskans to want to explore the world beyond our state's borders.

10) "meets other minimum qualifications to apply or continue to be eligible for a governor's performance scholarship." What does this mean. What are the other requirements? Who sets them?

The phrase "meets other minimum qualifications to apply or continue to be eligible for a governor's performance scholarship." (Sec. 14.43.815 A4) refers to the programmatic standards for eligibility, G.P.A. requirements and qualifying scores on a college entrance examination.

11) "...a process through which a student who is no longer eligible can regain eligibility;" What is that process? Who determines it?

The criteria for losing eligibility will be set in regulation by the State Board of Education. The following criteria will be submitted to the State Board for regulatory consideration.

Criteria for Losing Eligibility: A student will lose eligibility if/once the student:

- does not take advantage of the scholarship within the six year limit following graduation from high school. Military service may extend this timeline;
- completes eight semesters of eligibility;
- does not maintain a grade-point average of 2.5 at a qualified postsecondary institution;
- does not meet other minimum qualifications to apply or continue to be eligible for a governor's scholarship; —
 - ✓ has not complied with the military selective service registration requirements imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if those requirements apply to the student;
 - ✓ is currently in default or owes a refund on a federal financial aid loan under the federal guaranteed student loan program or financial aid awarded under this chapter; or
 - ✓ has been convicted of a felony in the state or another jurisdiction and has not qualified for a waiver under standards adopted by the department.
- does not maintain Satisfactory Academic Progress (SAP) – completing a minimum number of credits relative to their enrollment status (at least 6 for half-time and at least 12 for full-time). [

Students may regain eligibility by meeting this requirement for one subsequent semester during which they are not eligible to receive their GPS award.

Student eligibility is certified by the institution disbursing the GPS funds received from ACPE.

12) Should requirement options be offered? Three years of math and two years of a foreign language, for instance.

Section AS 14.43,810 (d)

The program shall be administered to further the following goals:

- (1) increasing high school graduation rates in the state;
- (2) improving academic performance of students in grades kindergarten through 12 in the state;
- (3) improving preparedness of Alaska students for postsecondary education;
- (4) improving the quality of the educational programs offered by high schools in the state;
- (5) increasing the scores of high school students in the state on college entrance examinations;
- (6) increasing job training opportunities in the state;
- (7) improving the postsecondary academic achievement and graduation rates of students in the state
- (8) expanding the pool of high school students in the state who pursue postsecondary opportunities.

Changes in the proposed curricular requirements should be carefully considered in light of the GPS goals. The inclusion of a two year foreign or Alaska Native language requirement with a commensurate reduction in the four-year requirement in Math and Science to three years meets the standards defined as a college prep program. However, four years of math and science are an even greater predictor of college success. Students interested in any degree program that requires strong proficiency in math and science will be well advised to take four years of math and science.

13) What do you expect the ACT/SAT requirements to be? Why are they a part of this if the students are getting the grades?

A standardized achievement test provides an opportunity to ensure that an applicant's G.P.A. is not the result of grade inflation and that the student's qualifying coursework was academically rigorous. For this purpose, the qualifying score will be of sufficient scale to validate G.P.A. and curricular rigor. Qualifying scores will be used to validate G.P.A. and curriculum rigor rather than representing a barrier to scholarship access. The State Board of Education will set the SAT/ACT standard. **(The exact achievement will be approved by the State Board of Education).**

Students will have the option of using the ACT and SAT for Academic performance scholarships. Students who qualify for the Career and Technical scholarship may use the ACT, SAT or WorkKeys as the qualifying assessment.

Merit program without a standardized assessment have no external measure of a students' academic fitness for college. Research studies have established a clear link between ACT/SAT performance and a students' performance during their first year of college. If students enter college or the GPS program as a result of grade inflation or general coursework, the goals of the GPS will not be met. Students will continue to require both remedial education and increased academic failure.

ACT has identified the minimum score needed on each ACT test to indicate a **50% chance of obtaining a B** or higher or about a **75% chance of obtaining a C** or higher in the corresponding first-year college course.

ACT Test	ACT Benchmark Score	College Course
English	18	English Composition
Math	22	Algebra
Reading	21	Social Sciences/Humanities
Science	24	Biology

The ACT[®] test assesses high school students' general educational development and their ability to complete college-level work.

The ACT is universally accepted for college admission.

The ACT is curriculum-based. The ACT is not an aptitude or an IQ test. Instead, the questions on the ACT are directly related to what students have learned in high school courses in English, mathematics, and science. Because the ACT tests are based on what is taught in the high school curriculum, students are generally more comfortable with the ACT than they are with traditional aptitude tests or tests with narrower content. Colleges use the ACT and the SAT Reasoning Test because there are substantial differences in funding, curricula, grading, and difficulty among U.S. secondary schools due to American, local control, and the prevalence of private, distance, home schooled students and, most importantly, lack of rigorous college entrance examination system like those used in other countries. ACT/SAT scores are used to supplement the secondary school record and help admission officers put local data—such as course work, grades, and class rank—in a national perspective.

14) Why does someone have to fill out a FAFSA form if they are not interested in getting any financial aid?

FAFSA is the Free Application for Federal Student Aid, and it is a required application for students who want to apply for federal and state financial aid and college scholarships. Most public and private colleges require students who want to apply for any financial aid or

college scholarships to submit the FAFSA every year they are in college if they want to be considered for such awards.

There are several reasons to require the FAFSA for the GPS program. They include:

- The FAFSA is the most cost effective method to ensure that GPS funds are used for their intended purpose. The development of a form unique to the GPS would be expensive to develop and difficult to manage. ACPE already uses FAFSA data in aid administration.
- The FAFSA has been redesigned to simplify the application process.
- The University of Alaska uses data derived from the FAFSA to determine financial need. ACPE and UA staff also host annual FAFSA completion events to help families fill out the FAFSA.
- The FAFSA provides statistical data that will help ensure that the GPS achieves the goals defined in legislation. The Legislature will use this data to determine if the GPA is meeting the goals outlined in the GPS legislation.

15) Goals—do you really want intent language in the bill? Should that not be in an accompanying letter?

It is important that the intent language remain in the legislation. The GPS is designed to:

- inspire Alaska's youth to engage in a rigorous college curriculum;
- invite youth to work to their full potential as learners;
- demand that communities, school leaders, teachers and students work collegially to ensure that every child is provided an educational program that prepares him/her for college or tech school; and to
- ensure that Alaska has a trained workforce necessary for Alaska's economy to thrive.

The GPS intent language is a constant reminder that the GPS is much more than a scholarship program.

16) Currently the language excluded anyone who graduates before June 30, 2010. What do we tell students who worked *this year* to earn this, but are not allowed to receive it?

There is no answer to this question that will satisfy either the person asking the question or the one who answers. Every program has to have a beginning. While there may be options to reach back a year to the class of 2010, each will create a new challenge. If 2010 is included...why not 2009, 2008 and so forth.

The GPS is designed as a partnership between a student and the state. If the student engages in a rigorous curriculum, achieves a qualifying G.P.A. and SAT/ACT score, Alaska will

provide support for postsecondary education. The GPS is not a reward as much as it is a contractual invite for excellence.

If members of the class of 2010 selected college/career tech classes based on the possibility of the GPS being funded, they are better prepared for college. No public statements have included the class of 2010 in the program.

17) This is a complicated bill, with many different components. Is this too much to do in one year?

Absolutely Not. Alaska does not have to reinvent the wheel. There are many examples of merit-based scholarship programs in the United States. Departmental staff and attorneys are already working on regulatory language necessary to implement the GPS for the Class of 2011. The State School Board is prepared to consider and deliberate on these proposed regulations.

The Alaska Department of Education, the Alaska Commission on Postsecondary Education, the Department of Labor and Workforce Development and the University of Alaska are ready to move forward as soon as the GPS is approved by the Legislature and signed by the Governor.

If enacted thousands of Alaska's youth in the Class of 2011 will be able to participate.

18) Should the awards to career scholars be limited to \$3,000? Why was that scholarship limited to \$3,000 when the cost of attendance can be greater?

The cost of attendance at Career and Technical schools varies considerably. The highest cost of tuition at AVTEC is \$5,000 for the Licensed Practical Nurse program (176 training days) and \$1,320 for the Certified Nurse Assistant (38 training days). The cost of tools for the Automotive Technology (197 training days) and the Diesel/Heavy Equipment (197 training days) programs are both higher than the cost of tuition. The tuition for the majority of programs at AVTEC are below \$3,000.

Students who qualify for one of the performance scholarships may carry that award to an approved technical school program. This is significant in that the majority of the career and technical school programs in Alaska are offered by the University of Alaska. Students who earn a Career and Technical Scholarship may use it at the University of Alaska.

The Unmet Financial need proposed by the GPS will assist those students who qualify for a Career and Technical Education GPS award and have unmet financial need. Unmet need includes the cost of room and board, tools and other costs of attendance.

AVTEC Training Dates

Alaska Culinary Academy

- **Professional Cooking & Baking**, 210 training days
Offered 01/05/10 to 12/16/10, 08/16/10 to 06/30/11

Alaska Maritime Training Center Courses

- **Marine License Preparation - Master Mate**, 45 training days
- of the Engine Department (QMED) Oiler**, 60 training days
Offered 09/13/10 to 12/08/10

Allied Health Department - Anchorage Training Facility

- **Certified Nurse Assistant (CNA)**, 38 training days
Offered 01/04/10 to 02/26/10, 02/03/10 to 03/30/10, 03/08/10 to 04/28/10,
04/05/10 to 05/27/10, 05/05/10 to 06/29/10, 06/07/10 to 08/03/10, 07/12/10 to 09/01/10
- **Licensed Practical Nurse (LPN)**, 176 training days
Offered 01/04/10 to 11/18/10, 08/16/10 to 07/01/11

Applied Technologies Department

- **Automotive Technology**, 197 training days
Offered 01/05/10 to 12/17/10, 08/16/10 to 06/09/11
- **Combination Welding**, 172 training days
Offered 01/25/10 to 12/17/10, 08/16/10 to 05/04/11
- **Diesel/Heavy Equipment Technologies**, 197 training days
Offered 01/05/10 to 12/17/10, 08/16/10 to 06/09/11
- **Industrial Electricity**, 197 training days
Offered 08/16/10 to 6/09/11
- **Pipe Welding**, 75 training days
Offered 01/19/10 to 05/05/10, 09/01/10 to 12/17/10
- **Power Plant Operation**, 40 training days
Offered 01/11/10 to 03/05/10, 03/17/10 to 05/11/10
- **Structural Welding**, 97 training days
Offered 01/25/10 to 06/11/10, 08/16/10 to 01/17/11

Information Technology Department

- **Business & Office Technology**, 183 training days
Offered 01/05/10 to 12/17/10, 08/16/10 to 05/19/11
- **Information Technology**, 188 training days
Offered 08/16/10 to 05/26/11
- **Web Development Technology**, 188 training days
Offered 08/16/10 to 07/12/11

Building Trades Technology

- **Facility Maintenance Construction Trades**, 188 training days
Offered 08/16/10 to 05/26/11
- **Plumbing & Heating**, 102 training days
Offered 01/05/10 to 05/28/10

AVTEC Training Cost * Costs Effective July 1, 2009

Program	Tuition	Technology Fee ¹	Security Deposit	Student Service Fee*	Meal Plan ⁴	Dormitory Fees	Dorm Security Deposit ³	Books/Supplies ² sold by AVTEC	Tools/Supplies Not sold by AVTEC	Total
Qualified Member of the Engine Department (QMED) Oiler	\$1,650	\$150	\$50	\$75	\$1,573	\$1,820	\$200	\$155	\$655	\$6,328
Marine License Preparation - Master Mate	\$1,650	\$150	\$50	\$75	\$1,086	\$1,260	\$200	\$302	N/A	\$4,773
Certified Nurse Assistant	\$1,320	N/A	N/A	N/A	N/A	N/A	N/A	\$580	N/A	\$1,900
Licensed Practical Nurse	\$5,000	\$150	\$50	N/A	N/A	N/A	N/A	\$360	N/A	\$5,560
Business & Office Technology	\$2,750	\$150	\$50	\$75	\$3,400	\$4,400	\$200	\$1,800	N/A	\$12,825
Information Technology	\$2,750	\$150	\$50	\$75	\$3,400	\$4,400	\$200	\$2,600	N/A	\$13,625
Web Development Technology	\$2,750	\$150	\$50	N/A	N/A	N/A	N/A	\$2,400	N/A	\$5,350
Professional Cooking & Baking	\$2,750	\$150	\$50	\$75	\$3,400	\$4,400	\$200	\$1,425	\$300	\$12,750
Automotive Technology	\$2,750	\$150	\$50	\$75	\$3,400	\$4,400	\$200	\$600	\$3,600	\$15,225
Diesel/Heavy Equipment Technologies	\$2,750	\$150	\$50	\$75	\$3,400	\$4,400	\$200	\$1,050	\$3,700	\$15,775
Industrial Electricity	\$2,750	\$150	\$50	\$75	\$3,400	\$4,400	\$200	\$950	\$2,300	\$14,275
Pipe Welding	\$1,650	\$150	\$50	\$75	\$1,700	\$2,100	\$200	\$570	\$700	\$7,195
Power Plant Operation	\$1,320	\$150	\$50	\$75	\$975	\$1,120	N/A	N/A	\$420	\$4,110
Structural Welding	\$2,200	\$150	\$50	\$75	\$1,700	\$2,200	\$200	\$920	\$600	\$8,095
Combination Welding	\$2,750	\$150	\$50	\$75	\$3,400	\$4,400	\$200	\$1,500	\$800	\$13,325
Facility Maintenance/Construction Trades	\$2,750	\$150	\$50	\$75	\$3,400	\$4,400	\$200	\$650	\$2,000	\$13,675
Plumbing & Heating	\$2,200	\$150	\$50	\$75	\$1,700	\$2,200	\$200	\$236	\$1,700	\$8,511

19) Why is the time limit for career scholarships set for two years, while the time limit for the academic scholarships are semesters?

The time limit was set to two years because almost all career and technical education programs are under two years in duration.

Most career and technical education programs are not divided into semesters unless they are offered at a University or College.

ACPE will ensure that the funds are available and disbursed for both semester and non-semester programs.

20) Are the scholarships be transferable between categories? Can a student use a top tier grant to attend a career school?

Under the amended GPS bill before the House Education Committee, students who earn a performance scholarship may use it for a Career and Technical Education program.

Students who achieve a career and technical education GPS award may not use it at the University unless they are engaged in a career and technical education program.

21) The statue says the eligible career and technical schools are certified by DLWD each September. Would you use last year's list? By September a student would already be enrolled at a school.

The certification by the Department of Labor and Workforce Development will be for the following year or semester of attendance.

22) Is there any kind of financial cap for the needs based scholarship? The merit scholarship is capped at 2010-2011 tuition rates. (Currently the Alaska Scholars program, capped at 1998 levels, promises a full tuition, but only pays \$2750 of tuition.)

There is no total dollar cap for needs-based under the amended GPS program amendment approved by the House Education Committee other than the amount may not exceed 50% of unmet need as calculated based upon the standard cost of attendance at UA.

Governor's Performance Scholarship Aid by Family Income

Assumes: Minimal net assets
 Family size of four/one in college
 Dependent student, attending full-time and residing on campus
 Cost of attendance is averaged between UAA/UAF for 2009-10 year

A-level GPS Award

Family income	\$25,000	\$50,000	\$75,000	\$100,000
Cost of Attendance	\$18,500	\$18,500	\$18,500	\$18,500
Less Pell Grant	-\$5,550	-\$0	-\$0	-\$0
Remaining Costs	\$12,950	\$18,500	\$18,500	\$18,500
Less GPS	-\$4,775	-\$4,775	-\$4,775	-\$4,775
Remaining Costs	\$8,175	\$13,725	\$13,725	\$13,725
Less EFC	-\$2,000	-\$6,772	-\$14,157	-\$15,401
Unmet Need	\$6,175	\$6,953	\$0	\$0
Less Needs GPS @ 50%	-\$3,088	-\$3,476	\$0	\$0
Remaining Costs	\$3,088	\$3,477	\$0	\$0
Total State Aid	\$7,862	\$8,251	\$4,775	\$4,775
Total Student & Family Paid	\$5,087	\$10,249	\$13,725	\$15,401

Note: Actual results will vary based on family size, net assets, enrollment level, eligibility for additional non-loan aid, dependency status of student and whether the student resides: at home, on campus, or off campus but independent from parental household.

Provided by Diane Barrans February 25, 2010

Governor's Performance Scholarship Aid by Family Income

Assumes: Minimal net assets
 Family size of four/one in college
 Dependent student, attending full-time and residing on campus
 Cost of attendance is averaged between UAA/UAF for 2009-10 year

B-level GPS Award

Family income	\$25,000	\$50,000	\$75,000	\$100,000
Cost of Attendance	\$18,500	\$18,500	\$18,500	\$18,500
Less Pell Grant	-\$5,550	-\$0	-\$0	-\$0
Remaining Costs	\$12,950	\$18,500	\$18,500	\$18,500
Less GPS	-\$3,566	-\$3,566	-\$3,566	-\$3,566
Remaining Costs	\$9,384	\$14,934	\$14,934	\$14,934
Less EFC	-\$2,000	-\$6,772	-\$14,157	-\$15,401
Unmet Need	\$7,384	\$8,212	\$777	\$0
Less Needs GPS @ 50%	-\$3,692	-\$4,106	-\$388	\$0
Remaining Costs	\$3,692	\$4,106	\$389	\$0
Total State Aid	\$7,258	\$7,672	\$3,954	\$3,566
Total Student & Family Paid	\$5,692	\$10,878	\$14,546	\$15,401

Note: Actual results will vary based on family size, net assets, enrollment level, eligibility for additional non-loan aid, dependency status of student and whether the student resides: at home, on campus, or off campus but independent from parental household.

Provided by Diane Barrans February 25, 2010

Governor's Performance Scholarship Aid by Family Income

Assumes: Minimal net assets
 Family size of four/one in college
 Dependent student, attending full-time and residing on campus
 Cost of attendance is averaged between UAA/UAF for 2009-10 year

C-level GPS Award

Family income	\$25,000	\$50,000	\$75,000	\$100,000
Cost of Attendance	\$18,500	\$18,500	\$18,500	\$18,500
Less Pell Grant	-\$5,550	-\$0	-\$0	-\$0
Remaining Costs	\$12,950	\$18,500	\$18,500	\$18,500
Less GPS	-\$2,378	-\$2,378	-\$2,378	-\$2,378
Remaining Costs	\$10,572	\$16,122	\$16,122	\$16,122
Less EFC	-\$2,000	-\$6,772	-\$14,157	-\$15,401
Unmet Need	\$8,572	\$9,350	\$1,965	\$721
Less Needs GPS @ 50%	-\$4,286	-\$4,675	-\$982	-\$360
Remaining Costs	\$4,286	\$4,675	\$983	\$361
Total State Aid	\$6,664	\$7,053	\$3,360	\$2,738
Total Student & Family Paid	\$6,286	\$11,447	\$15,140	\$15,762

Note: Actual results will vary based on family size, net assets, enrollment level, eligibility for additional non-loan aid, dependency status of student and whether the student resides: at home, on campus, or off campus but independent from parental household.

Provided by Diane Barrans February 25, 2010

23) Does the whole needs based part of it muddy the waters? Should we not just push the merit part, and work on a needs based bill later?

The core of the GPS program is the demand for excellence or merit from students. Discussions in the House and Senate Education Committees evidence that a needs-based component is an important addition to the program.

A provision for need following the achievement of GPS performance standards preserves the integrity of the program as a vehicle to meet the goals delineated in the GPS Legislation.

24) What is the financial cost of the needs based amendment as proposed by the administration?

The inclusion of a needs-based addition to the GPS program will increase the costs of the program. EED Finance Director Eddy Jeans is working on those projections based on the current college-going patterns in Alaska. It is important to note that to the extent the program is successful in encouraging more low-income students into postsecondary education than have historically participated beyond high school, this successful outcome will increase programs costs.

WorkKeys[®]

The WorkKeys[®] system provides employers, schools, students, and community organizations with a common language for building a higher-skilled, higher-paid workforce.

Using WorkKeys . . .

- Employers can identify and develop workers for a wide range of skilled jobs, both professional and technical
- Students and workers can document and advance their employability skills
- Educators can tailor instructional programs to help students acquire the skills employers need.

The WorkKeys system uses job profiling combined with WorkKeys assessments, instructional guidance, and reporting to help students and workers identify their strengths and weaknesses as they pursue their education and career goals. This enables them to make appropriate decisions about jobs.

What skills does WorkKeys measure?

WorkKeys assessments measure nine foundational workplace skills:

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

WorkKeys also measures personal skills:

- Performance — a job applicant's tendency toward unsafe behaviors and attitudes toward work
- Talent — characteristics such as dependability, assertiveness, and emotional stability
- Fit — the interests and values that determine the fit between a candidate and occupations in an organization

What kinds of jobs are profiled?

WorkKeys is used for white-collar professional jobs as well as jobs on the shop floor.

More than 15,000 unique job titles, ranging from accountant to automotive technician and from welder to webmaster, have been profiled.

WorkKeys is also the foundation of the ACT National Career Readiness Certificate, a nationally recognized credential for job seekers.

What companies are using WorkKeys?

Thousands of companies across the United States and worldwide have experienced the benefits of WorkKeys in a broad range of high technology, manufacturing, service, and retail environments. WorkKeys has been used in virtually every industry.

Review these examples of [WorkKeys case studies](#) to see how companies have used WorkKeys.

What benefits have companies that use WorkKeys experienced?

Companies that use the WorkKeys system to assess their incoming and current workforce typically achieve substantial benefits, including:

- Improved employee selection and advancement procedures
- Reduced overtime
- Reduced turnover
- Increased productivity
- Fewer legal challenges over hiring processes
- Higher employee morale

For specific examples, see [WorkKeys case studies](#).

Why should students, parents, and educators care about these tests?

All students enter the workforce eventually—whether they get a job right out of high school, work part-time while continuing their education, or go through extensive postsecondary training.

WorkKeys stresses skills development important for virtually every type of employment. In fact, the fastest growing segments of the WorkKeys job analyses are being done for professional, technical, and managerial jobs that require at least a bachelor's degree.

The abilities to learn, listen, communicate, work in teams, and solve problems—all areas addressed by WorkKeys—are important assets for any employee, regardless of career choice. They are also extremely important in today's higher education. (ACT.org)

**Responses to Rep. Gardner's GPS Questions from 3/9/10
Submitted by EED 3/9/10**

1. Page 9, Lines 16-21: Alaska graduates who graduate from out of state: I think we need to limit this to students who completed at least 2 years of high school in Alaska.

Outside of the AS 01.10.055 residency requirements will be set forth in regulation.

2. Page 9, Lines 27-28: Meets other minimum qualifications: What does this mean?
Page 9, Line 27. Meets other minimum qualifications to apply: G.P.A, Rigorous Curriculum and Standardized Assessment Score

Page 9, Line 27. "or continue to be eligible ..." Students must meet requirements for continued eligibility. (G.P.A. and/or Academic Progress) The Commission anticipates its regulations will align with other financial aid programs' standard for a student to be in good academic standing.

3. Page 10: Eligibility for academic scholarship: I believe we discussed the possibility of a student who graduates in May while lacking one or more of the GPS required classes and wants to take meet the qualifications by taking summer classes. Is this possible under the language of Sec 14.43.820?

Yes, it is covered in Sec. 14.43.830 under the alternative pathway. Otherwise students need to get busy in high school.

4. Page 11, Line 7: a process through which a student who is no longer eligible can regain eligibility: Please explain what this means.

A student will lose eligibility if the student:

- does not take advantage of the scholarship within the six year limit following graduation from high school. Military service may extend this timeline;
- completes eight semesters of eligibility;
- does not maintain a grade-point average of 2.5 at a qualified postsecondary institution;

- does not meet other minimum qualifications to apply or continue to be eligible for a governor's scholarship;
 - ✓ has not complied with the military selective service registration requirements imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if those requirements apply to the student;
 - ✓ is currently in default or owes a refund on a federal financial aid loan under the federal guaranteed student loan program or financial aid awarded under this chapter; or
 - ✓ has been convicted of a felony in the state or another jurisdiction and has not qualified for a waiver under standards adopted by the department.
- does not maintain Satisfactory Academic Progress (SAP) -- 12 credits every regular semester (fall and spring). Students who are on a part-time schedule (4-11) are not required to maintain SAP.
- does not maintain a 2.5 minimum GPA.

Students may regain eligibility following the completion of at least one full-time semester (without GPS) that meets the eligibility requirement and if they otherwise meet the good academic standing requirements.

5. Page 12, Line 22-24: \$3,000 per school year for career and technical scholarship: I'd like more discussion about how this figure was selected, and what it means to students in terms of the likely costs of their continuing education.

It was considered a reasonable amount for C+ achievers. The CS for HB297 allows for A students and B students to use the academic scholarship at a career and technical school if they choose.

6. Page 12, Line 30-31:scholarship terminatesunless the student qualifies for an extension: Under what circumstances might a student qualify for an extension?

Military service.

7. Page 16, Line 10: Scholarship awards given to institution: Does this mean that if the award is granted to a student in error, and given to the institution, the student has to pay it back?

This language is intended to indicate that the awards will be disbursed via the institution

on behalf of the student. It is the standard procedure to disburse all aid via the institution. The institution is then responsible for verifying that the student is enrolled in the proper number of courses, is also enrolled in a certificate or degree program, is in academic good standing and is otherwise eligible for the aid. The referenced line is in subsection (b) and only indirectly relates to subsection (c) which clarifies that students have to return award amounts that were awarded in error.

**Responses to Rep. Seaton's Questions on GPS from 3/7/10
Submitted by EED on 3/9/10**

1. Sec 1

"School Districts to determine eligibility" – How does this work with **"Page 9"** qualifications some of which are not under the purview of a school district [i.e. they have GPAs but may not the college entrance exams etc]; and more especially **"Page 10, Line 9"** seems to be eligibility determined by the 'Commission'.

The school district will certify the edibility of students enrolled in the district. The school district has direct access to a student's coursework and grades/standards. Standardized test scores are sent directly to the student's high school or to colleges. The student will be required to direct scores to the high school for purposes of scholarship edibility.

Page 10, Line 8. *Sec. 14.43.820. "Eligibility for an academic scholarship. (a) Subject to appropriation, the commission shall award a merit-based academic scholarship to an applicant who meets the eligibility criteria for the award under the program."*

The school district certifies eligibility; the Alaska Commission on Postsecondary Education awards the merit-scholarship.

2. Page 16 line 7- 8

"Commission shall establish application procedures." This may all work but I would like to see a flow chart to be sure we are not establishing conflicting authorities and everyone is clear who does what in the program.

Page 8, Line 8. The Department will be responsible for developing programmatic standards ..."

Page 8, Line 13. "The respective agencies shall adopt necessary regulations under AS 44.62 relating to the programmatic standards for required academic achievement for eligibility only by giving advance public notice...."

Page 8, Line 9. "The Commission shall administer the daily operations of the program and financing of the program, including the procedures for applying for the scholarships, establishing standards for and ensuring continuing compliance with programmatic standards, and requiring students to apply for other non loan financial aid, consistent with federal law."

3. Page 9 line 19-21

Does this mean - left Alaska as a High School student or any aged student for any number or years as long as parent is on allowable absence? Military, does this mean a student retains

for 20+ year career then 6 year to use after retirement? This seems to be creating an indeterminate unfunded liability especially in the new age of a service person being to give their VA education benefit to another family member then utilizing GPS. Is this intended in the bill? Perhaps allowing a specific 2 years additional qualification period is more definable for the fiscal note. There should probably be a qualification of extension that the member maintained their Alaska residency.

Page 9, Line 21. The custodial parent must be an Alaska resident.

Page 9, Line 18. *"for purposes of this subparagraph, allowable circumstances include a circumstance in which a **high school student** who is an Alaska resident left the state because of the military service of the student's custodial parent who is an Alaska resident;"*

4. Similarly on Page 9, Line 24

After school add " if the student maintains Alaska residency"

The Department will define this in Regulation. There probably should be a limit for the State Board to consider.

5. Page 9, Lines 27 -28

What does this mean or continue to be eligible for GPS ?? if did not meet other minimum requirements???

Page 9, Line 27. Meets other minimum qualifications to apply: G.P.A, Rigorous Curriculum and Standardized Assessment Score

Page 9, Line 27. "or continue to be eligible ..." Students must meet requirements for continued eligibility. (G.P.A. and/or Academic Progress) The Commission anticipates its regulations will align with other financial aid programs' standard for a student to be in good academic standing.

6. Page 10, Line 20 and Page 11, Line 26

I thought the testimony was that all GPA was on 4 point scale but we have definition of GPA on page 17 of 4 point and 5 point for AP scale?? We need to clarify on record with the Commissioner and keep or adjust based on committee policy decision.

5.0 scale reference should be removed.

7. Page 10, Line 28

Does this give flexibility for Accuplacer exam that UA rural campuses use or is it just ACT or SAT scores that are privately or publically paid for?

The State Board will select the exam. The ACT and SAT are used by most state merit aid programs. While some states do pay for exams on a statewide level, this bill does not propose that Alaska do so. Students are expected to pay for this exam. In the case of the ACT exam, the testing company (College Board) does provide some fee waivers based on students' low-income status.

SAT \$45; ACT \$32; ACT Plus Writing \$47

Both exams provide a fee waiver for students who cannot pay the registration fee.

The Accuplacer is designed to help students identify their academic strengths and needs to assist in planning an appropriate schedule of coursework.

ACCUPLACER was developed, standardized, and validated by the College Board, a division of the Educational Testing Service (which also administers the SATs, GREs, and TOEFL tests). ACCUPLACER assesses students' skill levels in English and mathematics to help determine which courses they should start -- where they have the greatest chance of success.

8. Page 11, Line 7 (6) and Page 12 Lines 8-9 (5)

What is this and what are limits? Is this getting eligibility after failing to have good enough GPA or core classes or is it reestablishing residency or ??? It is not the rural school unavailability of classes as that is in (7) and we were NOT going to have waivers of criteria.

A student will lose eligibility if the student:

- does not take advantage of the scholarship within the six year limit following graduation from high school. Military service may extend this timeline;
- completes eight semesters of eligibility;
- does not maintain a grade-point average of 2.5 at a qualified postsecondary institution;
- does not meet other minimum qualifications to apply or continue to be eligible for a governor's scholarship;
 - ✓ has not complied with the military selective service registration requirements imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if those requirements apply to the student;
 - ✓ is currently in default or owes a refund on a federal financial aid loan under the federal guaranteed student loan program or financial aid awarded under this chapter; or
 - ✓ has been convicted of a felony in the state or another jurisdiction and has not qualified for a waiver under standards adopted by the department.
- does not maintain Satisfactory Academic Progress (SAP) -- 12 credits every regular semester (fall and spring). Students who are on a part-time schedule (4-11) are not required to maintain SAP.
- does not maintain a 2.5 minimum GPA.

Students may regain eligibility following the completion of at least one full-time semester (without GPS) that meets the eligibility requirement and if they otherwise meet the good academic standing requirements.

9. Page 12, Line 16

What does this mean in the Maximum Awards section? "and require very high academic achievement..." similarly line 17 " and require high academic achievement..." and on pg 12 line 18 "and require moderate academic achievement..." These seem to be qualification references stuck to the awards or are they referring to some postsecondary GPA attainment which has not previously been examined?? Is there a reason to mix the programmatic standards, eligibility and the award level sections??

The comments "very high", "high" and "moderate" are editorial references to the merit academic tiers for initial GPS eligibility.

10. Page 12, Line 29

Define how pro rata works. Is between half time and full time $\frac{1}{2}$ the award or does it start at $\frac{1}{2}$ then go up proportionately by every credit to full award at minimum full time status?

What is the definition of a part-time student?

- For the purposes of this program part-time students will have to be at least half-time to qualify. This means they carry between 6 and 11 credits during a semester. Full-time students carry 12 or more credits per semester.
- Students who attend less than full-time still use up a semester of eligibility.
- Students who attend during a summer session use up a semester of eligibility.
- Subject to the half-time cap noted below, students will be awarded scholarship funds based on their cost of attendance for between 6 and 11 credits.
- The maximum merit award a half-time student can qualify for will be 50% of the maximum applicable to their tier.

11. Page 13, Line 2

What do lines 2-7 mean more than the citation AS 14.43.815(a) (3) already encompasses. Lines 7-8 seem to be the only needed new part.

Lines 2-7 allows a merit-based academic scholarship to be used in a manner similar to a career and technical scholarship.

12. Page 15 lines 3-4

Did we get a firm decision as to whether or not this provision is applying to alternative testing methods or accommodations for special needs students?

No it is not. Special needs students are already provided accommodations based on the IEP.

13. Page 15-16

Does this definition of "physically located in the state" have any consequences for High School District collaboration with outside administered virtual curriculums? I realize that it is for postsecondary institutions but I want to be sure we do not draw any unintended consequences for curriculum being offered by high schools for core curriculum or dual credit courses. We need clarification on the record.

No.

14. Page 16 line 10

This says that the money goes to the institution but we had testimony that in some cases it could go directly to students to cover off campus room and board etc. Do we need to change language to allow what Diane Barons said would take place or will such be prevented by this statutory language?

This language is intended to indicate that the awards will be disbursed via the institution on behalf of the student. It is the standard procedure to disburse all aid via the institution. The institution is then responsible for verifying that the student is enrolled in the proper number of courses, is also enrolled in a certificate or degree program, is in academic good standing and is otherwise eligible for the aid. The referenced line is in subsection (b) and only indirectly relates to subsection (c) which clarifies that students have to return award amounts that were awarded in error.

15. Page 17

Should the report include the number of scholarships used at each institution?

Yes. This information will be included as regulations are developed.

Responses to Questions from (H) EDC Members from 2/12/2010 Hearing
Submitted by EED

1. Rep. Seaton indicated that he would like additional information regarding home schooled students.

Response:

- Home school students who are not affiliated with a state sponsored program must:
 - a. Meet all Alaska graduation credit requirements
 - b. Successfully complete the GPS curriculum requirements
 - c. Achieve the GPS eligibility score on the ACT/SAT
 - d. Achieve the GPS GPA eligibility score.

- Home School students affiliated with a district sponsored distance program must:
 - a. Meet all graduation requirements for the State of Alaska and the sponsoring district
 - b. Successfully complete the GPS curriculum requirements
 - c. Achieve the GPS eligibility score on the ACT/SAT
 - d. Achieve the GPS GPA eligibility score.

- Homes school students must meet the same criteria used for high school students.

- All transcripts should include 9th to 12th grade courses, and the time frame of each course (academic year and semester). In addition, an assessment of performance (letter grade, percentage, standards rubric, etc.) is required.

- Home schooled graduates must meet and apply for the award and enroll at an eligible college prior to age 19.

- The Department of Education and Early Development will act as the certification office for non-affiliated home school students.

2. **REPRESENTATIVE MUNOZ** requested an analysis of the scoring matrix for SAT/ACT and how they compare to requirements of schools across the nation. She indicated that the samples indicated appeared high. What type of score is a competitive school in the Lower 48 in terms of average admission?

Response:

About 1.48 million of the 3.3 million members of the high school class of 2009 took the ACT, typically in their junior year.

Scoring matrix for SAT/ACT and how they compare to requirements of schools across the nation.

The ACT® test assesses high school students' general educational development and their ability to complete college-level work.

- The multiple-choice tests cover four skill areas: English, mathematics, reading, and science.
- The Writing Test, which is optional, measures skill in planning and writing a short essay.
- To develop the test, ACT incorporates the objectives for instruction for middle and high schools throughout the United States, reviews approved textbooks for subjects taught in Grades 7–12, and surveys educators on which knowledge skills are relevant to success in postsecondary education. ACT publishes a technical manual that summarizes studies conducted of its validity in predicting freshman GPA, equating different high school GPAs, and measuring educational achievement.^[8]
- Colleges use the ACT and the SAT Reasoning Test because there are substantial differences in funding, curricula, grading, and difficulty among U.S. secondary schools due to American, local control, and the prevalence of private, distance, home schooled students and, most importantly, lack of rigorous college entrance examination system like those used in other countries. ACT/SAT scores are used to supplement the secondary school record and help admission officers put local data—such as course work, grades, and class rank—in a national perspective.
- Most colleges use ACT scores as only one factor in their admission process.

ACT has identified the minimum score needed on each ACT test to indicate a **50% chance of obtaining a B** or higher or about a **75% chance of obtaining a C** or higher in the corresponding first-year college course.

ACT Test	ACT Benchmark Score	College Course
English	18	English Composition
Math	22	Algebra
Reading	21	Social Sciences/Humanities
Science	24	Biology

ACTstudent.org

State By State report of ACT performance

The chart below summarizes each section and the average test score based on graduating high school seniors in 2009.

State	% of Graduates Tested	Average Composite Score	Average English Score	Average Math Score	Average Reading Score	Average Science Score
<u>National</u>	45	21.1	20.6	21.0	21.4	20.9
<u>Alabama</u>	76	20.3	20.5	19.5	20.7	20.1
<u>Alaska</u>	29	21.0	20.1	21.1	21.7	20.7
<u>Arizona</u>	15	21.9	21.3	22.1	22.4	21.3
<u>Arkansas</u>	73	20.6	20.6	20.1	21.0	20.2
<u>California</u>	19	22.2	21.8	22.8	22.4	21.4
<u>Colorado</u>	100	20.8	20.1	20.5	21.1	20.8
<u>Connecticut</u>	21	23.5	23.6	23.5	24.0	22.6
<u>Delaware</u>	11	22.6	22.2	22.5	23.1	22.0
<u>District of Columbia</u>	30	19.4	19.1	19.5	19.7	18.6
<u>Florida</u>	62	19.5	18.7	19.7	20.2	19.0
<u>Georgia</u>	40	20.6	20.1	20.6	20.9	20.3
<u>Hawaii</u>	22	21.5	20.9	22.1	21.4	21.0
<u>Idaho</u>	58	21.6	20.9	21.3	22.3	21.4
<u>Illinois</u>	97	20.8	20.5	20.7	20.8	20.7
<u>Indiana</u>	24	22.2	21.6	22.4	22.6	21.6
<u>Iowa</u>	59	22.4	21.9	21.9	22.9	22.4
<u>Kansas</u>	74	21.9	21.4	21.7	22.4	21.8
<u>Kentucky</u>	100	19.4	18.8	19.0	19.8	19.7
<u>Louisiana</u>	89	20.1	20.3	19.6	20.2	20.0
<u>Maine</u>	9	23.1	23.0	23.0	23.6	22.3
<u>Maryland</u>	17	22.1	21.9	22.1	22.5	21.5

<u>Massachusetts</u>	18	23.9	23.9	24.3	24.3	22.8
<u>Michigan</u>	100	19.6	18.6	19.6	19.6	20.1
<u>Minnesota</u>	68	22.7	22.0	22.7	23.1	22.6
<u>Mississippi</u>	93	18.9	19.1	18.3	19.0	18.7
<u>Missouri</u>	67	21.6	21.5	20.9	22.1	21.5
<u>Montana</u>	54	22.0	21.2	21.7	22.7	21.7
<u>Nebraska</u>	72	22.1	21.9	21.8	22.5	22.0
<u>Nevada</u>	30	21.5	20.9	21.4	22.0	21.0
<u>New Hampshire</u>	15	23.5	23.3	23.4	24.1	22.6
<u>New Jersey</u>	16	23.1	22.9	23.5	23.2	22.1
<u>New Mexico</u>	65	20.0	19.3	19.6	20.7	20.0
<u>New York</u>	25	23.1	22.5	23.4	23.3	22.7
<u>North Carolina</u>	15	21.6	20.9	22.0	21.9	21.1
<u>North Dakota</u>	78	21.5	20.7	21.5	21.8	21.6
<u>Ohio</u>	64	21.7	21.1	21.4	22.2	21.7
<u>Oklahoma</u>	71	20.7	20.5	19.9	21.4	20.5
<u>Oregon</u>	33	21.4	20.5	21.5	21.9	21.1
<u>Pennsylvania</u>	14	22.1	21.7	22.2	22.4	21.5
<u>Rhode Island</u>	10	22.8	23.0	22.5	23.4	21.8
<u>South Carolina</u>	50	19.8	19.2	20.0	19.9	19.8
<u>South Dakota</u>	74	22.0	21.2	21.8	22.3	22.0
<u>Tennessee</u>	92	20.6	20.7	19.8	21.0	20.4
<u>Texas</u>	30	20.8	19.9	21.3	20.9	20.6
<u>Utah</u>	68	21.8	21.4	21.1	22.6	21.6

<u>Vermont</u>	24	23.1	22.9	22.9	23.7	22.5
<u>Virginia</u>	20	21.9	21.7	21.8	22.3	21.4
<u>Washington</u>	18	22.8	22.4	22.9	23.5	22.1
<u>West Virginia</u>	62	20.7	20.8	19.6	21.4	20.5
<u>Wisconsin</u>	67	22.3	21.7	22.2	22.6	22.3
<u>Wyoming</u>	99	20.0	18.9	19.8	20.4	20.2

Totals for graduating seniors were obtained from *Knocking at the College Door—March 2008, Projections of High School Graduates by State and Race/Ethnicity, 1992–2022*, © March 2008 by the Western Interstate Commission for Higher Education.

Alaska SAT/ACT Scores

SAT / ACT scores are **not required** for **associate or certificate** admission at any UA campus.

SAT/ACT are **not required** for admission to UAA and UAS for baccalaureate admission.

UAF uses a more competitive admission standard for their baccalaureate programs. At UAF, ACT or SAT scores can be used in lieu of minimum HS GPA.

At UAF:

- 72% of students, who submit ACT scores, possess composite scores of 18 (or higher).
 - 85% of students, who submit SAT scores, possess composite scores of 400 or higher.
- The average GPA for entering freshman at UAF is 3.15.

SAT scores for Alaska: for the year 2009 (includes graduating seniors in the class of 2009): 3589 Alaskan high school students took and received scores on the SAT. The average scores were:

- Critical Reading: 520
- Math: 516
- Writing: 492

For the same year for all test takers: over 1.5 million test takers. The average scores were:

- Critical Reading: 501
- Math: 515
- Writing: 493

Alaska

University of Alaska, Fairbanks Admissions Requirements

Baccalaureate Degree

- Must have a high school diploma, **AND**
- Pass the 16-credit high school core curriculum with a GPA of at least 2.5, **AND**
- Submit results of the ACT Plus Writing (preferred) or SAT exam taken within the last two years, **AND**
Have a high school GPA of at least 3.0, **OR**
Have a high school GPA of at least 2.5 and ACT Plus Writing score of at least 18 or SAT score of at least 1290 (including writing skills section).
- Freshman and transfer applicants with fewer than 30 semester credit hours must submit the results of either the ACT Plus Writing (preferred) or the SAT examination. Test results must be less than two years old. These test scores are used to help place the student in English, mathematics and other first-year courses.

Certificate or Associate Degree

- Must have a high school diploma, or GED
- Students with fewer than 30 transferable semester hours, who will take English or mathematics course work must submit results of the ACCUPLACER test. Alternatively, SAT or ACT Plus Writing test results are accepted.

Distribution of high school units required and/or recommended*

	Units Required	Units Recommended
English	4	N/A
Mathematics	3	N/A
Science	3	N/A
Lab	1	N/A
Foreign language	N/A	2
Social studies	3	N/A
History	N/A	N/A
Academic electives	3	N/A

Total academic units 16

2006-2007 Freshman Class Profile

- Top 10 percent of high school class: 15%
- Top 25 percent of high school class: 35%
- Top 50 percent of high school class: 64%
- First-year students submitting high school class standing: 57%
- Average high school GPA: 3.2
- First-year students submitting GPA: 70%

- **First-year students submitting SAT scores: 52%**

SAT scores (25/75 percentile):

Critical Reading:	450 - 600
Math:	450 - 590
Combined:	900 - 1190

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

	SAT Critical Reading	SAT Math
700-800	4.0%	2.8%
600-699	24.5%	19.8%
500-599	33.5%	36.6%
400-499	26.4%	30.1%
300-399	9.9%	10.0%
200-299	1.6%	0.7%

First-year students submitting ACT scores: 33%

ACT scores (25/75 percentile):

English:	16 - 24
Math:	17 - 25
Composite:	18 - 25

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

	ACT Composite	ACT English	ACT Math
30-36	2.4%	4.1%	4.4%
24-29	32.7%	25.1%	29.8%
18-23	41.2%	40.0%	37.0%
12-17	22.8%	25.8%	28.8%
6-11	1.0%	5.1%	N/A
Below 6	N/A	N/A	N/A

University of Alaska, Anchorage Admissions Requirements

Admission Requirements Baccalaureate Degree

Qualifications (one of the following)

- Graduation from high school with GPA of at least 2.5 and completion of either SAT, ACT or a UAA-approved test (high school graduates with GPAs between 2.0 and 2.49 will be admitted on probation); or
- Successful completion of the GED, and completion of either SAT, ACT or a UAA-approved test.

Admission Requirements Certificate for Associate Degree (1-2 years)

Qualifications (one of the following)

- A high school diploma (no minimum GPA required); or
- GED; or
- Ability to Benefit Certificate (must be 18 years of age or older).

	Units Required	Units Recommended
English	N/A	4
Mathematics	N/A	2
Science	N/A	3
Lab	N/A	N/A
Foreign language	N/A	1
Social studies	N/A	3
History	N/A	1
Academic electives	N/A	N/A
Total academic units	N/A	N/A

2006-2007 Freshman Class Profile

Top 10 percent of high school class: 12%

Top 25 percent of high school class: 31%

Top 50 percent of high school class: 61%

First-year students submitting high school class standing: 77%

Average high school GPA: N/A

First-year students submitting GPA: N/A

First-year students submitting SAT scores: 44%

SAT scores (25/75 percentile):

Critical Reading:	446 - 570
Math:	450 - 570
Combined:	896 - 1140

Percent of first time, first-year students enrolled in Fall 2006 with scores in each range:

	SAT Critical Reading	SAT Math
700-800	2.5%	2.1%
600-699	14.9%	15.7%
500-599	37.4%	37.6%
400-499	34.1%	33.5%
300-399	10.3%	9.9%
200-299	0.7%	1.2%

First-year students submitting ACT scores: 21%

ACT scores (25/75 percentile):

English: 16 - 24
Math: 17 - 25
Composite: 18 - 25

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

	ACT Composite	ACT English	ACT Math
30-36	2.8%	5.0%	4.2%
24-29	27.3%	23.1%	30.9%
18-23	46.8%	39.3%	35.9%
12-17	22.6%	26.7%	29.0%
6-11	0.6%	5.6%	0.0%
Below 6	0.0%	0.3%	0.0%

University of Alaska, Southeast Admissions Requirements

Alaska high school graduates must pass all sections of the High School Qualifying Exam to be admitted. If the cumulative GPA is below a 2.0 a student may be admitted on probation and will be required to maintain a minimum GPA of 2.0 during your first semester.

High school completion requirement: High school diploma is required and GED is accepted

2006-2007 Freshman Class Profile

Top 10 percent of high school class: 9%
Top 25 percent of high school class: 19%
Top 50 percent of high school class: 44%
First-year students submitting high school class standing: 76%
Average high school GPA: 3.0
First-year students submitting GPA: 75%
First-year students submitting SAT scores: 44%

SAT scores (25/75 percentile):

Critical Reading: 442 - 600
Math: 440 - 570
Combined: 882 - 1170

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

	SAT Critical Reading	SAT Math
700-800	2.9%	1.9%
600-699	26.5%	11.7%

SAT Critical Reading SAT Math

500-599	8.8%	40.3%
400-499	44.1%	34.6%
300-399	17.6%	11.5%
200-299	0.0%	0.0%

First-year students submitting ACT scores: 18%

ACT scores (25/75 percentile):

English:	17 - 21
Math:	19 - 22
Composite:	20 - 23

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

ACT Composite ACT English ACT Math

30-36	15.8%	15.8%	15.8%
24-29	72.7%	57.9%	74.0%
18-23	11.5%	26.3%	10.2%

Alaska Pacific University Admission Requirements

Admissions Requirements High school completion requirement: High school diploma is required and GED is accepted

2006-2007 Freshman Class Profile

- Top 10 percent of high school class: 11%
- Top 25 percent of high school class: 50%
- Top 50 percent of high school class: 68%
- First-year students submitting high school class standing: 60%
- Average high school GPA: 3.3
- First-year students submitting GPA: 83%
- First-year students submitting SAT scores: 50%

SAT scores (25/75 percentile):

Critical Reading:	450 - 610
Math:	470 - 610
Combined:	920 - 1220

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

SAT Critical Reading SAT Math

SAT Critical Reading SAT Math

700-800	0.0%	0.0%
600-699	26.0%	26.0%
500-599	46.0%	37.0%
400-499	22.0%	31.0%
300-399	6.0%	6.0%
200-299	0.0%	0.0%

First-year students submitting ACT scores: 36%

ACT scores (25/75 percentile):

English:	20 - 28
Math:	19 - 26
Composite:	21 - 26

Percent of first-time, first-year students enrolled in Fall 2006 with scores in each range:

	ACT Composite	ACT English	ACT Math
30-36	4.0%	9.0%	9.0%
24-29	48.0%	26.0%	34.0%
18-23	48.0%	61.0%	48.0%
12-17	0.0%	4.0%	9.0%
6-11	0.0%	0.0%	0.0%
Below 6	0.0%	0.0%	0.0%

Ability-to-Benefit (Accuplacer question)

Degree-seeking individuals 18 years or older who have not earned a high school diploma or GED must take the ATB Test, in order to demonstrate that they have the ability to benefit from a college education. To demonstrate this ability, the individual must achieve the following federally determined Accuplacer scores:

- **Arithmetic:** 34
- **Reading Comprehension:** 55
- **Sentence Skills:** 60

If individual has already completed 60 college credits, the ATB test is not necessary. Individuals taking the ATB test on Accuplacer are permitted to retake the entire test after a 14-day waiting period. The ATB provision does not allow candidates to retake only a portion of the test: all three parts of Accuplacer must be completed in one sitting. It is very important to inform the test proctor if you are testing under Ability-to-Benefit, to insure you will be administered the correct tests. The regular Accuplacer test cannot be used to validate Ability-to-Benefit.

3. Rep. Seaton asked how will the residency requirements of the GPS interact with the university, private university or certificated programs in Alaska, i.e. AVTEC and resident programs?

Response:

- The GPS statute draft provides minimal guidance. Residency requirements will be defined by regulation.
- In addition to specific GPS eligibility requirements, a student must demonstrate Alaska residency, which is determined by the post-secondary institution.
- A student whose custodial parent or legal guardian is an Alaska resident at the time the student graduates from high school or is in active military service and maintains Alaska as their domicile state is considered an Alaska resident.
- This is an important point with regard to tuition. If the university considers a student a non-resident, they will charge higher tuition.

Alaska Residency for Tuition Purposes at UA

Students who qualify for resident status should file an application for residency for the term they plan to attend, with required documentation at the appropriate university office prior to the published end of the add/drop period for regular semester-length courses.

The following is a summary of the Board of Regents policy to determine whether you are eligible for resident tuition. Students eligible for Alaska resident tuition must be United States citizens or eligible non-citizens and include those who:

- Received or have been qualified to receive an Alaska Permanent Fund Dividend within the last 12 months.
- Have graduated in the last 12 months from a qualified Alaska high school.
- Have been physically present in Alaska for the past two years.
- Are active-duty military personnel or members of the National Guard, or their spouses or dependent children.
- Are students from foreign cities and provinces that have established sister city or sister province relationships with the state of Alaska or Alaska municipalities, and have been approved by the president.
- Are participants in the UA Scholars program.
- Are participants in the University of Alaska College Savings Plan program who meet eligibility criteria as established by the Education Trust of Alaska.
- Are dependent children of a person who holds an associate, baccalaureate, or graduate degree from the University of Alaska.

- Are dependent children of an Alaska resident, as evidenced by the most current federal income tax return filed within the past 16 months.
- Are participating in the Western Interstate Commission on Higher Education (WICHE) or Western Regional Graduate Program (WRGP).
- Are enrolled in four or fewer credit hours within the UA system.

4. REPRESENTATIVE GARDNER offered the question of the military families.

- A student whose custodial parent or legal guardian is an Alaska resident at the time the student graduates from high school or is in active military service and maintains Alaska as their domicile state is considered an Alaska resident.

5. CHAIR SEATON asked about the criteria for losing eligibility.

Response:

A student will lose edibility if the student:

- does not take advantage of the scholarship within the six year limit following graduation from high school. Military service may extend this timeline;
- completes eight semesters of eligibility;
- does not maintain a grade-point average of 2.5 at a qualified postsecondary institution;
- does not meet other minimum qualifications to apply or continue to be eligible for a governor's scholarship;
 - ✓ has not complied with the military selective service registration requirements imposed under 50 U.S.C. App. 453 (Military Selective Service Act), if those requirements apply to the student;
 - ✓ is currently in default or owes a refund on a federal financial aid loan under the federal guaranteed student loan program or financial aid awarded under this chapter; or
 - ✓ has been convicted of a felony in the state or another jurisdiction and has not qualified for a waiver under standards adopted by the department.
- does not maintain Satisfactory Academic Progress (SAP) -- 12 credits every regular semester (fall and spring). Students who are on a part-time schedule (4-11) are not required to maintain SAP.

Students may regain eligibility following the completion of one full-time semester that meets the eligibility requirement.

6. CHAIR SEATON requested a more detailed explanation of the role of GED's .

- The GPS does not include a pathway for a G.E.D.
- The language of 14.43.820 addresses the requirement for home school students to meet both the curricular requirements necessary to achieve a diploma and the rigorous curriculum demands of the GPS. It is not a pathway for a G.E.D.
- Some states have a GED pathway to a scholarship. The points on a G.E.D. are used to qualify a student's attendance.

Hathaway GED Criteria

A student who attended a Wyoming high school, did not graduate, took the GED, and whose class has graduated, may qualify for a Hathaway Scholarship. Below are ACT and GED score requirements for Hathaway Scholarships. Students below a 550 GED do not qualify for UW admission.

Opportunity	Minimum GED of 500, and minimum ACT of 19
Performance	Minimum GED of 540, and minimum ACT of 21
Honors	Minimum GED of 575, and minimum ACT of 25

Information on Taking the GED in Alaska

The GED (General Educational Development) test in Alaska is a 5-part national exam for the high school equivalency; the five GED tests cover reading, writing, science, social studies and mathematics, and are taken individually. The GED test may be taken by any adult over 18 who is not currently enrolled in a high school diploma program; persons 16 to 18 years old must have written documentation that they have withdrawn from school, such as a transcript or withdrawal slip, and legal emancipation documentation or a parent or guardian's signature before GED testing is allowed. Two retests, per test purchased, are available for each of the five sections; there are no limits to how many times a person can retake the test. Your total score on the GED in Alaska must be at least 2,250 points and no one test can have a lower score than 410. The GED test is submitted to the Alaska Department of Labor and Workforce Development, where the score is computed. All GED applicants must reside in the state of Alaska at the time of their GED testing application; tests must also be taken at an official GED testing center in Alaska. Testing sites for the GED in Alaska include, but are not limited to, Anchorage, Nome, Kenai Peninsula, Homer, Palmer, Juneau, Sitka, Fairbanks, Dillingham, Soldotna and Kodiak.

**UA Associate Vice President, Saichi Oba will follow up with the committee on G.E.D.'s administered by the outlying UA campuses.

7. Representatives Munoz and Wilson would like more information on the disparity between the cost of attending UA and technical schools. Why is the GPS set at \$3,000 per year for the CTE?

Response:

The CTE scholarship is an average. It could be increased to include room and board costs.

Estimated 2009-2010 UAF Annual Costs

FRESHMEN and SOPHOMORES	Alaska Resident	Non-Resident	WUE**
Tuition and Fees* (30 credits, 100-200-level classes)	\$5,138	\$15,218	\$7,298
Room and Board (double room & 19 meals/week on campus)	\$6,802	\$6,802	\$6,802
ANNUAL TOTAL	\$11,940	\$22,020	\$14,100

JUNIORS and SENIORS	Alaska Resident	Non-Resident	WUE**
Tuition and Fees* (30 credits, 300-400-level classes)	\$5,678	\$15,788	\$8,108
Room and Board (double room & 19 meals/week on campus)	\$6,802	\$6,802	\$6,802
ANNUAL TOTAL	\$12,480	\$22,590	\$14,910

GRADUATE STUDENTS	Alaska Resident	Non-Resident
Tuition and Fees* (18 credits, 600-level classes)	\$6,536	\$12,602
Room and Board (double room & 19 meals/week on campus)	\$6,802	\$6,802
ANNUAL TOTAL	\$13,338	\$19,404

ALL STUDENTS	Living Off Campus	Living On Campus
Books/Supplies	\$1,300	\$1,300
Miscellaneous/Personal	\$2,070	\$2,070
Transportation	\$1,800	\$432

* Includes Wood Center student life, student government, technology, transportation, UA network, athletics, Student Recreation Center and health center fees. Does not include health insurance, books, supplies, travel, parking, miscellaneous expenses or special costs associated with international or exchange students. Costs are subject to change.

** Western Undergraduate Exchange

AVTEC Training Dates

Alaska Culinary Academy

- ‡ **Professional Cooking & Baking**, 210 training days
Offered 01/05/10 to 12/16/10, 08/16/10 to 06/30/11

Alaska Maritime Training Center Courses

- ‡ **Marine License Preparation - Master Mate**, 45 training days
TBA
- ‡ **Qualified Member of the Engine Department (QMED) Oiler**, 60 training days
Offered 09/07/10 to 12/02/10
- ‡ **See all AVTEC Maritime training dates and costs**
(Complete class listing)

Allied Health Department - Anchorage Training Facility

- ‡ **Certified Nurse Assistant (CNA)**, 38 training days
Offered 01/04/10 to 02/26/10, 02/03/10 to 03/30/10, 03/08/10 to 04/28/10,
04/05/10 to 05/27/10, 05/05/10 to 06/29/10, 06/07/10 to 08/03/10, 07/12/10 to 09/01/10
- ‡ **Licensed Practical Nurse (LPN)**, 176 training days
Offered 01/04/10 to 11/18/10, 08/16/10 to 07/01/11

Applied Technologies Department

- ‡ **Automotive Technology**, 197 training days
Offered 01/05/10 to 12/17/10, 08/16/10 to 06/09/11
- ‡ **Combination Welding**, 172 training days
Offered 01/25/10 to 12/17/10, 08/16/10 to 05/04/11
- ‡ **Diesel/Heavy Equipment Technologies**, 197 training days
Offered 01/05/10 to 12/17/10, 08/16/10 to 06/09/11
- ‡ **Industrial Electricity**, 197 training days
Offered 08/16/10 to 6/09/11
- ‡ **Pipe Welding**, 75 training days
Offered 01/19/10 to 05/05/10, 09/01/10 to 12/17/10
- ‡ **Power Plant Operation**, 40 training days
Offered 01/11/10 to 03/05/10, 03/17/10 to 05/11/10
- ‡ **Structural Welding**, 97 training days
Offered 01/25/10 to 06/11/10, 08/16/10 to 01/17/11

Information Technology Department

- ‡ **Business & Office Technology**, 183 training days
Offered 01/05/10 to 12/17/10, 08/16/10 to 05/19/11
- ‡ **Information Technology**, 188 training days
Offered 08/16/10 to 05/26/11
- ‡ **Web Development Technology**, 188 training days
Offered 08/16/10 to 07/12/11

Building Trades Technology

- ‡ **Facility Maintenance Construction Trades**, 188 training days
Offered 08/16/10 to 05/26/11
- ‡ **Plumbing & Heating**, 102 training days
Offered 01/05/10 to 05/28/10

AVTEC Training Cost * Costs Effective July 1, 2009

Program	Tuition	Technology Fee ¹	Security Deposit	Student Service Fee*	Meal Plan ⁴	Dormitory Fees	Dorm Security Deposit ³	Books/Supplies ² sold by AVTEC	Tools/Supplies Not sold by AVTEC	Total
Qualified Member of the Engine Department (QMED) Oiler	\$1,650	\$150	\$50	\$75	\$1,573	\$1,820	\$200	\$155	\$655	\$6,328
Marine License Preparation - Master Mate	\$1,650	\$150	\$50	\$75	\$1,086	\$1,260	\$200	\$302	N/A	\$4,773
Certified Nurse Assistant	\$1,320	N/A	N/A	N/A	N/A	N/A	N/A	\$580	N/A	\$1,900
Licensed Practical Nurse	\$5,000	\$150	\$50	N/A	N/A	N/A	N/A	\$360	N/A	\$5,560
Business & Office Technology	\$2,750	\$150	\$50	\$75	\$3,400	\$4,400	\$200	\$1,800	N/A	\$12,825
Information Technology	\$2,750	\$150	\$50	\$75	\$3,400	\$4,400	\$200	\$2,600	N/A	\$13,625
Web Development Technology	\$2,750	\$150	\$50	N/A	N/A	N/A	N/A	\$2,400	N/A	\$5,350
Professional Cooking & Baking	\$2,750	\$150	\$50	\$75	\$3,400	\$4,400	\$200	\$1,425	\$300	\$12,750
Automotive Technology	\$2,750	\$150	\$50	\$75	\$3,400	\$4,400	\$200	\$600	\$3,600	\$15,225
Diesel/Heavy Equipment Technologies	\$2,750	\$150	\$50	\$75	\$3,400	\$4,400	\$200	\$1,050	\$3,700	\$15,775
Industrial Electricity	\$2,750	\$150	\$50	\$75	\$3,400	\$4,400	\$200	\$950	\$2,300	\$14,275
Pipe Welding	\$1,650	\$150	\$50	\$75	\$1,700	\$2,100	\$200	\$570	\$700	\$7,195
Power Plant Operation	\$1,320	\$150	\$50	\$75	\$975	\$1,120	N/A	N/A	\$420	\$4,110
Structural Welding	\$2,200	\$150	\$50	\$75	\$1,700	\$2,200	\$200	\$920	\$600	\$8,095
Combination Welding	\$2,750	\$150	\$50	\$75	\$3,400	\$4,400	\$200	\$1,500	\$800	\$13,325
Facility Maintenance/Construction Trades	\$2,750	\$150	\$50	\$75	\$3,400	\$4,400	\$200	\$650	\$2,000	\$13,675
Plumbing & Heating	\$2,200	\$150	\$50	\$75	\$1,700	\$2,200	\$200	\$236	\$1,700	\$8,511

8. Rep. Seaton would like to know what the definition of a part-time student is.

Response:

- Part-time students carry between 6 and 11 credits during a semester. Full-time students carry 12 or more credits per semester.
- Students who attend part-time use up a semester of eligibility.
- Students who attend during a summer session use up a semester of eligibility.

9. Special Education and the GPS

Response:

AS 14.30.180 Purpose. It is the purpose of AS14.30.180 - 14.30.350 to provide an appropriate public education for each child with a disability in the state who is at least three years of age but less than 22 years of age; (2) allow procedures and actions necessary to comply with the requirements of federal law, including 20 U.S.C. 1400 – 1487 (Individuals with Disabilities Education Act.)

10. Representatives Edgmon and Buch asked about the Alternative Pathways: How will decisions be made pursuant to Section 14.43.830?

Response:

The Commissioner will develop in conjunction with the State Board of Education, a process to consider requests for a make-up procedure or alternative pathway for students who are not eligible for a scholarship to make up a deficit by alternative means if the deficit was caused by circumstances that would make it unfair not to allow the student to make up the deficit.

Regulations adopted by the State Board of Education require an opportunity for public hearing, comment and public discussion.

11. Rep. Seaton asked if a student is able to graduate from a high school out of state and then enroll in an Alaska high school in an effort to gain eligibility of the GPS; essentially graduating from high school twice?

Response:

Practice in Alaska is to request the student's transcripts from the sending school. This practice allows the receiving Alaska high school to verify whether or not the student has in fact already graduated from an out of state high school.

Louie Flora

Subject: FW: Rep. Seaton comments on GPS work-draft

From: Paul Seton [mailto:pkseaton@gmail.com]

Sent: Saturday, March 06, 2010 11:18 AM

To: Louie Flora; Rep. Paul Seaton

Subject: RE: Items for Monday's House Education Hearing including GPS work-draft with amendments

Louie,

Please distribute my comments to the committee and the Commissioner and theirs to me so our thought processes can progress before the committee meeting and we will be more prepared to address the issues during the committee meeting.

Re: HB 297 (EDU) workdraft 26 GH2771\R of 3/4/10

Sec 1 School Districts to determine eligibility – How does this work with page 9 qualifications some of which are not under the purview of a school district [i.e. they have GPAs but may not the college entrance exams etc];

and more especially page 10 line 9 seems to be eligibility determined by the 'commission'.

Also page 16 line 7-8 Commission shall establish application procedures.

This may all work but I would like to see a flow chart to be sure we are not establishing conflicting authorities and everyone is clear who does what in the program.

Pg 9 line 19-21

Does this mean - left Alaska as a High School student or any aged student for any number or years as long as parent is on allowable absence?

Pg 9 military, does this mean a student retains for 20 + year career then 6 year to use after retirement? This seems to be creating an indeterminate unfunded liability especially in the new age of a service person being to give their VA education benefit to another family member then utilizing GPS. Is this intended in the bill? Perhaps allowing a specific 2 years additional qualification period is more definable for the fiscal note.

There should probably be a qualification of extension that the member maintained their Alaska residency.

Similarly on page 9 line 24 after school add " if the student maintains Alaska residency"

Page 9 lines 27 -28

What does this mean or continue to be eligible for GPS ?? if did not meet other minimum requirements???

Page 10 line 20 and page 11 line 26

I thought the testimony was that all GPA was on 4 point scale but we have definition of GPA on page 17 of 4 point and 5 point for AP scale?? We need to clarify on record with the Commissioner and keep or adjust based on committee policy decision.

Page 10 line 28

Does this give flexibility for Acuplacer exam that UA rural campuses use or is it just ACT or SAT scores that are privately or publically paid for?

Page 11 line 7 (6) and page 12 lines 8-9 (5) What is this and what are limits? Is this getting eligibility after failing to have good enough GPA or core classes or is it reestablishing residency or ??? It is not the rural school unavailability of classes as that is in (7) and we were NOT going to have waivers of criteria.

Page 12 line 16 what does this mean in the Maximum Awards section? "and require very high academic achievement..." similarly line 17 "and require high academic achievement..." and on pg 12 line 18 "and require moderate academic achievement..." These seem to be qualification references stuck to the awards or are they referring to some postsecondary GPA attainment which has not previously been examined?? Is there a reason to mix the programmatic standards, eligibility and the award level sections??

Page 12 line 29, Define how pro rata works. Is between half time and full time $\frac{1}{2}$ the award or does it start at $\frac{1}{2}$ then go up proportionately by every credit to full award at minimum full time status?

Page 13 line 2 What do lines 2-7 mean more than the citation AS 14.43.815(a)(3) already encompasses. Lines 7-8 seem to be the only needed new part.

Page 15 lines 3-4 Did we get a firm decision as to whether or not this provision is applying to alternative testing methods or accommodations for special needs students?

Page 15-16 Does this definition of "physically located in the state" have any consequences for High School District collaboration with outside administered virtual curriculums? I realize that it is for postsecondary institutions but I want to be sure we do not draw any unintended consequences for curriculum being offered by high schools for core curriculum or dual credit courses. We need clarification on the record.

Page 16 line 10 This says that the money goes to the institution but we had testimony that in some cases it could go directly to students to cover off campus room and board etc. Do we need to change language to allow what Diane Barons said would take place or will such be prevented by this statutory language?

Page 17 Should the report include the number of scholarships used at each institution?

From: Louie Flora [mailto:Louie_Flora@legis.state.ak.us]

Sent: Thursday, March 04, 2010 4:52 PM

To: Paul Seaton; Rep. Paul Seaton

Subject: FW: Items for Monday's House Education Hearing including GPS work-draft with amendments

From: Louie Flora

Sent: Thursday, March 04, 2010 4:52 PM

EXECUTIVE SUMMARY

INTRODUCTION

Singaporean students ranked first in the world in mathematics on the Trends in International Mathematics and Science Study-2003; U.S. students ranked 16th out of 46 participating nations at grade 8 (Mullis, et al., 2004). Scores for U.S. students were among the lowest of all industrialized countries. Because it is unreasonable to assume that Singaporean students have mathematical abilities inherently superior to those of U.S. students, there must be something about the system that Singapore has developed to teach mathematics that is better than the system we use in the United States.

This exploratory study compares key features of the Singapore and U.S. mathematics systems in the primary grades, when students need to build a strong mathematics foundation. It identifies major differences between the mathematics frameworks, textbooks, assessments, and teachers in Singapore and the United States. It also presents initial results from four pilot sites that introduced the Singapore mathematics textbook in place of their regular textbooks.

Analysis of these evidentiary streams finds Singaporean students more successful in mathematics than their U.S. counterparts because *Singapore has a world-class mathematics system with quality components aligned to produce students who learn mathematics to mastery*. These components include Singapore's highly logical national mathematics framework, mathematically rich problem-based textbooks, challenging mathematics assessments, and highly qualified mathematics teachers whose pedagogy centers on teaching to mastery. Singapore also provides its mathematically slower students with an alternative framework and special assistance from an expert teacher.

The U.S. mathematics system does not have similar features. It lacks a centrally identified core of mathematical content that provides a focus for the rest of the system. Its traditional textbooks emphasize definitions and formulas, not mathematical understanding; its assessments are not especially challenging; and too many U.S. teachers lack sound mathematics preparation. At-risk students often receive special assistance from a teacher's aide who lacks a college degree. As a result, the United States produces students who have learned only to mechanically apply mathematical procedures to solve routine problems and who are, therefore, not mathematically competitive with students in most other industrialized countries.

The experiences of several of the U.S. pilot sites that introduced the Singapore mathematics textbooks without the other aspects of the Singaporean system also illustrate the challenges teachers face when only one piece of the Singapore system is replicated. Some pilot sites coped successfully with these challenges and significantly improved their students' mathematics achievement, but others had great difficulty. Professional training improved the odds of success, as did serving a stable population of students who were reasonably able with mathematics. These mixed results further reinforce the comparative findings that the U.S. will have to consider making comprehensive reforms to its school mathematics system if we are to replicate the Singaporean successes.

The U.S. mathematics system has some features that are an improvement on Singapore's system, notably an emphasis on 21st century thinking skills, such as reasoning and communications, and a focus on applied mathematics. However, if U.S. students are to become successful in these



RESEARCH

- In 2001 (the most recent year for which data are available), US industry spent more on tort litigation than on research and development.³⁷
- In 2005, only four American companies ranked among the top 10 corporate recipients of patents granted by the *United States Patent and Trademark Office*.³⁸
- Beginning in 2007, the most capable high-energy particle accelerator on Earth will, for the first time, reside outside the United States.³⁹
- Federal funding of research in the physical sciences, as a percentage of GDP, was 45% less in FY 2004 than in FY 1976.⁴⁰ The amount invested annually by the US federal government in research in the physical sciences, mathematics, and engineering combined equals the annual increase in US health care costs incurred every 20 days.⁴¹

PERSPECTIVES

- "We go where the smart people are. Now our business operations are two-thirds in the U.S. and one-third overseas. But that ratio will flip over the next 10 years." —Intel spokesman Howard High⁴²
- "If we don't step up to the challenge of finding and supporting the best teachers, we'll undermine everything else we are trying to do to improve our schools."—Louis V. Gerstner, Jr., Former Chairman, IBM⁴³
- "If you want good manufacturing jobs, one thing you could do is graduate more engineers. We had more sports exercise majors graduate than electrical engineering grads last year." — Jeffrey R. Immelt, Chairman and Chief Executive Office, General Electric⁴⁴
- "If I take the revenue in January and look again in December of that year 90% of my December revenue comes from products which were not there in January." — Craig Barrett, Chairman of the Intel Corporation⁴⁵
- "When I compare our high schools to what I see when I'm traveling abroad, I am terrified for our workforce of tomorrow." —Bill Gates, Chairman and Chief Software Architect of Microsoft Corporation⁴⁶
- "Where once nations measured their strength by the size of their armies and arsenals, in the world of the future knowledge will matter most." —President Bill Clinton ⁴⁷
- "Science and technology have never been more essential to the defense of the nation and the health of our economy."—President George W. Bush⁴⁸



Private Sector Leaders Committed to Efforts Focused on Science, Technology, Engineering, and Math (STEM) Education

WASHINGTON, Nov. 23 /PRNewswire-USNewswire/ -- The following is being issued by Information Technology Industry Council:

Today the White House is announcing a national education initiative to strengthen America's economic competitiveness through leadership in science, technology, engineering, and math (STEM) education.

Led by former CEO and Chairman Craig Barrett of Intel Corporation; Chairman, President and CEO Glenn Britt of Time Warner Cable; Ursula Burns, CEO of Xerox Corporation; Antonio M. Perez, Chairman and CEO of Eastman Kodak Company; and Dr. Sally Ride, CEO of Sally Ride Science and the first American woman in space; in conjunction with Carnegie Corporation of New York, and the Bill and Melinda Gates Foundation, the effort seeks to improve America's students' interest and performance in the STEM disciplines, which are the foundation for innovation.

"At Intel, we have seen what young people can do with math and science when they are inspired and well-taught. It is up to all of us to stimulate that interest and provide teachers who can guide and nurture students in these critical subjects," said Craig R. Barrett.

"For nearly a half century, Xerox has been enabling young people to pursue educations and careers in science, technology, engineering and math," said Ursula Burns. "President Obama's initiative is not only the right thing for the young people of our country, but essential to maintaining America's leadership position in the global economy."

"The American economy has always depended on innovation, and in a knowledge-based society, there can be no real innovation without an educational emphasis on science, technology, engineering and math," said Antonio M. Perez, Chairman and CEO of Eastman Kodak. "This is especially important to create a workforce that can succeed in today's rapidly changing economy. Kodak has a long history of supporting education in these disciplines because we know that innovation is the key differentiator for our company and our country."

"We are grateful the Obama administration is focused on America's need to increase its STEM proficiency, and believe this will have positive outcomes for technology-focused businesses like Time Warner Cable," Glenn Britt said. "We have a need to fill the jobs pipeline with qualified engineers and technologists to continue our tradition of significant innovation in the telecommunications industry."

Under this public-private partnership, founders are building a coalition that seeks to shape a strong national STEM network that will mobilize the business community, philanthropists, educators, governors and the public at-large. These founding champions aim to recruit other leaders from the business community to create a robust advisory board that will contribute the necessary resources to fund a sustainable effort. Working at a rapid pace--similar to the one that fueled our entry into the space race 50 years ago--this new nonprofit organization seeks to mobilize the resources needed to fuel a national STEM initiative and raise the level of math and science learning for all students.

Supported by a dynamic and highly qualified executive and staff, the organization will aim to improve STEM performance of America's students, by harnessing new technologies and social networks to connect teachers with STEM professionals, drive public demand for STEM education and careers, and challenge companies to engage in ways consistent with their core business competencies through building an national innovation infrastructure. Organizations including National Math and Science Institute and Battelle have already signed on to help as core partners.

"America's global competitiveness and the future of our democratic society depend on our ability to mobilize together now, with


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STEM Quotes

Quotable Quotes about Math + Science

"Today, more than ever before, science holds the key to our survival as a planet and our security and prosperity as a nation. It's time we once again put science at the top of our agenda and work to restore America's place as the world leader in science and technology."

-- President Barack Obama

"America faces many challenges...but the enemy I fear most is complacency. We are about to be hit by the full force of global competition. If we continue to ignore the obvious task at hand while others beat us at our own game, our children and grandchildren will pay the price. We must now establish a sense of urgency."

--Charles Vest, President of the National Academy of Engineering, President Emeritus at Massachusetts Institute of Technology

Q: What do we know works to improve student achievement in K-12 STEM [science, technology, engineering, and mathematics] education?

A: "I'd say great teachers, who know the content."

--U.S. Secretary of Education Arne Duncan

Q: You've talked about the value of alternative certification. But there are different approaches. Attracting midcareer professionals is one approach. But then there's the Teach for America model, and the UTeach [at the University of Texas] model. What are the strengths and weaknesses of those different approaches?

A: "I love 'em all. I see them as three different buckets. You have the young guns, the Teach for America students who are right out of school. Then you have the midcareer changers. Then you have a set of folks in their 50s and 60s, moving toward retirement. But they still have a good 10 to 15 years in them. I think we need to work very aggressively in all three areas. The important thing is to collect the data and track them over time, to see who's achieving the best results for children."

--U.S. Secretary of Education Arne Duncan, interview with Science Magazine

"If America is to maintain our high standard of living, we must continue to innovate. We are competing with nations many times our size. We don't have a single brain to waste. Math and science are the engines of innovation. With these engines we can lead the world. We must demystify math and science so that all students feel the joy that follows understanding."

-- Dr. Michael Brown, former Nobel Prize winner for medicine and the Paul J. Thomas Professor of Molecular Genetics and Director of the Jonsson Center for Molecular Genetics at the University of Texas Southwestern Medical School in Dallas

Q: Anything you would like business schools to teach more? Less?

A: In our business, there's not enough emphasis on math. Coming out of college, we really like to have kids who like math, study math and get it. And so I'd like to make sure that there is an emphasis on math.

Q: But somebody might say, 'That's what calculators are for.'

A: And that's exactly the problem. Because when, at least when I was in school, we didn't have the computer technology that we have today to do a lot of the work for us. And so I think there's logic that has to go into this. And I don't think you should actually have to have a calculator for every decision that you make that has numbers attached to it. Some of that should just come to you quickly, and you should be able to quickly move to your instincts about that being a good or not good decision."

- Terry J. Lundgren, CEO of Macy's, interviewed by The New York Times, April 12, 2009

"The United States is facing much more than a temporary economic crisis - we may put a patch on our stalled economic system, but we aren't likely to see robust, long-term growth unless we get a 21st century engine."

-- Tom Luce, CEO National Math and Science Initiative

"Only by providing leading-edge human capital and knowledge capital can America continue to maintain a high standard of living, including providing national security for its citizens."

-- Norman Augustine, Chair, "Rising Above the Gathering Storm" Committee

"On October 4, 1957, history changed with the Soviet Union's successful launch of Sputnik I, the world's first man-made satellite. Americans were alarmed that we had been outpaced technologically and saw the Soviet feat as a threat to our national security. In order to catch up with the Russians, our nation swung into action and infused new funding and resources into scientific research on a priority basis that resulted in new labs springing up all over the country. To support this national initiative, schools upgraded and expanded math and science instruction at every level. Congress established scholarships and grants to enable young people to pursue science and engineering majors in college and graduate schools. These efforts paid off as a new generation of American scientists and engineers was produced and the United States became the Mecca for scientific research in virtually all fields. Now, five decades later, we are again on the verge of falling behind technologically, largely because of a failure to provide world class science and math instruction in our schools...We cannot fail to prepare our children to thrive in a world where science and technology define in many ways how we work, live and entertain ourselves."

-- Marian Wright Edelman, President and Founder, Children's Defense Fund

"I relate a lot of it to my football training. We had a highly functioning team and learned all the things you need to do to have a successful launch. I try to tell kids if you play sports, you can be an Astronaut, because it is very similar, the training is similar. It's just that you have to learn something different. I tell them, 'Hey, go for your dreams -- but you have to have a plan.' My plan was education. ..I was in Algebra class like you are in the eighth grade, I did the same things you do. There's nothing magic about becoming an Astronaut, it's about dedication and working hard. It's work ethic. If they have that work ethic and apply themselves, they can be an Astronaut also."

-- Astronaut Leland Melvin, who was drafted after college by the NFL to play as a wide receiver for the Detroit Lions and recently served on the crew of the space Shuttle Atlantis on a mission to the international space station.

"The financial crisis just made the hole deeper, which is why our stimulus needs to be both big and smart, both financially and educationally stimulating. It needs to be able to produce not only more shovel-ready jobs and shovel-ready workers, but more Google-ready jobs and Windows-ready and knowledge-ready workers."

-- Columnist Thomas L. Friedman, The New York Times.

"In a global economy, the best jobs are not going to go to the best in your class, but to the best in the world," said Gary Phillips, a chief scientist for the American Institutes for Research in Washington, D.C. "Some of the Asian countries are just outstanding in math and science achievement and we're way behind." Phillips' research shows that even American eighth graders in the best-performing states like Massachusetts rank significantly below eighth grade "We do produce students who function at the highest levels in math and science internationally. The problem is we don't produce enough of them."

-- Vivien Stewart, vice president for Education at Asia Society in New York

"Now that we know what works, we should ask government and corporate leaders to take action today. Every minute we wait, we fall further behind other countries."

-- Tom Luce, CEO National Math and Science Initiative

"Only by providing leading-edge human capital and knowledge capital can America continue to maintain a high standard of living - including providing national-security - for its citizens."

-- Norm Augustine, chair, "Rising Above the Gathering Storm" Committee

"Will America lead...and reap the rewards? Or will we surrender that advantage to other countries with clearer vision?"

-- Susan Hockfield, President MIT

"Yes, we know the world is flat. But what are we going to do about it? We need to start educating kids today for the jobs of tomorrow. We need better math and science classes and more math and science teachers. We need to launch a national campaign to make math and science a national priority. And we need to act like our future depends on it. After all, it does."

-- Tom Luce, CEO National Math and Science Initiative

"Among the most consistently cited challenges facing science and math education are the number and quality of teachers. The National Science Board's Science and Engineering Indicators 2008 report noted that 80 percent of schools had teaching vacancies last year, with 74 percent having vacancies in math programs and 56 percent having openings in physical science departments."

-- Rob Broisseau, Inside Science News Service

"One of my favorite quotes is from Carl Sagan, who said it's suicidal to create a society that depends on science and technology in which no one knows anything about science and technology - and that's the road that we are headed down.

I think part of the issues is that it takes year, decades, to build the capability to have a society that does depend on science and technology.

You need to generate the scientists and engineers, starting in school-elementary school, middle school, you have to fund the research that those scientists go on to do-the fundamental research. You have to generate the engineers that can turn those scientific breakthroughs into products and services. And then you have to have the right environment."

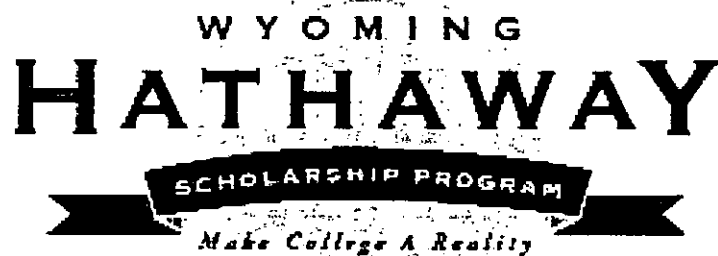
--Sally Ride, President and CEO Sally Ride Science, former Astronaut, first American woman in space.

"This new generation will have the opportunity to solve many global issues: healthcare, energy security and the global food crisis to name just a few. Given this, the missing ingredient is a better knowledge of math and science and its power to provide solutions to these problems. Technology can and will change the world. For this younger generation to be the force for good they want to be, they need to understand that the new literacy of the 21st century includes math and science."

-- Tom Luce, CEO, NMSI

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REFERENCE MANUAL

Data Collection
2010 →

Version 1.20 11/17/2009

Reference Manual Changes from Version 1.10

Section	Page(s)	Item	Action	New Code	New Text
Data Reporting Cycle	11, 14	Cycle-At-a-Glance/Who-What-Why-When	Added Step		Summer End-of-Term Report
The Reports	17	The End-Of-Term Report	Added paragraph		" <u>Note:</u> The due date for the End-of-Term report serves as the deadline for submitting Hathaway Scholarships granted for the semester. Scholarships reported to the WDE after the end-of-term due date will not be reimbursed to the post secondary institution."
The Reports	17	The End-Of-Term Report (2nd pgf)	Sentence - edit		" AND have not used up their 4 or 8 semester limit " " AND have not used up their 8 semester (96 credit hrs) limit"
The Data Transfer Path	20	Relationships Between Elements	Sentence - added text		5. Cumulative data (hours and points) supports the CUMULATIVE_STATUS (if student has attended only one institution), unless an appeal was approved
Appendix A	28, 32, 35, 38	Element #13 - HS_NAME	Changed element		HS_ID (WDE School Identification #)
Appendix A	30, 40	Element # 36 - GPA_CUM_HRS_GR	Added to Data Definition		"...since initiation of the Hathaway scholarship"
Appendix A	30, 40	Element # 37 - EARNED_CUM_HRS_NGR	Added to Data Definition		"...since initiation of the Hathaway scholarship"
Appendix A	30, 40	Element # 38 - EARNED_CUM_HRS_REM	Added to Data Definition		"...since initiation of the Hathaway scholarship"
Appendix A	30, 40	Element # 39 - EARNED_CUM_PTS	Added to Data Definition		"...since initiation of the Hathaway scholarship"
Appendix A	30, 40, 41	Element #40 - CUMULATIVE_STATUS	Added valid value	750	INELIGIBLE CONTINUOUS ENROLLMENT
Appendix A	30, 40, 41	Element #40 - CUMULATIVE_STATUS	Added valid value	775	REDUCED TO OPPORTUNITY
Appendix A	30, 40, 41	Element #40 - CUMULATIVE_STATUS	Added valid value	900	APPEAL APPROVED

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The Law:

Statutes and Rules & Regulations Governing the
Hathaway Scholarship Program
Data Reporting

Hathaway Scholarship Reimbursements

Statute:

21-16-1308 (a)(v) The department shall determine and certify to the state treasurer the amount which is equal to seventy-five percent (75%) of the total amount the eligible institution received during the preceding semester under this subsection. Not later than September 1 for the fall semester and not later than January 15 for the spring semester, the state treasurer shall pay from the scholarship expenditure account the amount certified by the department. The department shall review the lists provided under paragraph (iv) of this subsection, determine there is no duplication of students, and determine and certify to the state treasurer the balance of the amount due under this article to each institution for the semester. The state treasurer shall pay from the scholarship expenditure account the balance of the amount due. Payments of the balance due under this paragraph shall be made not later than seventy-five (75) days after the institution's semester has commenced. Payments to the university shall be made directly to the university. Payments to the community colleges shall be made directly to each college and be reported by the state treasurer to the community college commission. Should a prepayment under this paragraph exceed the amount actually due the institution for any semester, the excess amount shall be calculated by the department and deducted from the next payment made.

For purposes of this subsection, payments due for summer terms shall be included within the calculations and payments for the subsequent fall semester.

Rules & Regulations:

Chapter 38, Section 18, Payment to Institutions.

(a) For the first four years of the program, eligible institutions shall report to the Wyoming Department of Education by August 1 estimates of the number of students and the scholarship awards they anticipate for the upcoming fall semester. Institutions must report again to the Department by December 1 the number of students and scholarship amounts they anticipate for the following spring semester. Community colleges shall additionally report to the Commission the estimates they submitted to the Department for August 1 and December 1.

(i) The Department shall certify to the State Treasurer the amounts to be paid to each eligible institution in a manner that will enable the prepayment to be made to the institutions by September 1 for the fall semester and by January 15 for the spring semester.

(b) After the first four years of estimates by the institutions, the Department will rely on actual data to make annual prepayments to institutions in the amount of 75% of the total amount that institution received the preceding semester.

(i) The Department will certify to the state treasurer the amount to be paid to each eligible institution in time for the institutions to receive their fall semester prepayment by September 1 and their spring semester prepayment January 15.

(c) Within 30 days of the commencement of each semester, the community colleges shall submit to the Wyoming Community College Commission a list of students enrolled in the institution who qualify for Hathaway Merit and Need-Based Scholarships, and the amount for which they qualify.

(d) Within 10 days of receipt of the last student data list from an individual community college, the Commission shall verify no inappropriate duplication of students exists between the colleges then shall submit to the Department a complete list of students and the amount each college is to receive for Hathaway Scholarship awards.

(e) Within 45 days of the commencement of each semester, the University shall certify to the Department a list of students enrolled in the institution who qualify for Hathaway Merit and Need-Based Scholarships, and the amount for which they qualify.

(f) The lists submitted to the Department from the eligible institutions must include all the data elements needed to enable the institutions and the Department to meet the reporting requirements of the Hathaway Scholarship program. Data elements shall include but are not limited to:

- (i) Student name, birth date, and gender;
- (ii) Unique student identifier identified by the Department and the institutions;
- (iii) Name of the institution;
- (iv) Hathaway scholarship category;
- (v) Number of credit hours;
- (vi) Semester identifier; and
- (vii) High school graduation year.

(g) Upon receipt of the two student lists, the Department shall verify there is no inappropriate duplication of students among the institutions.

(i) Any duplication of students will be reported by the Department to the institutions and to the Commission. The institutions, in coordination with the Commission, will research and resolve the problem, if any, and submit final lists back to the Department.

(ii) If it is determined a student is properly attending multiple eligible institutions, the Department shall award the entire Hathaway scholarship for which the student qualifies to the eligible institution designated in the student's consortium agreement as the home institution.

(h) When the final lists are certified as accurate and approved, the Department will certify to the state treasurer the balance of the amount due to each institution for the semester.

(i) The state treasurer shall pay the amounts due no later than 75 days after commencement of the institution's semester. Individual payments will be made to the University and to each community college.

(i) The state treasurer shall report to the Wyoming Community College commission and the Department the amounts paid to each college.

(j) Any prepayment that exceeds the amount actually due the institution for any semester shall be calculated by the Department and deducted from the next payment(s) made to the institution.

(k) Students receiving a Hathaway Scholarship for a summer semester shall be included with the institution's fall semester calculations.

(i) The Department will consequently adjust the award to the institution for the fall semester to include the appropriate additional amount for the summer semester.

Hathaway Scholarship Reporting on Participants and their Academic Progress

Statute:

21-16-1308

(c) The department shall establish annual reporting procedures for purposes of policy analysis and program evaluation and providing accurate data to the legislature and governor relative to the program's impact on the state and on students.

In developing the annual reporting procedure the department shall consult with the University of Wyoming and community college financial aid officers and registrars or their designees. It is the intention of the legislature that the reporting system and the requirements thereof shall be applicable to all recipients of scholarships under this article. Compliance with this section shall be made a condition of receiving a scholarship under this article.

The reporting system shall include the following information:

- (i) A report prepared for each semester or equivalent periods of time during each academic year relative to the rate of retention of program participants;
- (ii) Scholarships-by- students-as they progress-from-semester to semester or other equivalent periods of time as may be applicable once enrolled at an eligible institution.

The data shall be reported by institution attended, by the instructional program, and by scholarship category and shall include

-the percent of students losing scholarship eligibility due to not earning the minimum number of credit hours,

-the percent of students losing scholarship eligibility due to not having the required cumulative grade point average,

-the percent of students losing scholarship eligibility for failing to make satisfactory academic progress

-and the percentage of students losing scholarship eligibility for failing to enroll.

The same information shall also be reported by categories showing those students qualifying through WORKKEYS scores and GED scores and by the group of students who attended a home-based educational program and did not graduate from an eligible high school;

(iii) The persistence rates at the eligible institutions of freshmen, sophomore, junior and senior students receiving a scholarship reported by scholarship category and by award year;

- (iv) The graduation rates or rates of completion of the chosen post-secondary education program if otherwise applicable for students receiving a scholarship reported by scholarship category and award year, including for those graduating with an academic degree at the baccalaureate level the rate for persons graduating within four (4) years, within five (5) years and within six (6) years, respectively and including for those graduating with a certificate or associate degree the rate for persons graduating within one (1), two (2) and three (3) years;
- (v) The mean length of time required for a student receiving a scholarship under this article to graduate with a degree or to complete the certificate program with such information being reported by scholarship category and by award year;
- (vi) An annual report on the number of applicants as well as the percent of high school graduates by high school district who apply for a scholarship by scholarship category, and the percent of those students who are awarded a scholarship and subsequently enroll in an eligible institution;
- (vii) Statistical studies on the relationship between the courses taken and grades earned by a high school student and the student's score on the ACT or WORKKEYS test. Relative to public high schools, such statistical studies shall use student course and grade data that is otherwise available from the schools and such studies shall be conducted at no additional cost to the governing authority of any public high school;
- (viii) Statistical studies on the relationship between the courses taken and the grades earned in high school and the student's college or university GPA.
- (d) The annual report by the department shall be submitted to the governor and the legislature in accordance with W.S. 9-2-1014.

Rules & Regulations:

Chapter 38, Section 22, Data Gathering and Reporting Procedures

- (a) In consultation with school districts and the financial aid officers and registrars of the eligible institutions, or their designees, the Department shall develop annual reporting procedures for purposes of policy analysis and program evaluation. The annual report on the Hathaway Scholarship Program shall be presented by the Department in accordance with the budget timeframes identified in W.S. § 9-2-1014.
- (b) Data reporting is a requirement for receipt of scholarship funds.
- (c) The University of Wyoming shall submit the required information directly to the Department.

- (d) Wyoming community colleges shall submit the required information to the Wyoming Community College Commission which shall submit to the Department individual college information, as well as a summative report of all college data.
- (e) Information to be provided to the Department from the eligible institutions includes:
- (i) By district and scholarship type, the number and percent of students who apply, the number and percent of students who meet success curriculum requirements, the number and percent of students awarded a scholarship, and the number and percentage of students who subsequently enroll in the institution;
 - (ii) Rate of retention of scholarship recipients;
 - (iii) Persistence rate of freshman, sophomore, junior, and senior scholarship recipients, by original award year, by scholarship type; and
 - (iv) Graduation rates or rates of completion, by scholarship type by award year to include:
 - (A) For those receiving a baccalaureate level degree, the rate scholarship recipients graduated in four, five or six years, and the mean length of time for students to earn the degree; and
 - (B) For those receiving a certificate or associate degree, the rate scholarship recipients graduated in one, two, or three years, and the mean length of time for students to complete the certificate or associate degree.
 - (v) By institution, instructional program, scholarship type, and award year, report on the loss of scholarship eligibility of students at the end of each spring semester according to the following categories:
 - (A) Those qualifying through high school graduation with the accompanying GPA and ACT requirements;
 - (B) Those qualifying through high school graduation with the accompanying GPA and WorkKeys requirements;
 - (C) Those qualifying through GED and the accompanying ACT requirements;
 - (D) Those qualifying through a home-based educational program and the accompanying ACT requirements.

(vi) In addition to reporting the number of students who have lost scholarship eligibility as specified in Section 22 (e)(v) of these rules, institutions shall provide further data on cause of loss of scholarship to include:

(A) The number and percentage of students failing to meet satisfactory academic progress due to either minimum number of credit hours and/or failure to maintain minimum cumulative GPA ;

(B) The number and percentage of students failing to maintain minimum continuous enrollment requirements; and

(C) The number and percentage of students failing to enroll in the eligible institution.

(f) Studies the Department shall undertake annually for each graduating cohort include:

(i) Analysis of the relationship between courses taken, grades earned in high school, and a student's ACT and or WorkKeys test scores; and

(ii) Analysis of the relationship between courses taken, grades earned in high school, and a student's college and/or university GPA.

The Reporting Cycle

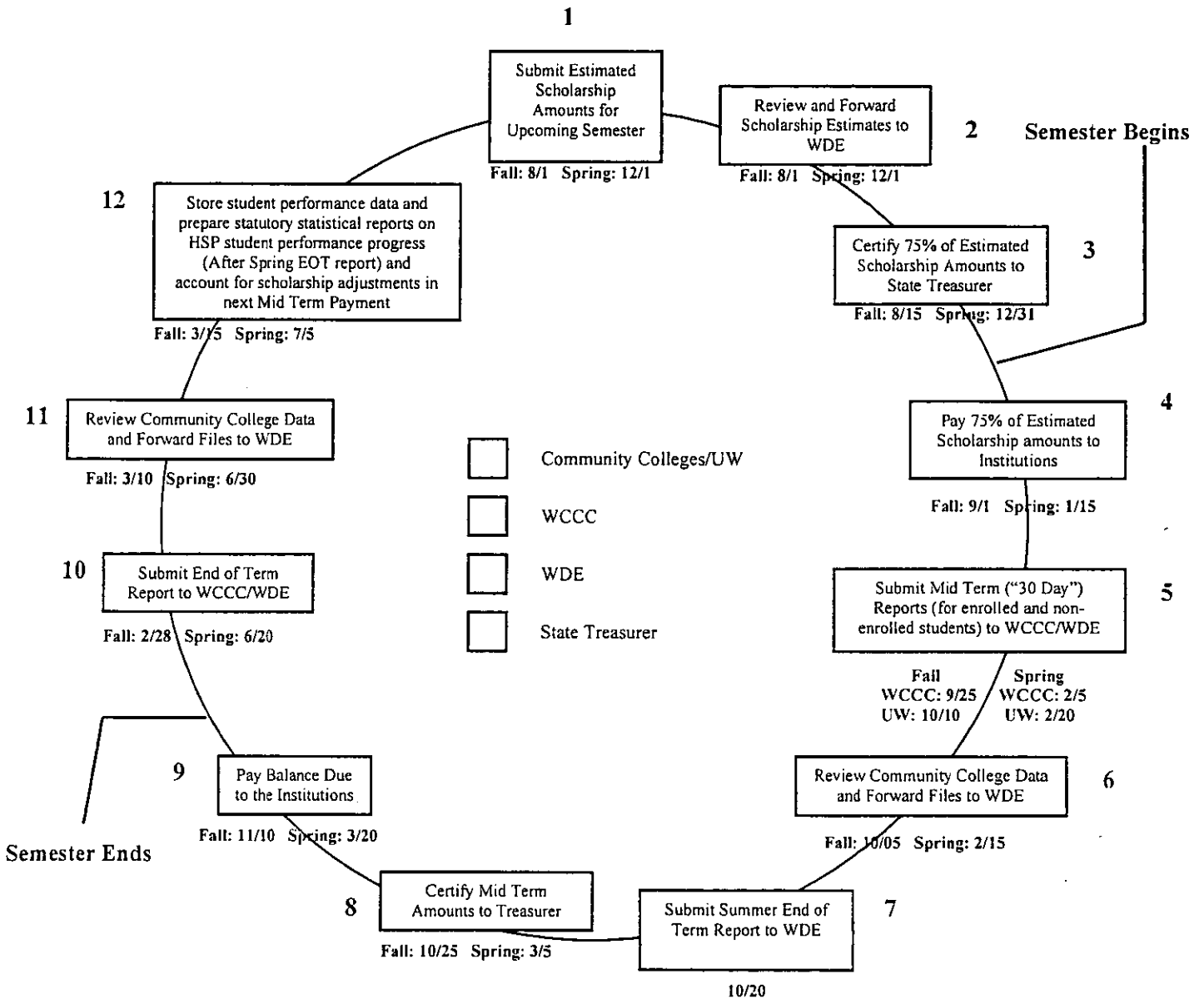
As the statutes quoted in the previous section indicate, the Hathaway data collection is based on the need for information in three areas; **Scholarship Applicants**, **Scholarship Amounts Awarded**, and **Student Performance**. This information is gathered by the institutions and collected by the WCCC (if applicable) and the WDE via four reports during each semester (see p.16-17 for details about each report). These reports are created, reviewed, stored, and analyzed in eleven steps during a semester. The participants in the cycle are the Institutions, the Wyoming Community College Commission (WCCC), The Wyoming Department of Education (WDE), and the State Treasurer.

All steps in the reporting cycle involve the listing, verification, or reimbursement of **Scholarship Amounts Awarded**, whereas **Scholarship Applicant** and **Student Performance** data are dealt with in only a few of the steps. Applicant and performance data are analyzed by the WDE after the end of each school year to generate the statutorily required statistics on the applicants and the academic progress of scholarship recipients.

The next page provides an illustration of the reporting cycle. The pages that follow it provide detail on each step in the process in a "Who, What, Why, and When" format.

Successive sections provide more information about the required data reports, the data submission path, scholarship accounting, and student progress statistics.

The Cycle At-a-Glance



Note: the dates are approximate – refer to the rules for exact time intervals.

Refer to pages 12 thru 15 for details on each step in the cycle.....

1. **WHO:** Community Colleges/UW
WHAT: The Estimate Report. (Page 16)
WHY: To receive 75% reimbursement at the beginning of the semester.
WHEN: By 8/1 for the Fall semester, and 12/1 for the Spring semester.
 (Community Colleges report to the WCCC, UW reports directly to the WDE)

2. **WHO:** The WCCC
WHAT: Review Estimate Reports submitted by each individual Community College and forward to WDE.
WHY: To ensure reports are complete.
WHEN: Upon Receipt from the Community Colleges.

3. **WHO:** The WDE
WHAT: Download the Estimate Reports to the HSP Data Warehouse and prepare certification to the State Treasurer.
 Required Information for each institution: Beginning Balance, Recipient Counts and Amounts by Scholarship Category, and Total Amount to be paid.
WHY: To track individual institution balances and to ensure institutions are properly compensated.
WHEN: Submit certified amounts to the State Treasurer by 8/15 for the Fall semester and by 12/31 for the Spring semester.

4. WHO: The State Treasurer
 WHAT: Pay from the scholarship expenditure account 75% of the estimated scholarship amounts due to each institution as certified by the WDE.
 WHY: To reimburse the institutions for the Hathaway scholarships awarded.
 WHEN: By 9/1 for the Fall semester, and by 1/15 for the Spring semester.
5. WHO: Community Colleges/UW
 WHAT: The Mid Term Reports (Page 16)
 WHY: To provide the WDE with data to calculate the remaining balance due for scholarships awarded, and to provide information on attempted hours and instructional program selections, and to provide data on applicants who did not enroll. Data on enrolled and non-enrolled students are submitted in two separate reports.
 WHEN: Community Colleges: Submit to the WCCC within 30 days of the commencement of each semester.
 UW: Submit to the WDE within 45 days of the commencement of each semester.
6. WHO: The WCCC
 WHAT: Review Mid Term Reports submitted by the Community Colleges for accuracy and verify no inappropriate duplication of students exists and forward to WDE.
 WHY: To ensure that no student exceeds the maximum scholarship amount allowed if enrolled in more than one institution.
 WHEN: Within 10 days of receipt from the Community Colleges.

7. WHO: Community Colleges/UW
 WHAT: The Summer End-Of-Term Report (Page 17)
 WHY: To provide the WDE with data to run the statutory statistical reports on Hathaway student performance and to include summer scholarships for reimbursement (to be applied to the fall semester Mid Term payment).
 WHEN: By 10/20 of each year

8. WHO: The WDE
 WHAT: Download the Mid Term Reports to the HSP Data Warehouse, review for duplicate student records between CCs and UW, and prepare certification to the State Treasurer.
 Required Information for each institution: Beginning Balance, Recipient Counts and Amounts by Scholarship Category, and Total Amount to be paid.
 WHY: To track individual institution balances and to ensure institutions are properly compensated.
 WHEN: Submit certified amounts to the State Treasurer by 10/25 for the Fall semester, and by 3/5 for the Spring Semester.

9. WHO: The State Treasurer
 WHAT: Pay from the scholarship expenditure account the balance of the amount due to each institution as certified by the WDE.
 WHY: To reimburse the institutions the balance due for the Hathaway scholarships awarded.
 WHEN: Within 75 days of the commencement of each semester.

10. **WHO:** Community Colleges/UW
WHAT: The End-Of-Term Report. (Page 17)
WHY: To provide the WDE with data to run the statutory statistical reports on Hathaway student performance and to account for any adjustments in scholarship reimbursements (to be applied to next semester's Mid Term payment).
WHEN: Community Colleges: Submit to the WCCC within 60 days of the end of fall semester, and within 30 days of the end of spring semester.
 UW: Submit to the WDE within 70 days of the end of fall semester, and within 40 days of the end of spring semester.
11. **WHO:** The WCCC
WHAT: Review the End-Of-Term Reports submitted by the Community Colleges for completeness and duplicate student records between institutions and forward to WDE.
WHY: To ensure that accurate data is submitted to WDE.
WHEN: Within 10 days of receipt from the Community Colleges.
12. **WHO:** The WDE
WHAT: Download the End Of Term Reports to the Hathaway Data Warehouse and prepare student performance statistics (post Spring only), and identify any adjustments to scholarship amounts.
WHY: To comply with the annual statutory reporting and track individual institution balances to ensure institutions are properly compensated.
WHEN: The annual statutory statistical reports on student performance are to be completed by 10/1. Any adjustments in scholarship amounts will be applied to next semester's Mid Term payment.

The Reports

1. The Estimate Report

This is an estimated totals report that is submitted by the institutions by 8/1 for the fall semester, and by 12/1 for the spring semester. As the title indicates, it is an estimate of the number of students and scholarships within the four merit levels, as well as an estimate of the Needs award. 75% of the estimated scholarship total is remitted to the institutions as a prepayment for the semester. The payments need to be made by the State Treasurer to the institutions by 9/1 for the fall semester, and by 1/15 for the spring semester.

The three reports below require the collection and submission of certain pieces of data that pertain to Hathaway Scholarship applicants and enrolled students. These data elements and their properties are listed in Appendix A starting on page 27.

2. a) The Mid Term Report - Enrolled Students

This report is submitted by the community colleges to the WCCC within thirty days of the start of the semester, who then forwards the files within ten days of receipt to the WDE. The University submits the file directly to the WDE within 45 days of the start of the semester. The institutions receive the difference between the 75% of the Estimate payment and the sum of scholarship amounts provided in this report. The payments need to be made by the State Treasurer to the institutions within 75 days of the start of the semester. Information on attempted hours and instructional program is included in this report. The specific elements for this data submission are listed on pages 31 - 33.

b) The Mid Term Report - Non-Enrolled New Applicants

This report is to accompany the Mid Term Report for Enrolled Students. It provides information about new applicants (or newly screened Wyo grads, GED or Home Schooled students) who did not qualify or did not accept the scholarship and includes data indicating the reason for non-enrollment. The purpose of this report is to complete the set of applicants for the semester being reported;

$$\begin{aligned}
 & \text{All Students in the Mid Term Non-Enrolled New Applicants file} \\
 + & \text{All New Students in the Mid Term Enrolled Students file} \\
 = & \text{New Applicants for the reporting term}
 \end{aligned}$$

The specific elements for this data submission are listed on pages 34 - 36.

3. The End-of-Term Report - Enrolled Students

The main purpose of this report is for the institutions to submit student performance data that is analyzed by the WDE for the statutorily required annual academic progress statistics. However, any changes made to individual scholarship amounts during the last part of the current semester will be registered and accounted for as an adjustment to the last payment for the following semester.

Students to be included in this report:

- All students who have initiated the scholarship (in the past or in the current semester), whether they received a scholarship during the semester or not,
- AND have not used up their 8 semester (96 credit hrs) limit,
- AND are inside of the 6 year deadline

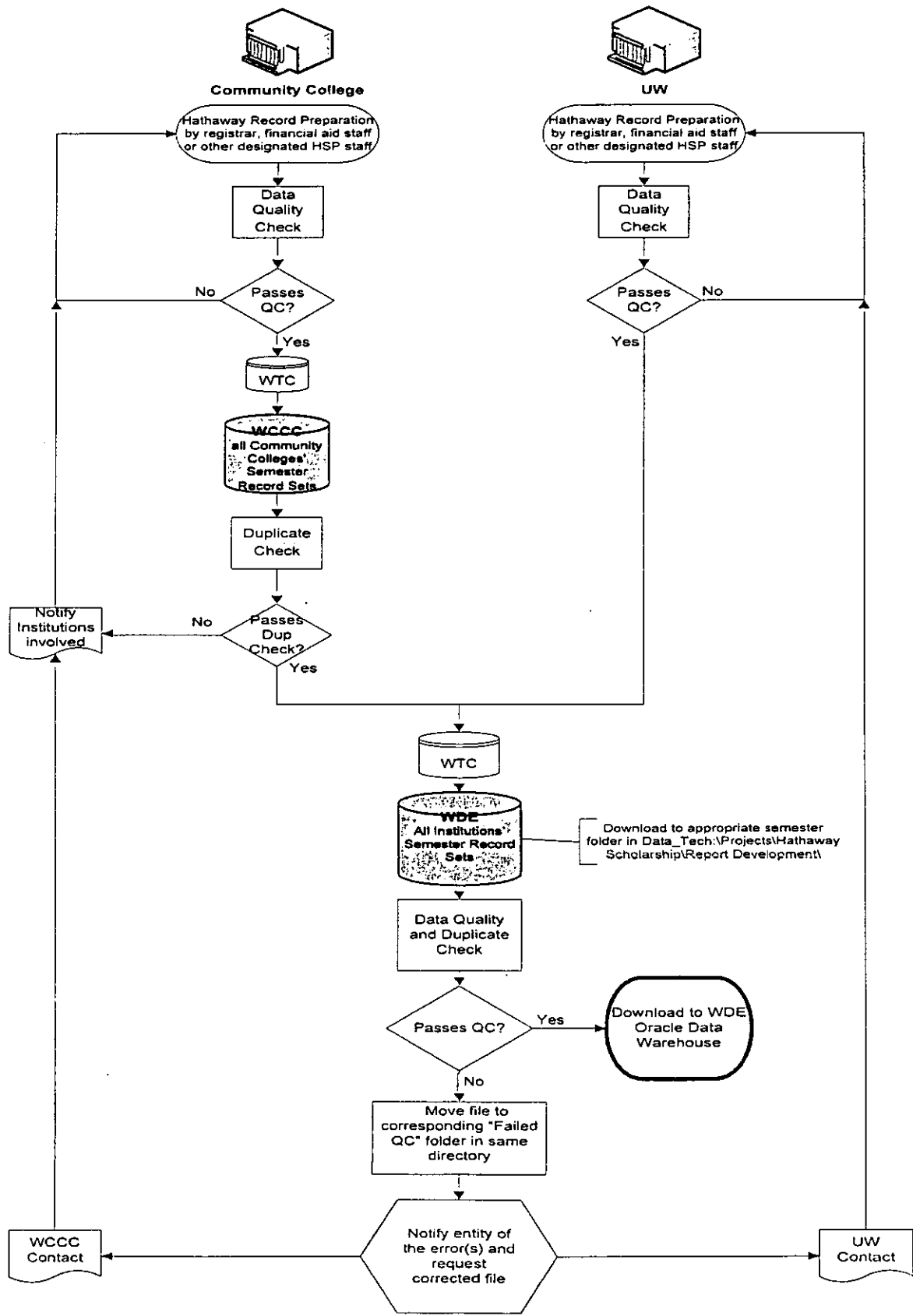
The specific elements for this data submission are listed on pages 37 - 40.

Note: The due date for the End-of-Term report serves as the deadline for submitting Hathaway Scholarships granted for the semester. Scholarships reported to the WDE after the end-of-term due date will not be reimbursed to the post secondary institution.

The Data Transfer Path

The Wyoming Transcript Center (WTC) provides a secure method of transferring sensitive student information between the entities that are involved in creating and managing the data. Within the path, it is essential to have data quality check points to guarantee that the HSP Data Warehouse ultimately receives accurate records with clean data to ensure efficient and precise reporting.

The following page illustrates the flow of information as it originates at the Institutions, passes through the Wyoming Community College Commission (if applicable), and ultimately downloaded to the WDE Data Warehouse. Information about the data quality checks follows on page 20.



Data Quality Checks

(Refer to Appendix A starting on page 28 for data element detail)

Data Elements

1. All required fields are populated.
2. Fields are populated with Valid Values only, and consistent with specified format.
3. There are no duplicate records.

Relationships Between Elements

1. High School performance data (HS_GPA, ACT_SCORE, GED_SCORE, WORKKEYS_SCORE) supports the scholarship level (SCHOLARSHIP_CATEGORY).
2. Award Amount (MERIT_AWARD_AMOUNT) is not greater than the amount allowed based on the scholarship level and attempted non-remedial hours (ATT_SEM_HRS_GR + ATT_SEM_HRS_NGR).
3. For each of the semester hour fields, earned hours do not exceed attempted hours.
4. Previous semester's Cumulative Data supports the current scholarship level (SCHOLARSHIP_CATEGORY).
5. Cumulative data (hours and points) supports the CUMULATIVE_STATUS (if student has attended only one institution), unless an appeal was approved.

Post End-Of-Term Record Updates

Any change to a student Hathaway record during the semester should be reflected in the End-of-Term Report for that semester.

If there is a change to any Hathaway data element after the End-of-Term Report was submitted, upload to the Wyoming Transcript Center (WTC) the complete Hathaway record(s) (all required elements must be included) that contains the changes, and notify the WCCC of the data transfer (UW notifies WDE). The same submission process and quality checks applies to individual record transfers.

The Accounting

As is mentioned in the Data Reporting Cycle section on pages 10 - 15 , the WDE receives three updates from the institutions during any given semester that include scholarship amounts awarded, and are provided via these reports discussed in detail on pages 16 - 17;

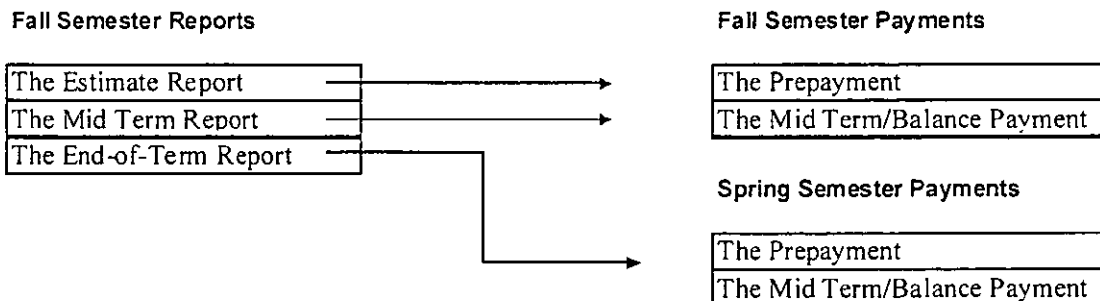
1. The Estimate Report
2. The Mid Term Report - Enrolled Students
3. The End-of-Term Report - Enrolled Students

The scholarship information declared in these reports is accounted for in two payments to the institutions each semester;

1. The Prepayment
2. The Mid Term/Balance Payment

Special note regarding the End-of-Term Report: Since the last payment (the Mid Term/Balance Payment) for the current semester, and the first payment (the Prepayment) for the following semester have already been processed by the time this report is due, the amount in this report must be carried forward to the second payment (the Mid Term/Balance Payment) for the following semester.

Illustration:



See next page for the current accounting set-up.

2008SP Reports

Report	Scholarships	Casper College		Central Wy. College		Eastern Wy. College		Laramie County CC		Northwest College		Sheridan College		Western Wy. CC		Community College		UW		Grand Total	
		HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount
1	Honors	67	\$107,200	16	\$25,600	20	\$32,000	44	\$70,400	45	\$63,740	32	\$47,200	42	\$64,000	266	\$410,140	623	975,000	891	\$1,385,140
2	Performance	193	\$230,000	55	\$66,000	39	\$46,800	130	\$156,000	108	\$122,786	92	\$108,000	120	\$138,777	737	\$868,363	490	\$75,000	1,227	\$1,443,363
3	Opportunity	151	\$120,200	33	\$26,400	27	\$21,600	118	\$91,200	60	\$46,495	65	\$50,400	90	\$69,377	544	\$425,872	230	175,000	774	\$600,872
4	Career	65	\$52,000	20	\$16,000	24	\$19,200	40	\$32,000	30	\$22,753	30	\$23,200	18	\$14,400	227	\$179,553	0	0	227	\$179,553
5	Need Award	39					\$5,091	6	\$1,371	9	\$1,697	5	\$1,800	7	\$1,900	83	\$28,343	245	240,000	328	\$268,343
6	Estimated Sch.Shs.	476					\$12,401	33	\$3,300	43	\$4,471	219	\$230,600	270	\$288,654	1,774	\$1,912,271	1,345	1,965,000	3,119	\$3,877,271
7	Honors																				
8	Performance																				
9	Opportunity																				
10	Career																				
11	Need Award																				
12	Actual Sch.Shs.	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
13	Honors																				
14	Performance																				
15	Opportunity																				
16	Career																				
17	Need Award																				
18	Additional Sch.Shs.																				
19	Honors																				
20	Performance																				
21	Opportunity																				
22	Career																				
23	Need Award																				
24	Final Sch.Shs.	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0

Line 1: This amount is provided by the institutions. The details are entered above in the Estimate Report section.

Line 2: This amount is 75% of line 2

Line 4: This amount is carried over from the previous semester's End-Of-Term Report since both payments for last semester (and the first payment for this semester) have already been processed

Line 5: This amount is provided by the institutions. The details are entered above in the Mid-Term Report section.

Line 6: This amount is the difference between line 5 and line 3, plus line 4.

2008SP Accounting

		Casper College	Central Wy. College	Eastern Wy. College	Laramie County CC	Northwest College	Sheridan College	Western Wy. CC	Community College	UW	Grand Total
1	Estimated	\$525,125	\$134,759	\$124,691	\$350,971	\$257,471	\$250,600			\$1,965,000	\$3,877,271
2	75% of Estimate	\$393,844	\$101,069	\$93,518	\$263,228	\$192,103	\$172,950			\$1,473,750	\$2,907,953
3	Int Payment	\$393,844	\$101,069	\$93,518	\$263,228	\$192,103	\$172,950			\$1,473,750	\$2,907,953
4	From 2007FA Final										
5	Actual										
6	Balance Due										
7	2nd Payment										
8	Final Actual										
9	Balance Due										
10	Carry over to 2008FA										

Line 10: Same as line 9, but noting that the amount is being carried over to next semester's 2nd payment since both payments for this semester, and the first payment for next semester have already been processed

The Student Academic Progress Statistics

Statute requires that we gauge the counts of Hathaway Scholarship students and their academic progress in order to make good recommendations to the legislature on how the program can be "adjusted" to optimize the State's return on the scholarship funding. The required information is listed in statute and rules and quoted on pages 6 - 9. The data that is analyzed is delivered to the WDE via the Mid-Term Report and the End-of-Term Report (p.16 - 17), and the required data elements are listed and described in Appendix A starting on page 27.

Initial HSP Applicants

The institutions must submit a Hathaway record (based on the required data elements) for each applicant, whether the student filled out an application, or was automatically screened by the institution. Both enrolled and non-enrolled applicants must be reported. Refer to Appendix B on page 42 for an overview on how to qualify an applicant.

Returning HSP Students

Fewer data elements are required for students who enrolled in the program prior to the current semester. Data such as gender, high school graduation date, high school GPA, ACT scores, etc. is already on file at the WDE from the institution's initial data submission for these students. Refer to the Requirement Indicator field in the data element lists to see what data are required for each report, starting on page 31 in Appendix A.

Hathaway data for students who have lost eligibility, but returned to school, must still be submitted. These students may regain eligibility in later semesters, so we want to maintain continuity in the semester records for these students.

HSP Students not Returning

No record needs to be generated and submitted by the institution for an active Hathaway student (initiated the scholarship in a prior semester) who is expected to return, but fails to enroll. A gap in successive semesters enrolled within the data warehouse is enough information in itself to gauge continuous enrollment.

Refer to pages 24 - 25 for a tabular view of the statutorily required HSP statistics.

Hathaway Scholarship Program Student Performance Reports

Information Required as provided in Chapter 38 - Rules for the Hathaway Scholarship Program - Section 22 (e)		Statutory Reference	Report	Grouping 1	Grouping 2	Grouping 3	Conditions/Remarks
(i)	Count of applicants	21-16-1308(c)(vi)	HSP01	NA	NA	NA	Denominator = All Wyo HS grads/residents initially registered in an eligible institution.
	Count of students awarded a scholarship		HSP03	By Scholarship Type	By School District		
	Percent of students awarded a scholarship		HSP03				
	Count of students subsequently enrolling		HSP04				
	Percent of students subsequently enrolling		HSP04				
(ii)	Rate of retention of scholarship recipients	21-16-1308(c)(i)	HSP05				
(iii)	Persistence rate of Freshman recipients	21-16-1308(c)(ii)	HSP06	By Award Year	By Scholarship Type		
	Persistence rate of Sophomore recipients		HSP07				
	Persistence rate of Junior recipients		HSP08				
	Persistence rate of Senior recipients		HSP09				
(iv) A	Rate of recipients graduating in 4 years - Bacc degree	21-16-1308(c)(iv)	HSP10	By Scholarship Type	By Award Year		
	Rate of recipients graduating in 5 years - Bacc degree		HSP11				
	Rate of recipients graduating in 6 years - Bacc degree		HSP12				
(iv) B	Rate of recipients graduating in 1 year - Cert or Assoc degree		HSP13				
	Rate of recipients graduating in 2 years - Cert or Assoc degree		HSP14				
	Rate of recipients graduating in 3 years - Cert or Assoc degree		HSP15				
(v) A	Count of students losing elig. - Qualified through HS graduation - GPA/ACT		HSP20	By Instructional Program	By Scholarship Type	By Award Year	
(v) B	Count of students losing elig. - Qualified through HS graduation - GPA/WorkKeys		HSP21				
(v) C	Count of students losing elig. - Qualified through GED/ACT		HSP22				
(v) D	Count of students losing elig. - Qualified through Home Based Ed. Program		HSP23				

Hathaway Scholarship Program Student Performance Reports

(vi) A	Count of students failing to meet SAP due to min credit hrs	21-16-1308(c)(ii)	HSP24	By Instructional Program	By Scholarship Type	By Award Year	
	Count of students failing to meet SAP due to min GPA		HSP25				
	Percent of students failing to meet SAP due to min credit hrs		HSP24				
	Percent of students failing to meet SAP due to min GPA		HSP25				
(vi) B	Count of students failing to maintain min continuous enrollment requirements		HSP26	By Instructional Program	By Scholarship Type	By Award Year	
	Percent of students failing to maintain min continuous enrollment requirements		HSP26				
(vi) C	Count of students failing to enroll in the eligible institution		HSP04				Awarded, but failed to enroll.
	Percent of students failing to enroll in the eligible institution		HSP04				
Section 22 (f)							
(i)	Relationship between courses taken, grades earned in HS, and student's ACT and/or WorkKeys test scores	21-16-1308(c)(vii)	HSP28				
(ii)	Relationship between courses taken, grades earned in HS, and student's college/university GPA	21-16-1308(c)(viii)	HSP29				

Appendices

Appendix A

Appendix A contains the current data elements, as well as proposed elements that will take effect at the beginning of the 09/10 school year.

The Appendix contains four sets of element lists;

- The Data Element Master List p. 27
- The Data Elements for the Mid-Term Report, Enrolled Students p. 31
- The Data Elements for the Mid-Term Report, Non-Enrolled New Applicants p. 34
- The Data Elements for the End-Of-Term Report, Enrolled Students p. 37

Appendix B

Appendix B is a flow chart that illustrates the process of qualifying an initial applicant for the Hathaway Scholarship. Students that are not placed in the Enrolled "bucket" at the bottom of the flowchart are accounted for in the Mid-Term Report for Non-Enrolled New Applicants.

Appendix A



DATA REPORTING ELEMENTS 2009-10 Master List

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition
1	WISER_ID	Text	8	8-digits	The WDE 8-digit state assigned student record identifier. (Institutions will be required to provide WISER ID to WDE starting Fall 2007 for WY HS graduates)
2	SSN	Text	9	9-digits no dashes	Social Security Number (SSN) or unique identifier used by the institution when SSN was not provided by the student. This is a text data type to ensure leading "0"s are captured.
3	COLLEGE_ID	Text	7	0150010 1350011 0750012 0850013 1150015 1750003 1550016 1950017	The college identification number of the post secondary eligible institution assigned by WDE. This is a text data type to ensure leading "0"s are captured. 0150010 = UW 1350011 = CC 0750012 = CWC 0850013 = EWC 1150015 = LCCC 1750003 = NWCC (Sheridan) 1550016 = NWC (Powell) 1950017 = WWCC
4	COLLEGE	Text	4	UW CC CWC EWC LCCC NWCC NWC WWCC	The abbreviation of the post secondary eligible institution. UW = University of Wyoming CC = Casper College CWC = Central Wyoming College EWC = Eastern Wyoming College LCCC = Laramie County Community College NWCC = North West Community College (Sheridan) NWC = Northwest College (Powell) WWCC = Western Wyoming Community College
5	SEMESTER	Text	6	YYYYFA YYYYSP YYYYSU	The semester or term for which data is being reported: Year followed by semester code. Semester codes: FA for fall, SP for spring, and SU for summer 2008FA = fall semester beginning in September 2008 2009SP = spring semester beginning in January 2009 2009SU = summer term beginning in June 2009

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition
6	LAST_NAME	Text	60	Name characters	Student's last name
7	FIRST_NAME	Text	15	Name characters	Student's first name
8	MIDDLE_NAME	Text	15	Name characters	Student's middle name
9	NAME_SUFFIX	Text	8	Name characters	Generational indicator i.e. Sr, Jr, III
10	DATE OF BIRTH	Text	8	YYYYMMDD	Student's date of birth
11	GENDER	Text	1	F, M, U	Student's Gender: F-Female; M-Male; U-Unknown
12	HS_CITY	Text	60	"name" "name1_name2"	Name of the city of the high school i.e.: Casper Rock_Springs
13	HS_ID	Text	7	"000000"	WDE assigned school ID
14	HS_GRAD_DATE	Text	6	YYYYMM	High school graduation date, year and month only in format YYYYMM (or corresponding date for students earning GEDs or receiving home-based education)
15	HS_GRAD_TYPE	Text	8	WYO_GRAD OTR_GRAD HOME GED	High School Graduation Type: Element needed to gauge performance by qualification: WYO_GRAD = Wyoming High School Graduate OTR_GRAD = Eligible Out-of-State High School Graduate per W.S. 21-16-1303c HOME = Home-based GED = GED
16	ACT_SCORE	Number	2	0 - 36	ACT composite score (or SAT score converted to equivalent ACT score)
17	WORKKEYS_SCORE	Number	2	0 - 20	"cumulative score on applied math, reading for information and locating information on WorkKeys tests"
18	GED_SCORE	Number	3	0 - 800	GED standard score
19	HS_GPA	Number	4	0.00 - 4.00	"Grade point average" or "GPA" means the numbered grade average calculated using a 4.0 scale

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition
20	NON_ENROLLMENT_REASON	Text	2	10 20 30 40 50	10 = NOT QUALIFIED DUE TO NON ACADEMIC REASON(S) 20 = NOT QUALIFIED DUE TO HIGH SCHOOL ACADEMIC REASON(S) 30 = QUALIFIED BUT FAILED TO ENROLL 40 = QUALIFIED BUT DECLINED 50 = QUALIFIED BUT DEFERRED <div style="border: 1px solid black; padding: 2px; display: inline-block;">See page 41 for more detail</div>
21	SEMESTER_STATUS			70 80 90 95 97	70 = COMPLETED SEMESTER 80 = WITHDRAW 90 = REGAIN ELIGIBILITY ATTEMPT 95 = POST INITIATION DEFERMENT (enrolled) 97 = POST INITIATION DEFERMENT (military/religious) <div style="border: 1px solid black; padding: 2px; display: inline-block;">See page 41 for more detail</div>
22	SCHOLARSHIP_CATEGORY	Text	1	1 2 3 5	The students level of merit scholarship for the semester being reported. 1 = HONORS 2 = PERFORMANCE 3 = OPPORTUNITY 5 = OPPORTUNITY PROVISIONAL
23	INSTRUCTIONAL_PROGRAM	Text	2	2 digits	NCES CIP Family Code (the first two digits of the CIP code) Le.: 09 = Communication, Journalism, and Related Programs 14 = Engineering This is a text data type to ensure leading "0"s are captured
24	DEGREE	Text	4	BA, AA, CERT, etc	Required when college degree is completed. Code set to be defined by UW and CC's
25	GRAD_DATE	Text	6	YYYYFA YYYYSP YYYYSU	Required when college degree is completed. Grad Date codes: FA for fall, SP for spring, and SU for summer 2009FA = fall semester beginning in September 2009 2010SP = spring semester beginning in January 2010 2010SU = summer term beginning in June 2010
26	MERIT_AWARD_AMOUNT	Number	7	0 - 1600	HSP award amount - can be zero - NOT BLANK
27	NEED_AMOUNT	Number	7	0 - 10000	HSP need based amount - can be zero - NOT BLANK
28	CONSORTIUM	Text	1	T/F	Is the student concurrently enrolled in 2 or more Hathaway eligible institutions? T = True F = False
29	ATT_SEM_HRS_GR	Number	2	0-99	Credit Hours Enrolled: non-remedial, A - F grade outcome courses

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition
30	ATT_SEM_HRS_NGR	Number	2	0-99	Credit Hours Enrolled: non-remedial, P/F, S/U, or similar grade outcome courses
31	ATT_SEM_HRS_REM	Number	2	0-99	Credit Hours Enrolled: remedial
32	EARNED_SEM_HRS_GR	Number	2	0-99	Semester Credit Hours Earned for non-remedial, A - D grade earned courses
33	EARNED_SEM_HRS_NGR	Number	2	0-99	Semester Credit Hours Earned non-remedial, S or P grade outcome
34	EARNED_SEM_HRS_REM	Number	2	0-99	Semester Credit Hours Earned remedial
35	EARNED_SEM_PTS	Number	3	0-999	Semester GPA/Quality Points Earned: for non-remedial, A - F grade earned courses
36	GPA_CUM_HRS_GR	Number	3	0-999	Cumulative Credit Hours Earned for non-remedial, A - F grade earned courses (for this institution). This data is used to measure cumulative GPA since initiation of the Hathaway scholarship
37	EARNED_CUM_HRS_NGR	Number	3	0-999	Cumulative Credit Hours Earned non-remedial, S or P grade outcome (for this institution) since initiation of the Hathaway scholarship
38	EARNED_CUM_HRS_REM	Number	3	0-999	Cumulative Credit Hours Earned remedial (for this institution) since initiation of the Hathaway scholarship
39	EARNED_CUM_PTS	Number	3	0-999	Cumulative GPA/Quality Pts. Earned: non-remedial, A-F grade earned courses (this institution) since initiation of the Hathaway scholarship
40	CUMULATIVE_STATUS Spring Only	Text	3	100 200 300 400 500 600 700 750 775 800 900	100 = INELIGIBLE GPA 200 = INELIGIBLE HRS 300 = INELIGIBLE SAP 400 = INELIGIBLE GPA HRS 500 = INELIGIBLE GPA SAP 600 = INELIGIBLE HRS SAP 700 = INELIGIBLE GPA HRS SAP 750 = INELIGIBLE CONTINUOUS ENROLLMENT 775 = REDUCED TO OPPORTUNITY 800 = SATISFACTORY 900 = APPEAL APPROVED See page 41 for more detail



DATA ELEMENTS FOR THE MID-TERM REPORT - ENROLLED STUDENTS -

Deadline for submitting this report:

Community Colleges: to WCCC within 30 days of the commencement of the semester

University of Wyoming: to WDE within 45 days of the commencement of the semester

The following values indicate if population of each particular field is required or optional, per the following codes: R = required; O = optional; (R) = required if event occurred; R-I then 'D' = required on the first mid semester report corresponding to each student's initial application, optional for subsequent reporting periods.

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
1	WISER_ID	Text	8	8-digits	The WDE 8-digit state assigned student record identifier. (Institutions will be required to provide WISER ID to WDE starting Fall 2007 for WY HS graduates)	R
2	SSN	Text	9	9-digits no dashes	Social Security Number (SSN) or unique identifier used by the institution when SSN was not provided by the student. This is a text data type to ensure leading "0"s are captured.	R
3	COLLEGE_ID	Text	7	0150010 1350011 0750012 0850013 1150015 1750003 1550016 1950017	The college identification number of the post secondary eligible institution assigned by WDE. This is a text data type to ensure leading "0"s are captured. 0150010 = UW 1350011 = CC 0750012 = CWC 0850013 = EWC 1150015 = LCCC 1750003 = NWCC (Sheridan) 1550016 = NWC (Powell) 1950017 = WWCC	R
4	COLLEGE	Text	4	UW CC CWC EWC LCCC NWCC NWC WWCC	The abbreviation of the post secondary eligible institution. UW = University of Wyoming CC = Casper College CWC = Central Wyoming College EWC = Eastern Wyoming College LCCC = Laramie County Community College NWCC = North West Community College (Sheridan) NWC = Northwest College (Powell) WWCC = Western Wyoming Community College	O

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
5	SEMESTER	Text	6	YYYYFA YYYYSP YYYYSU	The semester or term for which data is being reported. Year followed by semester code. Semester codes: FA for fall, SP for spring, and SU for summer. 2008FA = fall semester beginning in September 2008 2009SP = spring semester beginning in January 2009 2009SU = summer term beginning in June 2009	R
6	LAST_NAME	Text	60	Name characters	Student's last name	R
7	FIRST_NAME	Text	15	Name characters	Student's first name	R
8	MIDDLE_NAME	Text	15	Name characters	Student's middle name	O
9	NAME_SUFFIX	Text	8	Name characters	Generational indicator i.e. Sr, Jr, III	O
10	DATE_OF_BIRTH	Text	8	YYYYMMDD	Student's date of birth	R_I then O
11	GENDER	Text	1	F, M, U	Student's Gender: F-Female, M-Male, U-Unknown	R_I then O
12	HS_CITY	Text	60	"name" "name1_name2"	Name of the city of the high school. I.e.: Casper Rock_Springs	R_I then O
13	HS_ID	Text	7	"0000000"	WDE assigned school ID	R_I then O
14	HS_GRAD_DATE	Text	6	YYYYMM	High school graduation date, year and month only in format YYYYMM (or corresponding date for students earning GEDs or receiving home-based education)	R_I then O
15	HS_GRAD_TYPE	Text	8	WYO_GRAD OTR_GRAD HOME GED	High School Graduation Type. Element needed to gauge performance by qualification. WYO_GRAD = Wyoming High School Graduate OTR_GRAD = Eligible Out-of-State High School Graduate, per W.S. 21-16-1303c HOME = Home-based GED = GED	R_I then O
16	ACT_SCORE	Number	2	0 - 36	ACT composite score (or SAT score converted to equivalent ACT score)	R_I then O
17	WORKKEYS_SCORE	Number	2	0 - 20	"cumulative score... on applied math, reading for information and locating information on WorkKeys tests"	R_I then O
18	GED_SCORE	Number	3	0 - 800	GED standard score	R_I then O

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
19	HS_GPA	Number	4	0.00 - 4.00	"Grade point average" or "GPA" means the numbered grade average calculated using a 4.0 scale	R, I then O
22	SCHOLARSHIP_CATEGORY	Text	1	1 2 3 5	The student's level of merit scholarship for the semester being reported. 1 = HONORS 2 = PERFORMANCE 3 = OPPORTUNITY 5 = OPPORTUNITY PROVISIONAL	R
23	INSTRUCTIONAL_PROGRAM	Text	2	2 digits	NCES CIP Family Code (the first two digits of the CIP code) i.e.: 09 = Communication, Journalism, and Related Programs 14 = Engineering This is a text data type to ensure leading "0"s are captured	R
26	MERIT_AWARD_AMOUNT	Number	7	0 - 1600	HSP award amount - can be zero - NOT BLANK	R
27	NEED_AMOUNT	Number	7	0 - 10000	HSP need based amount - can be zero - NOT BLANK	R
28	CONSORTIUM	Text	1	T/F	Is the student concurrently enrolled in 2 or more Hathaway eligible institutions? T = True F = False	R
29	ATT_SEM_HRS_GR	Number	2		Credit Hours Enrolled: non-remedial; A - F grade outcome courses	R
30	ATT_SEM_HRS_NGR	Number	2		Credit Hours Enrolled: non-remedial; P/F, S/U, or similar grade outcome courses	R
31	ATT_SEM_HRS_REM	Number	2		Credit Hours Enrolled: remedial	R



DATA ELEMENTS FOR THE MID-TERM REPORT - NON-ENROLLED NEW APPLICANTS -

Deadline for submitting this report:

Community Colleges: to WCCC within 30 days of the commencement of the semester

University of Wyoming: to WDE within 45 days of the commencement of the semester

The following values indicate if population of each particular field is required or optional, per the following codes: R = required; O = optional; (R) = required if event occurred; R I then O = required on the first mid-semester report corresponding to each student's initial application, optional for subsequent reporting periods.

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
1	WISER_ID	Text	8	8-digits	The WDE 8-digit state assigned student record identifier. (Institutions will be required to provide WISER ID to WDE starting Fall 2007 for WY HS graduates)	R
2	SSN	Text	9	9-digits no dashes	Social Security Number (SSN) or unique identifier used by the institution when SSN was not provided by the student. This is a text data type to ensure leading "0"s are captured.	R
3	COLLEGE_ID	Text	7	0150010 1350011 0750012 0850013 1150015 1750009 1550016 1950017	The college identification number of the post secondary eligible institution assigned by WDE. This is a text data type to ensure leading "0"s are captured. 0150010 = UW 1350011 = CC 0750012 = CWC 0850013 = EWC 1150015 = LCCC 1750008 = NWCC (Sheridan) 1550016 = NWC (Powell) 1950017 = WWCC	R
4	COLLEGE	Text	4	UW CC CWC EWC LCCC NWCC NWC WWCC	The abbreviation of the post secondary eligible institution. UW = University of Wyoming CC = Casper College CWC = Central Wyoming College EWC = Eastern Wyoming College LCCC = Laramie County Community College NWCC = North West Community College (Sheridan) NWC = Northwest College (Powell) WWCC = Western Wyoming Community College	O

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
5	SEMESTER	Text	6	YYYYFA YYYYSP YYYYSU	The semester or term for which data is being reported. Year followed by semester code. Semester codes: FA for fall, SP for spring, and SU for summer 2008FA = fall semester beginning in September 2008 2009SP = spring semester beginning in January 2009 2009SU = summer term beginning in June 2009	R
6	LAST_NAME	Text	60	Name characters	Student's last name	R
7	FIRST_NAME	Text	15	Name characters	Student's first name	R
8	MIDDLE_NAME	Text	15	Name characters	Student's middle name	O
9	NAME_SUFFIX	Text	8	Name characters	Generational indicator i.e. Sr, Jr, III	O
10	DATE_OF_BIRTH	Text	8	YYYYMMDD	Student's date of birth	R
11	GENDER	Text	1	F, M, U	Student's Gender: F-Female, M-Male, U-Unknown	R
12	HS_CITY	Text	60	"name" "name1_name2"	Name of the city of the high school i.e.: Casper Rock_Springs	R
13	HS_ID	Text	7	"0000000"	WDE assigned school ID	R
14	HS_GRAD_DATE	Text	6	YYYYMM	High school graduation date, year and month only in format YYYYMM (or corresponding date for students earning GEDs or receiving home-based education)	R
15	HS_GRAD_TYPE	Text	8	WYO_GRAD OTR_GRAD HOME GED	High School Graduation Type. Element needed to gauge performance by qualification. WYO_GRAD = Wyoming High School Graduate OTR_GRAD = Eligible Out-of-State High School Graduate per W.S. 21-16-1303c	R
16	ACT_SCORE	Number	2	0 - 36	ACT composite score (or SAT score converted to equivalent ACT score)	R
17	WORKKEYS_SCORE	Number	2	0 - 20	"cumulative score on applied math, reading for information and locating information on WorkKeys tests"	R
18	GED_SCORE	Number	3	0 - 800	GED standard score	R
19	HS_GPA	Number	4	0.00 - 4.00	"Grade point average" or "GPA" means the numbered grade average calculated using a 4.0 scale	R

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
20	NON_ENROLLMENT_REASON	Text	2	10 20 30 40 50	10 = NOT QUALIFIED DUE TO NON ACADEMIC REASON(S) 20 = NOT QUALIFIED DUE TO HIGH SCHOOL ACADEMIC REASON(S) 30 = QUALIFIED BUT FAILED TO ENROLL 40 = QUALIFIED BUT DECLINED 50 = QUALIFIED BUT DEFERRED <div style="border: 1px solid black; padding: 2px; display: inline-block;">See page 41 for more detail</div>	R



DATA ELEMENTS FOR THE END-OF-TERM REPORT - ENROLLED STUDENTS -

Deadline for submitting this report:

Community Colleges: Fall: to WCCC within 60 days of the end of the semester

Spring: to WCCC within 30 days of the end of the semester

University of Wyoming: Fall: to WDE within 70 days of the end of the semester

Spring: to WDE within 40 days of the end of the semester

The following values indicate if population of each particular field is required or optional, per the following codes: R = required; O = optional; (R) = required if event occurred; R-I then O = required on the first mid semester report corresponding to each student's initial application, optional for subsequent reporting periods.

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
1	WISER_ID	Text	8	8-digits	The WDE 8-digit state assigned student record identifier. (Institutions will be required to provide WISER ID to WDE starting Fall 2007 for WY HS graduates)	R
2	SSN	Text	9	9-digits no dashes	Social Security Number (SSN) or unique identifier used by the institution when SSN was not provided by the student. This is a text data type to ensure leading "0"s are captured.	R
3	COLLEGE_ID	Text	7	0150010 1350011 0750012 0850013 1150015 1750003 1550016 1950017	The college identification number of the post secondary eligible institution assigned by WDE. This is a text data type to ensure leading "0"s are captured. 0150010 = UW 1350011 = CC 0750012 = CWC 0850013 = EWC 1150015 = LCC 1750003 = NWCC (Sheridan) 1550016 = NWC (Powell) 1950017 = WWCC	R

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
4	COLLEGE	Text	4	UW CC CWC EWC LCCC NWCC NWC WWCC	The abbreviation of the post secondary eligible institution. UW = University of Wyoming CC = Casper College CWC = Central Wyoming College EWC = Eastern Wyoming College LCCC = Laramie County Community College NWCC = North West Community College (Sheridan) NWC = Northwest College (Powell) WWCC = Western Wyoming Community College	O
5	SEMESTER	Text	6	YYYYFA YYYYSP YYYYSU	The semester or term for which data is being reported. Year followed by semester code. Semester codes: FA for fall, SP for spring, and SU for summer 2008FA = fall semester beginning in September 2008 2009SP = spring semester beginning in January 2009 2009SU = summer term beginning in June 2009	R
6	LAST_NAME	Text	60	Name characters	Student's last name	R
7	FIRST_NAME	Text	15	Name characters	Student's first name	R
8	MIDDLE_NAME	Text	15	Name characters	Student's middle name	O
9	NAME_SUFFIX	Text	8	Name characters	Generational indicator (e. Sr, Jr, III)	O
10	DATE_OF_BIRTH	Text	8	YYYYMMDD	Student's date of birth	O
11	GENDER	Text	1	F, M, U	Student's Gender: F-Female; M-Male; U-Unknown	O
12	HS_CITY	Text	60	"name" "name1_name2"	Name of the city of the high school (e.: Casper Rock_Springs	O
13	HS_ID	Text	7	*000000*	WDE assigned school ID	O
14	HS_GRAD_DATE	Text	6	YYYYMM	High school graduation date, year and month only in format YYYYMM (or corresponding date for students earning GEDs or receiving home-based education)	O

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
15	HS_GRAD_TYPE	Text	8	WYO_GRAD OTR_GRAD HOME GED	High School Graduation Type. Element needed to gauge performance by qualification. WYO_GRAD = Wyoming High School Graduate OTR_GRAD = Eligible Out-of-State High School Graduate per W.S. 21-16-1303c	O
16	ACT_SCORE	Number	2	0-36	ACT composite score (or SAT score converted to equivalent ACT score)	O
17	WORKKEYS_SCORE	Number	2	0-20	"cumulative score... on applied math, reading for information and locating information on WorkKeys tests"	O
18	GED_SCORE	Number	3	0-800	GED standard score	O
19	HS_GPA	Number	4	0.00-4.00	"Grade point average" or "GPA" means the numbered grade average calculated using a 4.0 scale	O
21	SEMESTER_STATUS			70 80 90 95 97	70 = COMPLETED SEMESTER 80 = WITHDRAW 90 = REGAIN ELIGIBILITY ATTEMPT 95 = POST INITIATION DEFERMENT (enrolled) 97 = POST INITIATION DEFERMENT (military/religious) <div style="border: 1px solid black; padding: 2px; display: inline-block;">See page 41 for more detail</div>	R
22	SCHOLARSHIP_CATEGORY	Text	1	1 2 3 5	The student's level of merit scholarship for the semester being reported. 1 = HONORS 2 = PERFORMANCE 3 = OPPORTUNITY 5 = OPPORTUNITY PROVISIONAL	R
23	INSTRUCTIONAL_PROGRAM	Text	2	2 digits	NCES CIP Family Code (the first two digits of the CIP code) i.e.: 09 = Communication, Journalism, and Related Programs 14 = Engineering This is a text data type to ensure leading "0"s are captured	R
24	DEGREE	Text	4	BA, AA, CERT, etc	Required when college degree is completed. Code set to be defined by UW and CC's	(R)
25	GRAD_DATE	Text	6	YYYYFA YYYYSP YYYYSU	Required when college degree is completed. Grad Date codes: FA for fall, SP for spring, and SU for summer 2009FA = fall semester beginning in September 2009 2010SP = spring semester beginning in January 2010 2010SU = summer term beginning in June 2010	(R)

Field #	Data Element / Field Name	Data Type	Length	Valid Values / Format	Data Definition	Requirement Indicator
26	MERIT_AWARD_AMOUNT	Number	7	0-1600	HSP award amount - can be zero - NOT BLANK	R
27	NEED_AMOUNT	Number	7	0-10000	HSP need based amount - can be zero - NOT BLANK	R
28	CONSORTIUM	Text	1	T/F	Is the student concurrently enrolled in 2 or more Hathaway eligible institutions? T = True F = False	R
29	ATT_SEM_HRS_GR	Number	2		Credit Hours Enrolled: non-remedial A - F grade outcome courses	R
30	ATT_SEM_HRS_NGR	Number	2		Credit Hours Enrolled: non-remedial P/F, S/U, or similar grade outcome courses	R
31	ATT_SEM_HRS_REM	Number	2		Credit Hours Enrolled: remedial	R
32	EARNED_SEM_HRS_GR	Number	2		Semester Credit Hours Earned for non-remedial, A - D grade earned courses	R
33	EARNED_SEM_HRS_NGR	Number	2		Semester Credit Hours Earned non-remedial, S or P grade outcome	R
34	EARNED_SEM_HRS_REM	Number	2		Semester Credit Hours Earned remedial	R
35	EARNED_SEM_PTS	Number	6		Semester GPA/Quality Points Earned: for non-remedial, A - F grade earned courses	R
36	GPA_CUM_HRS_GR	Number	2		Cumulative Credit Hours Earned for non-remedial, A - F grade earned courses (for this institution). This data is used to measure cumulative GPA since initiation of the Hathaway scholarship	R
37	EARNED_CUM_HRS_NGR	Number	2		Cumulative Credit Hours Earned non-remedial, S or P grade outcome (for this institution) since initiation of the Hathaway scholarship	R
38	EARNED_CUM_HRS_REM	Number	2		Cumulative Credit Hours Earned remedial (for this institution) since initiation of the Hathaway scholarship	R
39	EARNED_CUM_PTS	Number	6		Cumulative GPA/Quality Pts. Earned: non-remedial, A-F grade earned courses (this institution) since initiation of the Hathaway scholarship	R
40	CUMULATIVE_STATUS Spring only	Text	3	100 200 300 400 500 600 700 750 775 800 900	100 = INELIGIBLE GPA 200 = INELIGIBLE HRS 300 = INELIGIBLE SAP 400 = INELIGIBLE GPA HRS 500 = INELIGIBLE GPA SAP 600 = INELIGIBLE HRS SAP 700 = INELIGIBLE GPA HRS SAP 750 = INELIGIBLE CONTINUOUS ENROLLMENT 775 = REDUCED TO OPPORTUNITY 800 = SAT ISFACTORY 900 = APPEAL APPROVED See page 41 for more detail	R

Data Element	Code	Name	Description
NON_ENROLLMENT_REASON	10	NOT QUALIFIED DUE TO NON ACADEMIC REASON(S)	Applicant does not meet non academic requirements of the Hathaway Scholarship (citizenship, selective service, loans and aid, legal, etc.) per W.S. 21-16-1303(b)(iii)(B) and W.S. 21-16-1303(e)
	20	NOT QUALIFIED DUE TO HIGH SCHOOL ACADEMIC REASON(S)	Applicant does not meet minimum high school GPA and/or ACT/WORKKEYS scores requirements for the Hathaway Scholarship per W.S. 21-16-1303(b)(iii)(B)
	30	QUALIFIED BUT FAILED TO ENROLL	Awarded student; fails to enroll in at least 6 non remedial credit hours
	40	QUALIFIED BUT DECLINED	Awarded student; enrolls but actively refuses the scholarship
	50	QUALIFIED BUT DEFERRED	Awarded student; turned down scholarship for later use
SEMESTER_STATUS	70	COMPLETED SEMESTER	Enrolled student, received scholarship, and received a grade in at least one non-remedial class.
	80	WITHDRAW	Enrolled student, received scholarship, but withdrew from ALL non-remedial classes
	90	REGAIN ELIGIBILITY	Enrolled student, did not receive scholarship, and used semester to regain eligibility
	95	POST INITIATION DEFERMENT (enrolled)	Is an existing Hathaway student, enrolled, but chose to defer the scholarship
	97	POST INITIATION DEFERMENT (mil/rel)	Is an existing Hathaway student, did not enroll, and obtained approval to defer enrollment for this semester due to military or religious reasons
CUMULATIVE_STATUS	100	INELIGIBLE GPA	Enrolled student; not eligible next semester due to not meeting the GPA requirements ONLY
	200	INELIGIBLE HRS	Enrolled student; not eligible next semester due to not meeting credit hour requirements ONLY
	300	INELIGIBLE SAP	Enrolled student; not eligible next semester due to not meeting other (non-credit hour) SAP requirements as defined by the institution ONLY: ("... and meeting such other criteria as established by the eligible institution to ensure the student earns his degree or certificate in a timely manner.")
	400	INELIGIBLE GPA HRS	Enrolled student; not eligible next semester due to not meeting GPA requirements AND not meeting credit hour requirements
	500	INELIGIBLE GPA SAP	Enrolled student; not eligible next semester due to not meeting GPA requirements AND not meeting other (non-credit hour) SAP requirements
	600	INELIGIBLE HRS SAP	Enrolled student; not eligible next semester due to not meeting credit hour requirements AND not meeting other (non-credit hour) SAP requirements
	700	INELIGIBLE GPA HRS SAP	Enrolled student; not eligible next semester due to not meeting GPA requirements AND not meeting credit hour requirements AND not meeting other (non-credit hour) SAP requirements
	750	INELIGIBLE CONTINUOUS ENROLLMENT	Enrolled student; not eligible next semester due to not attempting 6 or more non-remedial hours to maintain continuous enrollment
	775	REDUCED TO OPPORTUNITY	Enrolled student; Honors or Performance dropped to Opportunity due to Hathaway cumulative GPA
	800	SATISFACTORY	Cumulative results meet or exceed Hathaway criteria
900	APPEAL APPROVED	Enrolled student; did not meet continued performance criteria for the school year, but won an appeal to continue receiving the scholarship	

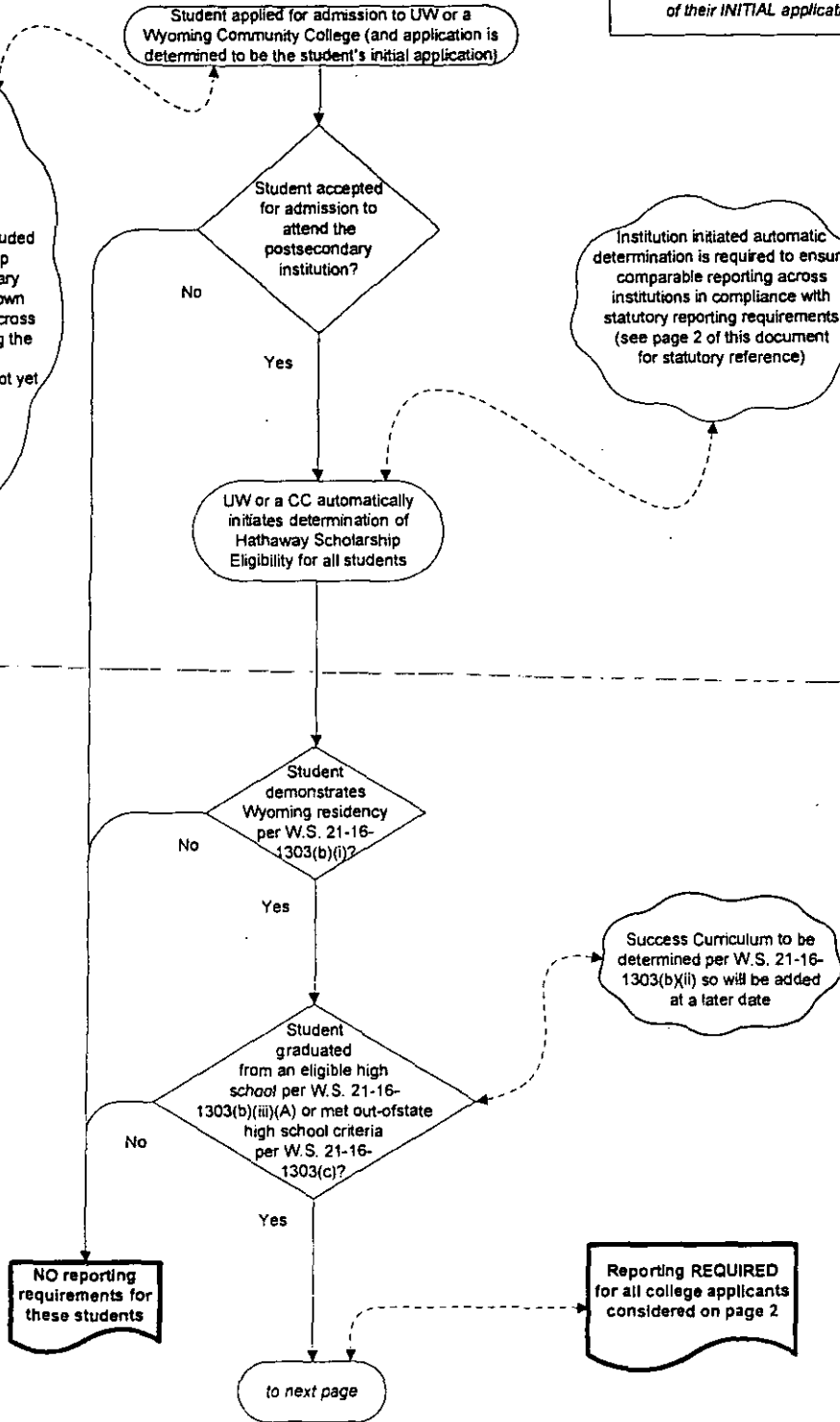
Appendix B

Hathaway Scholarship Data Reporting
 NON_ENROLLMENT_REASON Data Element
 Flowchart
 2008-08-15 - Wyoming Department of Education
 Page 1 - Case: Initial Application

Case: Initial Application
 Hathaway Scholarship
 ELIGIBILITY STATUS data
 reporting value determination
 for students in the semester
 of their INITIAL application

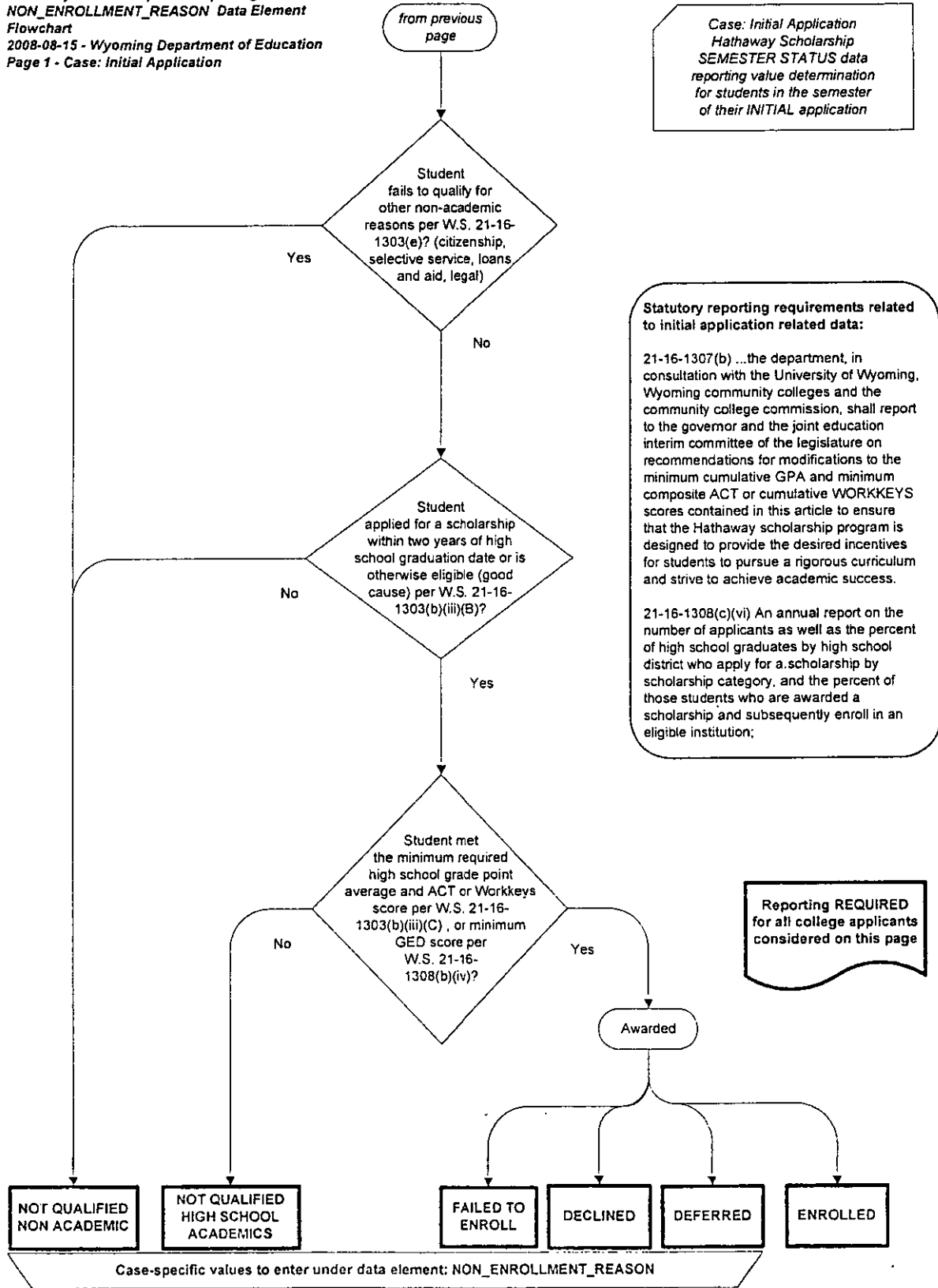
"Initial Application" definition: the student cannot be identified as having previously been included in Hathaway Scholarship reporting via postsecondary institution checks of their own records, communications across institutions, and referencing the WDE managed data clearinghouse (availability not yet determined)

Institution initiated automatic determination is required to ensure comparable reporting across institutions in compliance with statutory reporting requirements (see page 2 of this document for statutory reference)



Hathaway Scholarship Data Reporting
 NON_ENROLLMENT_REASON Data Element
 Flowchart
 2008-08-15 - Wyoming Department of Education
 Page 1 - Case: Initial Application

Case: Initial Application
 Hathaway Scholarship
 SEMESTER STATUS data
 reporting value determination
 for students in the semester
 of their INITIAL application



Statutory reporting requirements related to initial application related data:

21-16-1307(b) ...the department, in consultation with the University of Wyoming, Wyoming community colleges and the community college commission, shall report to the governor and the joint education interim committee of the legislature on recommendations for modifications to the minimum cumulative GPA and minimum composite ACT or cumulative WORKKEYS scores contained in this article to ensure that the Hathaway scholarship program is designed to provide the desired incentives for students to pursue a rigorous curriculum and strive to achieve academic success.

21-16-1308(c)(vi) An annual report on the number of applicants as well as the percent of high school graduates by high school district who apply for a scholarship by scholarship category, and the percent of those students who are awarded a scholarship and subsequently enroll in an eligible institution;

Reporting REQUIRED for all college applicants considered on this page

for
HB 297
Section
GPS

FROM "THE TOOLBOX REVISITED"
Executive Summary Attached -

Summary of high school curriculum and performance variables

To remind the reader of our tools before heading into Step 1 of the logistic narrative: For the high school curriculum components of the analysis we have a composite variable called HSCURRQ, and four variables set forth in Part II above describing discrete components of HSCURRQ that we can test as proxy measures for the composite—highest level of mathematics, science momentum (a combination of highest math and core laboratory science credits), foreign language credits, and number of Advanced Placement courses. In a moment all these will appear in a correlation matrix that will provide a preview of how they might play out in multivariate analyses.

For our other performance measures, we bring forward from Part II a quintile presentation of the student's high school class rank/GPA, and a quintile presentation of senior year test score.

Academic Resources

The original *Tool Box* advanced a notion explored and developed by Karl Alexander of Johns Hopkins and his associates in numerous exemplary contributions to the research literature: A student's academic background was far more important than demographic variables such as gender, race/ethnicity, family composition, and socioeconomic status in relation to test performance (Alexander and Pallas 1984), entering higher education (Thomas, Alexander, and Eckland 1979), and, in one study, degree completion (Alexander, Riordan, Fennessey and Pallas 1982). How does one reflect a composite idea of "academic background" of students coming out of high school and into postsecondary education? The key measure of Academic Resources (or ACRES, as the original *Tool Box* variable was called in order to elicit the idea of academic cultivation), combined curricular record, academic performance (class rank/GPA) as an indicator of student effort, and an external measure in the form of performance on tests of general learned abilities. These three components, as we have seen, are set out in quintiles. To get a preliminary idea of their relative strength in relation to bachelor's degree completion and to equalize the conditions of judging degree-completion rates by performance quintiles, table 9 takes all on-time high school graduates in 1992 and indicates the percentage who completed a bachelor's degree by December 2000 by quintile of each of the three components of Academic Resources. To be included in table 9, the student's record had to contain positive values for all three components.

Table 9 offers some hints of what multivariate analysis will confirm. Compared to the distributions for academic curriculum intensity and class rank/GPA, the test score quintile variable yields weaker degree completion rates in its highest two quintiles. This is a clear sign that the test score quintile will not have as strong an association with degree completion as the curriculum and performance factors. At first glance, it looks as if class rank/GPA will be fairly dependable, but it has one minor bump. The reader is directed in table 9 to the percentage of eventual bachelor's recipients from the lowest quintile of class rank/GPA (13 percent) compared to the percent of bachelor's degree completers in the lowest quintile of test scores and academic curriculum (about 9 percent in both cases). The differences are statistically significant in a

descriptive account such as that of table 9, but how meaningful they turn out to be must await a multivariate context. In the meantime, one would posit that the class rank/GPA measure may not prove as strong as the curriculum measure.

Table 9. Percentage of on-time 1992 high school graduates who continued their education in any postsecondary institution who completed bachelor's degrees by December 2000, by quintile performance in the three component variables of Academic Resources

<u>Population</u>	<u>Percent completing bachelor's degree</u>				
	<u>Quintiles of Academic Resources components</u>				
	<u>Highest</u>	<u>Second</u>	<u>Third</u>	<u>Fourth</u>	<u>Lowest</u>
All on-time 1992 high school graduates who continued to postsecondary education at any time					
Curriculum	81.7 (1.50)	60.5 (2.14)	35.5 (1.93)	23.4 (1.99)	8.7 (1.37)
Class rank/GPA	78.8 (1.47)	59.1 (2.24)	40.3 (2.11)	25.7 (2.16)	13.0 (1.94)
Senior test score	74.9 (1.72)	53.9 (1.92)	37.2 (2.16)	26.7 (2.41)	8.9 (1.31)

NOTES: Standard errors are in parentheses. Weighted N = 1.6M.

SOURCE: National Center for Education Statistics; NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

A multivariate analysis involving these variables, in fact, confirms our suspicions, and its results are presented in table 10. The model is the foundation for construction of the composite variable, Academic Resources, and is derived from ratios of the standardized beta estimates of the three high school performance indicators produced by a logistic regression with bachelor's degree attainment as the dependent variable and no controls (the logistic regression itself can be found in Appendix L, table L7). The change in these ratios between those for the High School Class of 1982 and those for the High School Class of 1992, while still leaving academic curriculum with the highest weight, narrows the gap between curriculum and performance, and lowers the strength of test scores as a component of Academic Resources. Given the differences in overall participation in the variable, i.e., the proportion of 12th-graders for whom all three components have positive values, some of the change may be an artifice of the NELS:88/2000 data set. But the principal message is one observed when commenting on the change in the distribution of students by highest level of mathematics studied in high school: The higher the average level of mathematics attainment, the more student effort, reflected in grades, will count. This theme will continue to play out when our story crosses the matriculation line into postsecondary education; and it was one of the principal points made by DesJardins, McCall, Ahlburg and Moye (2002) in their critique of the original *Tool Box* study.

When using all three measures—curriculum, class rank, and ACT test score—in a traditional linear analysis predicting first-year college grades, Pike and Saupe (2002) found curriculum to be the strongest, though their curriculum variable was dichotomous (students either meeting or not meeting the entrance specifications for a selective state university), which would naturally increase its power. Even when they introduced indirect effects of high school characteristics—control (private/public), size, mean ACT score of students, and mean proportion of students who attended the university—the parameter estimates for this curriculum variable were significantly greater than those for test scores or class rank. While *The Toolbox Revisited* is not in the business of predicting first-year grades, it is gratifying to note research that has similar respect for the propulsive power of course of study.

Table 10. Component weights of the high school Academic Resources variable for 1982 12th-graders and 1992 12th-graders who presented positive values for all three components

<u>Components of Academic Resources</u>	<u>1982 12th-graders</u>	<u>1992 12th-graders</u>
Academic curriculum intensity	.41	.42
Classrank/GPA	.30	.33
Senior test score	.29	.25

NOTE: Columns will add to 1.00.

SOURCES: High School & Beyond/Sophomore cohort (NCES 2000-194), and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

A second message bears repeating from its formulation in the original *Tool Box*: Student effort in curriculum participation and performance over the three years of high school (grades 10 to 12) reflected in the transcript data is worth considerably more than performance on a three-hour test on a Saturday morning. Test scores are a natural consequence of the academic intensity of curriculum and quality of student effort reflected in grades, and the weakening position of the test score variable in the ACRES configuration for the NELS:88/2000 cohort is a natural outcome of improvements in academic curriculum participation of the post-*A Nation at Risk* era.

Correlations

Now that we have all the precollegiate variables explained and in place, the process of bringing zoom and macro lenses of multivariate analysis to bear begins. The first stage sets forth a correlation matrix of precollegiate academic variables including three outcomes: on-time high school graduation, basic postsecondary “access,” and bachelor’s degree completion. Table 11 presents the Pearson’s *r* results. Some of these correlations are weak, suggesting that one or both of the variables in question will not add to the explanatory power of a logistic regression. On-time high school graduation, for the most noted example, is not related to anything (this was also true in the parallel correlation matrix in the original *Tool Box*). Other relationships are not surprising, e.g., Advanced Placement has almost no bearing on entering postsecondary education (96.7 percent [s.e. = 1.48] of NELS 12th-graders with any AP courses entered the postsecondary sphere, versus 75.9 percent [s.e. = 1.01] of those with no AP course work).

Table 11. Correlations of major precollege Academic Resources variables and high school graduation status, college entry, and bachelor's degree attainment by December 2000 for 1992 12th-graders

	Curriculum intensity quintile (CURRQ)	AP courses (APCRS)	Highest math (5 levels) (HMATH)	Science momentum (3 levels) (SCIMOM)	Foreign language (3 levels) (FLAN)	Class rank/GPA quintile (RANK)	Senior test quintile (TEST)	On-time HS grad, standard diploma (ONTIME)	Post-secondary entry (PSENT)
CURRQ	----	0.368	0.777	0.774	0.645	0.572	0.581	0.167*	0.352
APCRS		----	0.438	0.366	0.270	0.326	0.317	0.050*	0.111*
HMATH			----	0.869	0.519	0.618	0.634	0.124*	0.301
SCIMOM				----	0.489	0.594	0.578	0.118*	0.279
FLAN					----	0.430	0.510	0.146*	0.338
RANK						----	0.566	0.185*	0.298
TEST							----	0.138*	0.313
ONTIME								----	0.168*
PSENT									----
BACHELOR'S	0.524	0.319	0.538	0.530	0.451	0.493	0.469	0.129*	0.332

NOTE: All estimates except those noted with an asterisk are statistically significant at $p < .05$ or better.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

True to its position in the construction of the composite academic curriculum intensity variable (abbreviated here as CURRQ), in fact, Advanced Placement does not exhibit as strong a correlation with the composite as do the mathematics, science momentum, and foreign language components. Why? Because AP is invoked as a sorting criterion in only six of those 31 levels of academic curriculum intensity (see Appendix F), while highest mathematics is invoked in 25 levels, foreign languages in 18, and core laboratory science or all science in 30. Common sense says that we will find higher correlations of these other components with the composite curriculum variable.

But among those other components, the correlation between the highest level of mathematics and science momentum (which includes highest math in its definition) is so strong (0.869) as to set off collinearity bells. The clear message is to use only one of them in any multivariate analysis. The highest level of mathematics was dropped because the variable represents only one curricular area, whereas SCIMOM carries two. Likewise, following Pedhazur's (1982) rules of thumb for identifying potential collinearity problems from correlations, table 11 advises that if we use the high school academic curriculum index, we should not invoke either highest level of math or science momentum in the same multivariate model.

The only other observations of the correlation matrix of table 11 worth special attention are:

- When bachelor's degree completion is the reference point, the relative correlations of the curriculum, class rank/GPA, and test score variables are in roughly the same relationship observed in the more complex construction of the composite Academic Resources variable: Curriculum exhibits the strongest correlation, followed by class rank/GPA, followed by test score. ✕
- However, when the referent variable is simply entering postsecondary education, (a) the correlation coefficients are much lower, and (b) the test score variable is slightly stronger than class rank/GPA.

The bottom line of these two conclusions: What counts for completion will be more potent than what counts for mere entrance (the "easy part," in the words of Venezia, Kirst, and Antonio, 2003).)

Step 1: The First Logistics

In the commentaries and critiques of these aspects of the original *Tool Box*, two potent questions were raised:

- 1) Is a composite variable such as Academic Resources, a variable that yokes together very different types of measures (a basically qualitative curriculum index, class rank and GPA, test score), as convincing as these measures taken separately in any multivariate account of degree completion (DesJardins, McCall, Ahlburg, and Moye 2002)?
- 2) Unlike class rank/GPA and senior test score, the academic curriculum intensity variable is built from components, some of which are high profile in their own right, e.g., Advanced Placement and highest level of mathematics reached in high school. If we substitute the major components for the composite in an account of degree completion, will they be as convincing?

In light of these questions, three distinct ways of setting up the first step in the progression of logistic analyses that lead us to appreciate what makes a difference (and how much of a difference) in completing a bachelor's degree for students who attended a four-year college at any time were explored. The first step covers both student demographics and high school performance.

What happens to all those demographic variables in the "demography only" logistic of table 3 when these three competing approaches were tried out? With the exception of gender, race/ethnicity, and becoming a parent by age 20, the minute the high school performance variables enter, the demographic variables disappear. Taken individually, none of them—first postsecondary generation status, second language dominant, recent immigrant status, family income, number of siblings, and urbanicity of community in which the student's high school was located—meet the statistical criteria for either entering or staying in the logistic models employed in this study. But two of these variables, family income and level of parents' education, play dominant roles in the construct of socioeconomic status, which itself more than qualifies for the logistic treatment.

for
HB 297-GPS
section

THE TOOLBOX REVISITED

Paths to Degree Completion from High School Through College

Clifford Adelman
Senior Research Analyst
Policy, Research, and Evaluation Staff
Office of Vocational and Adult Education
U.S. Department of Education

Executive Summary

The Toolbox Revisited is a data essay that follows a nationally representative cohort of students from high school into postsecondary education, and asks what aspects of their formal schooling contribute to completing a bachelor's degree by their mid-20s. The universe of students is confined to those who attended a four-year college at any time, thus including students who started out in other types of institutions, particularly community colleges.

The core question, data source, and legacy

The core question is not about basic "access" to higher education. It is not about persistence to the second term or the second year following postsecondary entry. It is about completion of academic credentials—the culmination of opportunity, guidance, choice, effort, and commitment.

To answer the question, *The Toolbox Revisited* uses the most recently completed of the national grade-cohort longitudinal studies conducted by the National Center for Education Statistics. This study, known as the NELS:88/2000, began with a national sample of eighth-graders in 1988. They were scheduled to be in the 12th grade and graduate from high school in 1992. They were followed through December 2000. In addition to regular interviews with these students, the data set on which this essay draws includes the critical components of high school and college transcripts, and the transcript data are the principal sources for the academic history observed.

The Toolbox Revisited was designed as a replication of a noted previous study published by the U.S. Department of Education, *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment* (1999), hereinafter referred to as "the original *Tool Box*," which based its analysis on a national cohort of high school students who were scheduled to graduate in 1982, and who were followed through 1993. The question naturally arose as to whether the hypotheses and analyses based on that cohort's history would hold up in the story of the slightly overlapping 1992–2000 period.

We have learned a great deal in a very short time from numerous initiatives of states and private foundations to prepare high school students better for higher education, and from major federal stimuli under the *No Child Left Behind* legislation to jump start the process of academic momentum prior to high school. One of the reasons for examining the academic history of the NELS:88/2000 cohort is that its students attended high school after the wave of reforms in the 1980s that followed the critique of U.S. education offered by the seminal report, *A Nation at Risk* (1983), and, hence, may provide some clues as to the likely outcomes of current reform efforts.

Much has changed in other ways, too, since the High School Class of 1982 (the subjects of the original *Tool Box*) moved through their scheduled 12th grade and through postsecondary education. A dramatically higher proportion of high school seniors of all race/ethnicity groups continue their education, though access gaps remain (Wirt et al. 2005, indicator 22). Postsecondary attendance patterns among traditional-age students have become far more

complex, with nearly 60 percent of undergraduates attending more than one institution, and 35 percent of this group crossing state lines in the process; community college transfer rates rising nearly 10 percentage points; one out of eight undergraduates based in four-year institutions using community colleges to fill in pieces of their curriculum, and another eight percent “swirling” back and forth between the four-year and two-year sectors. Dual-enrollment while in high school, credit-by-examination, and use of summer terms all added to the dynamic mix of time and space that marked student pathways in the 1990s.

With all this change, we still measure something called “college graduation rates” with anachronistic formulas that do not track students through increasingly complex paths to degrees. As a result, we do not understand what is really going on. The dominant language accompanying analyses bemoaning putatively low graduation rates is a language of “attrition,” with students labeled “at risk” or “minimally college-qualified,” and leaking out of “pipelines.”

This study looks at student histories derived from transcript records in a different way and with a different tone. It follows the student, not the institution, because it is the *student's* success that matters to families—and to the nation. It allows the maximum length of postsecondary time for the High School Class of 1992, 8.5 years, for students to earn degrees no matter how many institutions they attend. It notes that if the history of the Class of 1982 were truncated at 8.5 years, there has been a decent improvement in bachelor's degree attainment among non-incidentals students (those who earned more than 10 credits, i.e. “made a go of it”) who attended a four-year college at any time (from 60 to 66 percent). It is natural to ask how this happened, to identify the moments and aspects of schooling that may have made a difference, and to reflect on what might make the most difference in the future for narrowing degree-completion gaps by race/ethnicity. In that task, *The Toolbox Revisited* looks for the features of academic history that are realistically subject to change by institutions whose principal business is the generation, preservation, and dissemination of knowledge. While acknowledging that for degree-completion rates to improve, students themselves must respond, and that their response does not occur in a vacuum, the features of student histories that are the domain of this inquiry do not include social and psychological variables attendant on the passage from adolescence to adulthood.

It is important to note that, as was the case for the original *Tool Box*, the student universe for *The Toolbox Revisited* constitutes roughly half who reach the 12th grade (table 1). It does not include students who failed to graduate from high school, those who earned General Education Diplomas (GEDs), those who had not enrolled in any postsecondary institution by the age of 26, and those who entered the postsecondary system but never attended a bachelor's degree-granting institution. The resulting demographics are slightly more female, slightly less minority, less with a second language background, and a higher socioeconomic status distribution than the cohort as a whole (table 2).

Organization

We learned from critiques of the original *Tool Box* to sort the chronology of events with greater care. There are seven steps in the analysis of *The Toolbox Revisited*, each of which involves a

collection of variables that are investigated in terms of the degree to which they help us explain bachelor's degree completion for the population of students under investigation:

- Step 1: Demographic background and high school history
- Step 2: Postsecondary entrance (timing and type of institution)
- Step 3: First postsecondary year history (curriculum and performance)
- Step 4: Factors of financing postsecondary education in the early years
- Step 5: Postsecondary attendance patterns
- Step 6: Extended postsecondary history (curriculum and performance)
- Step 7: Final model, with complete academic history

This essay also takes an important pause outside the steps of the core statistical model to consider the characteristics of student progress through the *second* year following postsecondary entry.

As each step of the statistical model of student history is set forth, it is pointed out where the results are similar to the findings of the original *Tool Box* with its earlier population, and where they diverge. All seven steps are subsequently assembled together in one place (table 29) so that the reader can observe the factors that have *consistently* contributed to degree completion.

Principal Stories and Guidance

This executive summary offers themes, highlights, and implications of the data for those who comment on secondary and higher education and make decisions about institutional or system policy—editorial writers, legislators, researchers, education administrators.

Two national longitudinal studies, a decade apart, have told similar stories. When the second story reinforces the first—and sheds even more light—something has to be right, and it behooves us to pay attention. Both of them provide support for current efforts to improve the quality of high school curricula and the participation in those curricula of ever larger proportions of students. Both of them provide guidance for college and community college processes likely to lead students to degree completion.

Some of what was learned from the original *Tool Box* was taken to heart at the secondary school level, and, in some respects, we are seeing positive results in academic curricular participation in high schools. But counting Carnegie units¹ in English or science is not the same as describing and validating what students have learned, and whether that learning links smoothly to the performance expectations of the postsecondary world. *The Toolbox Revisited* says we have more to do, that the bulk of our task lies both after the college matriculation line, and in communication and outreach between postsecondary institutions and high schools. How do we

¹A Carnegie unit is the basic credit system for U.S. secondary schools. It is generally recognized as representing a full year (36-40 weeks) in a specific class meeting four or five times per week for 40-50 minutes per class session (Martinez and Bray 2002).

learn what we have to do? By following students in the richness and complexity of their postsecondary histories.

Curriculum, starting in high school, and continuing

However complex students' attendance patterns, the principal story line leading to degrees is that of content. What one learns is what one studies, and what one brings to economic and community life. The story starts in high school, but merely crossing the bridge to college or community college doesn't mean the story is over. Furthermore, the bridge is not always aligned with the road on the other side. ←

* * * The academic intensity of the student's high school curriculum still counts more than anything else in precollegiate history in providing momentum toward completing a bachelor's degree. At the highest level of a 31-level scale describing this academic intensity (see Appendix F), one finds students who, through grade 12 in 1992, had accumulated:

- 3.75 or more Carnegie units of English
- 3.75 or more Carnegie units of mathematics
- highest mathematics of either calculus, precalculus, or trigonometry
- 2.5 or more Carnegie units of science *or* more than 2.0 Carnegie units of core laboratory science (biology, chemistry, and physics)
- more than 2.0 Carnegie Units of foreign languages
- more than 2.0 Carnegie Units of history and social studies
- 1.0 or more Carnegie Units of computer science
- more than one Advanced Placement course
- no remedial English; no remedial mathematics

These are minimums. In fact, students who reached this level of academic curriculum intensity accumulated much more than these threshold criteria (see table F1), and 95 percent of these students earned bachelor's degrees (41 also percent earned master's, first professional, or doctoral degrees) by December 2000.

Provided that high schools offer these courses, students are encouraged or required to take them, and, in the case of electives, students *choose* to take them, just about everybody could accumulate this portfolio. Unfortunately, not all high schools present adequate opportunity-to-learn, and some groups of students are excluded more than others. Latino students, for example, are far less likely to attend high schools offering trigonometry (let alone calculus) than white or Asian students. Students from the lowest socioeconomic status (SES) quintile attend high schools that are much less likely to offer any math above Algebra 2 than students in the upper SES quintiles (table 6). If we are going to close gaps in preparation—and ultimate degree attainment—the provision of curriculum issue has to be addressed. In recent years, colleges and community colleges have begun to provide these courses to high school students, and distance learning provides additional options if students have access to the technology. The hypothetical

consequences of participating in curriculum configurations approaching that illustrated above for Latino degree completion rates, in particular, are stunning (table 32).

There is a quantitative theme to the curriculum story that illustrates how students cross the bridge onto and through the postsecondary landscape successfully. The highest level of mathematics reached in high school continues to be a key marker in precollegiate momentum, with the tipping point of momentum toward a bachelor's degree now firmly above Algebra 2. But in order for that momentum to pay off, earning credits in truly college-level mathematics on the postsecondary side is *de rigeur*. The world has gone quantitative: business, geography, criminal justice, history, allied health fields—a full range of disciplines and job tasks tells students why math requirements are not just some abstract school exercise. By the end of the second calendar year of enrollment, the gap in credit generation in college-level mathematics between those who eventually earned bachelor's degrees and those who didn't is 71 to 38 percent (table 21). In a previous study, the author found the same magnitude of disparity among community college students in relation to earning a terminal associate degree (Adelman 2005a). The math gap is something we definitely have to fix.

* A dominant feature of academic histories that cannot really be assessed until the end of the second year following college entry is the extent to which students successfully completed credits in a range of "gateway" courses. It is at this point that the postsecondary curricular story line fully emerges, with ratios of participation in the "gateways" between those who ultimately earned degrees and those who did not running 6:1 in American literature, 4:1 in general chemistry, and more than 3:1 in precalculus, micro/macroeconomics, introduction to philosophy, and world civilization (table 20). These gaps in curricular participation argue for academic administrators to identify their key gateway courses and regularly monitor participation.

* ** College and community college expectations for their first-year students in those gateway courses—expressed through examinations, paper and laboratory assignments—need to be more public. Examples such as those offered by the American Diploma Project in its report, *Ready or Not: Creating a High School Diploma That Counts* (2004), should be shared with larger audiences than policymakers and others who habitually read such reports. Parents should see those assignments even if they don't understand them; high school teachers should ponder them to assess whether their exiting students are likely to be prepared; and, most importantly, high school students have got to see them as road signs to their next education destination. *The Toolbox Revisited* advocates making these examples part and parcel of admissions packets, publicity brochures, and Web sites. There is risk in this: Some students may be scared away. But there is no better way to enhance articulation and preparedness than to display what students can expect.

Postsecondary benchmarks

In both colleges and community colleges, the curriculum story line intersects attendance patterns and performance in ways that set benchmarks for academic advisement and intervention:

- Less than 20 credits by the end of the first calendar year of enrollment (no matter in what term one started, whether summer, fall, winter, spring) is a serious drag on degree completion. The original *Tool Box* told the same story. It is all the more reason to begin the transition process in high school with expanded dual enrollment programs offering true postsecondary course work so that students enter higher education with a *minimum* of 6 additive credits to help them cross that 20-credit line. Six is good, 9 is better, and 12 is a guarantee of momentum.
- We falsely believe that beginning students drop out of higher education in appalling numbers by the end of their scheduled first academic year of attendance. In fact, about 90 percent of traditional-age beginning students turn up somewhere (maybe not at the first school attended) and at some time (maybe not in the fall term) during the subsequent calendar academic year (which we measure as July 1 through June 30). However impressive this percentage, the *quality* of persistence counts more, and, for a third of these students, the quality of persistence leaves much to be desired (table 17). *The Toolbox Revisited* urges that institutions monitor and report the quality (as much as the fact) of persistence.
- More than 60 percent of the students in the sample under investigation enrolled during summer terms. Undergraduates are not only more geographically mobile, but have shattered observance of the traditional academic calendar. Summer term credits are more than metaphors for high octane persistence: Earning more than 4 credits during those terms held a consistently positive relationship to degree completion, and gave African-American students, in particular, a significant boost in hypothetical graduation rates (table 32). College and community college administrators can be very creative in expanding the use of summer terms.

Student uses of time

The example of summer-term credits, particularly in combination with the complex multi-institutional attendance patterns, underscores another theme of *The Toolbox Revisited*: Student uses of time in undergraduate careers are now more important than their uses of place. In other words, *when* students do something academic has a more significant relationship to degree completion than *where* they do it. For example:

- For the High School Class of 1982 (the subjects of the original *Tool Box*), timing of entry to postsecondary education never rose to a level of statistical significance in the analysis, whereas variables for the type of institution first entered played inconsistent but positive roles in explaining degree completion. A decade later, with a higher proportion of high school students continuing to college, the situation was reversed (table 13). What this means is that recruitment efforts have to insure that students enter postsecondary education immediately following high school graduation. The longer students wait, the less likely they will finish a degree.

- The only characteristic of the first institution of attendance to be admitted to statistical analysis was selectivity, but it never rose above the threshold of significance. Quite frankly, one isn't worried about degree completion for the 5 percent of traditional-age undergraduates who enter highly selective colleges. One is more concerned with the rest of the river—particularly the 78 percent who start in either nonselective four-year colleges or open-door community colleges.
- The original *Tool Box* study declined to confront part-time status and its effects. If one is using transcripts as evidence, there are a number of problems in determining which students are part-time and when. *The Toolbox Revisited* found a way around these problems to mark whether a student's enrollment intensity ever fell into part-time status, i.e., less than 12 credits per semester or its equivalent. Part-time attendance by whatever means, as Carroll (1989) labeled it, proved "hazardous" to degree completion health (table 24; table 29).
- In longitudinal studies extending for as long a period of postsecondary time as does the NELS:88/2000 (8.5 calendar years), a student is allowed stop-out periods totaling one semester or its equivalent (e.g., two quarters), exclusive of summer terms, and still be considered "continuously enrolled." Continuous enrollment is a factor of attendance patterns, and another marker of the student's use of time. It proves to be overpowering: with 16 other variables in play, continuous enrollment increases the probability of degree completion by 43 percent (table 27). The original *Tool Box* offered the same message, arguing for assiduous monitoring of student stop-out periods. Put another way: Keep the student continuously enrolled, even part-time (less damaging than excessive stop-out periods).

Purposeful migration versus "swirling"

The complexity of student postsecondary enrollment patterns, already a notable phenomenon for the population under study in the original *Tool Box*, accelerated in the subsequent cohort. The construction of the NELS:88/2000 postsecondary transcript files took advantage of what we learned from more sophisticated institutional and state system tracking studies of the 1990s; hence, some new attendance pattern variables were available and others (those describing different kinds of multi-institutional attendance) refined.

What we found for the students of the 1992-2000 period was this:

- Formal transfer from a community college to a four-year college and formal transfer from one four-year college to another were positively associated with degree completion, but wandering from one school to another was not.

In fact, the nomadic multi-institutional attendance behavior increasingly known as 'swirling,' held a significant and negative relationship to degree completion (table 24, table 39). These statements are a very simple untangling of complex realities.

The basic question asked of the transcript data—did a student attend only one school or more than one?—begins a process of inquiry to determine *how* the student attended second and third institutions. Given very taut definitions of what transfer means, we are advised to ensure that multi-institutional attendance is purposeful and productive. For that, we require much better student tracking systems than we currently possess, and regular contact with students in motion.

Student academic performance

More than the original *Tool Box*, *The Toolbox Revisited* recognizes that the path of student academic performance, marked by grades, is a reflection of quality of effort, and pays off. It starts in high school: Academic curriculum participation is still the strongest of the precollegiate momentum indicators, but between the 1980s and 1990s, class rank/GPA moved markedly ahead of senior year test score in its contribution to students' overall "Academic Resources" index, a composite indicator of high school curriculum intensity, class rank/GPA, and senior year scores on a 90-minute exam best described as a mini, enhanced SAT (see p. 16 and Glossary).

This story continues on the postsecondary side of the matriculation line:

- Earning grades that place one in the top 40 percent of first-year GPA for the whole cohort is a strong—and positive—contributor to academic momentum, and remains in the account of degree completion throughout the histories of both the class of 1982 and the class of 1992 (table 15).
- The theme of quality-of-student-effort, reflected in grades, is strengthened when the canvas covers the student's entire undergraduate career. In the original *Tool Box*, the variable describing the *trend* in students' GPA had only two reference points: first calendar year and final GPA. For *The Toolbox Revisited*, there are three such points: first calendar year GPA, cumulative GPA for the first two calendar years, and GPA as of the last date of attendance, whether or not a degree was earned. A rising trend in grades fits with attainment (table 25), contributing positively and significantly (table 26).

A story twice told should be a story to which we listen

Both the original *Tool Box* and *The Toolbox Revisited* revealed that one of the most degree-crippling features of undergraduate histories is an excessive volume of courses from which the student withdrew *without penalty* and those the student repeated. We set this up as a ratio, and marked those who withdrew from or repeated 20 percent or more of their course attempts. Doing so cuts the probability of completing a degree in half (table 27)!

The withdrawals counted here are not “drop” grades that apply during standard drop-and-add periods at the beginning of terms. They are the result of institutional policies that allow withdrawals without penalty after the drop-and-add period. No-credit repeats are standard fare

in remedial courses, but when they reach destructive levels the question arises as to how many times an institution allows a student to repeat a course. Think of it this way: Every non-penalty withdrawal and no-credit repeat means that a seat in a course is not available to someone else. Add those seats up, and admission to an institution may not be available to someone else. Excessively lax withdrawal and repeat policy, then, ultimately blocks general access. And in terms of degree completion, such policies do students no favors.

What Does Not Count in The Account of Completion?

- Students' education "anticipations" (the consistency and level of their vision of how far they will get in school) were not significant at any step of the logistic account for the High School Class of 1992. This is a change from the position of the "anticipations" variable in the original *Tool Box*, where it ducked in and out of significance. The new message is more clear: Among students who attend a four-year college at some time, expectations are distinctly secondary to one's uses of academic time and to one's academic performance.
- Whereas grants and student work-study were modestly significant contributors to degree momentum at *early* stages of students' postsecondary careers in the history of the High School Class of 1982, the data on finance mechanisms for the High School Class of 1992 are poor, and the results inconclusive. Analysts are directed instead to the Beginning Postsecondary Students longitudinal studies, which contain detailed financial aid data (but skeletal information on high school histories and postsecondary course work).
- Of student demographic characteristics, only one—socioeconomic status—was significantly associated with degree completion, though in a modest manner.
→ Gender and race/ethnicity were never significant in the logistic narrative, even though some *indirect* effects of these key demographic characteristics would probably be found in other statistical models. When each race/ethnicity group was treated as an independent variable, the basic story did not change.
- Both a dichotomous variable marking any remedial work in the first calendar year of attendance, and an elaborate variable describing types and extent of remediation over the course of a student's entire undergraduate career were employed in the analysis, but to no avail. The same procedure was used in the original *Tool Box*, where the variables were admitted to the statistical model but did not reach the threshold of significance. Sufficient numbers of students who took remedial classes successfully moved through them so that remediation did not make a strategic difference in degree completion.
- Half of the students in the sample for *The Toolbox Revisited* who earned bachelor's degrees changed their major along the way. It was natural to ask whether change-of-major had any influence on degree attainment. It did not,

principally because, with few exceptions, community college transfer students come in to the four-year institution from a general studies program and automatically are classified as "change-of-major" the minute they enter a specific program at the four-year school.

Students as active, responsible participants

The Toolbox Revisited does not treat students as passive creatures whose fate is wholly molded by schools and colleges. It demonstrates that, within the population of traditional-age students who attend a four-year college at any time (obviously including community college transfers), we *can* improve graduation rates and close some of the gaps in completion by race/ethnicity and socioeconomic status. But it also argues that there is a limit to what we can realistically do unless students respond to highly targeted advice and prodding.

The analysis of *The Toolbox Revisited* identifies features of academic history that are most tractable in terms of second party intervention. But there is also something we might dub "first party intervention." Once the modest echoes of socioeconomic status are accounted for, each step of academic history offers *students* a set of decisions that require the commitment of time and effort likely to yield the return of earning a degree. Provided there is opportunity, the choices made by students, beginning with high school curriculum and quality of effort in high school, allow subsequent leverage. Entering a postsecondary institution directly from high school, earning 20 or more credits in the first calendar year of enrollment, and performing well enough in that first calendar year to fall in the top 40 percent of a GPA distribution build on previous academic investments, and are all signs of commitment.

Subsequent choices that may not be reflected in a bounded period of time, such as excessive course withdrawals, prove to be poor decisions with negative returns, breaking accumulated momentum. Other configurations of choice, including summer-term credit generation, meeting the challenge of college-level mathematics, effort required to yield a rising GPA, and most of all, remaining continuously enrolled, all reflect continuing leverage of attainment. This is what academic momentum is all about. While these choices do not take place in a social and psychological vacuum, this is a story about the intersection of student choice with the structures of opportunity offered by institutions whose first order of business is the distribution of knowledge. It is not a story about growing up, although that happens along the way.

Degree Completion: How High Can We Go? How Much Can the Gaps Be Closed?

In Part V of *The Toolbox Revisited*, three different national longitudinal studies conducted during the 1990s are set side-by-side, so as to demonstrate a remarkable degree of agreement on the rate of bachelor's degree completion for students who started out in four-year colleges (granted, that is only part of the broader universe addressed in this essay). Looking at the concordance of these three sources (table 30), it is fair to say that:

- A third of traditional-age students who started in a four-year college earned a bachelor's degree from the same school in the "traditional" four-year period.

- Between 54 and 58 percent earned the degree from the same school in which they began within six years of entry.
- When the option of earning a degree from a different four-year college than the one in which these students commenced study, the six-year completion rates are in the 62–67 percent range.
- Only the NELS:88/2000 extends the time period for earning a degree beyond six years; at 8.5 years, its degree completion rate for students who started in a four-year college approaches 70 percent.

However, it is unfortunate to note that despite increased participation of minority students to postsecondary education over the past quarter century, the gap in bachelor's degree completion between whites and Asians, on the one hand, and Latinos and African-Americans, on the other, remains wide.

What features of academic history might close the gaps, and by how much?

The data-driven exercise in Part V of *The Toolbox Revisited* can be characterized as "reasoned speculation." From the NELS:88/2000, we start with a degree completion gap between whites and Asians vis-a-vis African-Americans of 15 percent; and with reference to Latinos, 22 percent. We go back through our analysis and ask what factors:

- (a) consistently contributed to bachelor's degree completion at all stages of the model in which they were "in play," and
- (b) were most subject to change by external parties with little-to-modest—but creative—effort that might improve the portrait of degree completion.

Five factors stand out, four of which affect small populations in which minority students are over-represented. Small populations can add up. These factors are:

1. **First-year credit generation**, i.e., the goal of making sure that postsecondary students end their first calendar year of enrollment with 20 or more additive credits.
2. The problem of **excessive no-penalty withdrawals and no-credit repeats**, which affect 10 percent of the cohort. Institutional policy and advising can cut the incidence of withdrawals and repeats in half.
3. **Use of summer terms**. Strategic enrollment management can move more sections of high demand courses into summer terms, offer credit-bearing internships in summer terms, and engage in other creative initiatives that will also smooth out the utilization of institutional resources over what has become an "academic calendar year."

4. **No delay of entry.** This is a matter of recruitment strategy among high school students whose commitment to postsecondary education is less than fervid. The later they show up, the more their postsecondary fate is in jeopardy.
5. **The high school curriculum component of "Academic Resources."** This is not a case of "little-to-modest" effort or a small population. It is a megawork in progress, much of which depends on students' reading skills on entering high school. If students cannot read close to grade level, the biology textbook, the math problems, the history documents, the novel—all will be beyond them. And if high schools are not offering a full academic curriculum, there is little hope.

But with those five factors in mind, and assuming full student response and success, *potential* degree completion rates were hypothesized based on the records of NELS:88/2000 high school graduates by race/ethnicity (table 32) and socioeconomic status quintile (table 34). Virtually every one of these factors contributed to closing degree completion gaps, but none more than high school academic curriculum participation—which, to repeat, is criterion-referenced, hence, open to everyone to rank at or near the top. For African-American students, the combination of moving into the top 40 percent of the high school academic curriculum intensity index plus earning more than four credits during postsecondary summer terms would lower the degree completion gap vis-a-vis white and Asian students from 15 percent to 6 percent. For students from the lowest socioeconomic status quintile, moving into the top 40 percent of the academic curriculum intensity index and entering postsecondary education directly from high school would improve degree completion from 36 to 59 percent. For Latino students, the same steps would improve degree completion from 45 to 69 percent. Does that mean that future degree completion rates will look like those in tables 32 and 34 if everyone meets the criteria on all five counts? No; not everybody will make it. But the tables suggest just where the improvements could be dramatic—and for whom.

Messages to Students and Commentators

Student responsibility (the intersection of choice with opportunity) is a major theme of *The Toolbox Revisited* in a way that was only implicit in the original *Tool Box*. The essay concludes with some recommendations for students, who are partners in their own education fate, who shouldn't wait around for someone else to do something for them, and who are rarely addressed in studies of attainment.

The concluding messages also reflect on the dissonant data of public discourse on high school graduation rates, college attrition rates, and college graduation rates, examples of consequent "scare stories" that do not help us identify and address real problems, and a plea for creativity and cooperation in developing better student tracking systems. These messages also urge a considerable change in the language we use in describing what happens to students from a negative rhetoric that assumes passivity to one that respects students as active players, seeking and discovering paths to their education goals.

A Guide for Reading Tables and Terms

Interchangeable terms

This essay frequently compares the histories of two grade-cohort longitudinal studies carried out by the National Center for Education Statistics (NCES). Each of these studies can be referenced in a number of ways, and all of these references are used.

The following labels for the longitudinal study that began with a national sample of 10th-graders in 1980, the High School and Beyond/Sophomore cohort, are interchangeable:

HS&B/So
High School Class of 1982
class of 1982 (where inter-cohort comparisons of 12th-graders are at issue)

"High School & Beyond/Sophomore cohort" will also be spelled out when the entire longitudinal study, including all its data set components, is the subject.

The following labels for the longitudinal study that began with a national sample of eighth-graders in 1988, the National Education Longitudinal Study of 1988, are interchangeable:

NELS:88/2000
High School Class of 1992
class of 1992 (where inter-cohort comparisons of 12th-graders are at issue)

On reading tables in this study, part 1: Descriptive cross-tabulations

All tables in this study are constructed to meet the statistical standards for table presentation of the National Center for Education Statistics (NCES 2002a). They are stand-alone tables, so that if they are reproduced outside the context of the essay, they tell a complete, self-contained story. To ensure a complete story, the descriptive cross-tabulations in this document include the standard errors of the estimates. The reason for this election—instead of placing tables of standard errors in an appendix—is to enable the reader to judge, on the spot, whether the difference between any two estimates is statistically significant. While the text draws the reader's attention to statistically significant (and insignificant) estimates important to the narrative, it does not comment on all statistically significant estimates. In general, the formula invoked for statistical significance is the simple student's t test:

$$t = (P_1 - P_2) \div \sqrt{se_1^2 + se_2^2}$$

where P_1 and P_2 are the percentage estimates to be compared and se_1 and se_2 are the corresponding standard errors. If $t > 1.96$, one has a statistically significant difference at $p < .05$ (which means that the probability that this observation would occur by chance is less than 1 in 20), a standard marker. In the case of multiple comparisons, the critical value for t rises.²

²For technical issues concerning standard errors and multiple comparisons, see Appendix D.

A wake-up call to educators

Crossing the Finish Line: Completing College at America's Public Universities by William G. Bowen, Matthew M. Chingos and Michael S. McPherson. Princeton University Press: 2009. 413 pp. \$27.95, £19.95

In the United States, earning a bachelor's degree is recognized as the most important factor for reducing economic inequality and increasing social mobility. But since the mid-1970s, university graduation rates have stagnated and disparities in educational outcomes have risen both among ethnic minorities and among those with low socioeconomic status. In *Crossing the Finish Line*, authors William Bowen, Matthew Chingos and Michael McPherson analyse these troubling trends and propose solutions to help colleges support their students more effectively.

Using regression analysis, the authors tracked and compared degree-completion rates for different groups based on various criteria. They found that students with low socioeconomic status and those from ethnic minorities — particularly black men and Hispanic students — were least likely to graduate. The authors also tested the predictive limitations of college admissions-test scores, the effectiveness of need-based financial aid and the ease of transferring between institutions. Although focused on the US educational system, these data contain warnings that other countries should heed.

By following the incoming class of roughly 125,000 freshmen entering their first course at 68 US universities in 1999, the authors show that degree completion has slowed to unacceptably low levels. Just 65% of full-time students graduated in four years from the most selective 'flagship' universities, and only half graduated within six years from the least selective public universities. The authors argue that for those students who complete their education, delaying degree attainment from the standard four years to five or six years increases their financial burden and limits their future educational and career opportunities.

Admissions mechanisms, such as the sorting of applicants by universities and colleges and the reliance on standardized tests, dictate which types of institutions students attend. However, student scores on the SAT Reasoning Test (formerly the Scholastic Assessment Test) or the American College Test (ACT) are known to be heavily biased by gender, race and socioeconomic status, such that high test scores



US high-school grades are a better predictor of university graduation rates than admissions-test scores.

and wealth go hand-in-hand, often conferring an advantage on white male students. Interestingly, the authors' analyses revealed that scores from the SAT and the ACT do not predict graduation rates. Instead, high-school grade-point average is the most powerful predictor of both four-year and six-year graduation rates, regardless of the quality of the high school attended. Another surprise was that the scores from tests in individual subjects were able to predict graduation rates: both Advanced Placement tests and SAT Subject Tests (additional exams required by selective universities) were strongly predictive.

The authors found that academically over-qualified students who attend less-demanding schools — known as undermatching — have a significantly higher probability of never completing their degrees than comparably qualified students who attend more-selective universities. This is especially prevalent among black men, they note. Many minority students and those of low socioeconomic status undermatch: 59% of students in the bottom quartile of family income do so, compared with 27% of those in the top quartile. In addition, 64% of students whose parents have no college education undermatch, compared with 41% and 31% of those whose parents have college or graduate degrees, respectively.

Difficulty in transferring between colleges also disproportionately affects students from

minorities and of low socioeconomic status. For example, students who sought to save money by completing the first two years of their degree at a local community college before transferring to a more expensive public university for the remaining two years had an especially low graduation rate owing to limited transfer opportunities. However, those who did manage to gain later admission into a four-year institution did well — better, in fact, than first-time freshmen with stronger pre-college credentials who went directly to a four-year university.

The authors offer several solutions to these worrying trends. They include: early identification of high-performing students from disadvantaged backgrounds and then tracking them to prevent undermatching; greater investment in need-based financial aid to help qualified students of low socioeconomic status to enter a four-year institution directly; and encouraging four-year universities to accept more transfer students.

Crossing the Finish Line serves as a wake-up call to educators and administrators, and provides valuable data that will help universities to invest their resources in nurturing the talents of all their students. It also provides a disturbing glimpse of the far-reaching effects of limited expectations and diminished educational opportunities.

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"Degree completion has slowed to unacceptably low levels."



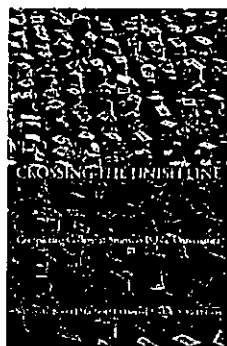
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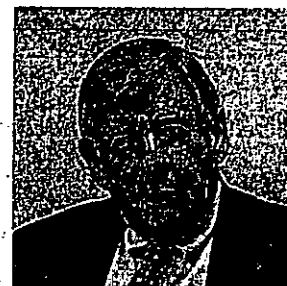
William G. Bowen, Matthew M. Chingos &
Michael S. McPherson

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****Appendix Material to Accompany "Crossing the
Finish Line****



Watch video interview
with William G. Bowen

Long revered for their dedication to equal opportunity and affordability, public universities play a crucial role in building our country's human capital. And yet—a sobering fact—less than 60 percent of the students entering four-year colleges in America today are graduating. Why is this happening and what can be done? *Crossing the Finish Line*, the most important book on higher education to appear since *The Shape of the River*, provides the most detailed exploration ever of the crisis of college completion at America's public universities. This groundbreaking book sheds light on such serious issues as dropout rates linked to race, gender, and socioeconomic status.

Probing graduation rates at twenty-one flagship public universities and four statewide systems of public higher education, the authors focus on the progress of students in the entering class of 1999—from entry to graduation, transfer, or withdrawal. They examine the effects of parental education, family income, race and gender, high school grades, test scores, financial aid, and characteristics of universities attended (especially their selectivity). The conclusions are compelling: minority students and students from poor families have markedly lower graduation rates—and take longer to earn degrees—even when other variables are taken into account. Noting the strong performance of transfer students and the effects of financial constraints on student retention, the authors call for improved transfer and financial aid policies, and suggest ways of improving the sorting processes that match students to institutions.

An outstanding combination of evidence and analysis, *Crossing the Finish Line* should be read by everyone who cares about the nation's higher education system.

William G. Bowen is president emeritus of the Andrew W. Mellon Foundation and Princeton University. Matthew M. Chingos is a PhD student in the Department of Government at Harvard University and research associate at the Andrew W. Mellon Foundation. Michael S. McPherson is president of the Spencer Foundation and former president of Macalester College.

Reviews:

"Identifying the causes of the college dropout crisis matters enormously, and [*Crossing the Finish Line*] tries to do precisely that. . . . For all the book's alarming statistics, its message is ultimately uplifting—or at least invigorating. . . . *Crossing the Finish Line* makes it clear that we can do better."—David Leonhardt, *New York Times*

"The most comprehensive look yet possible at the determinants of graduation rates—and what might be done to improve them. Bowen and McPherson are economists and bring economists' sensibilities and methods to their subject. Much of the book uses regression analysis to assess the impact of various factors on college completion (e.g., socioeconomic status, financial aid, and institutional selectivity) after adjusting for other factors such as students' high-school grades and test scores. Individual chapters deftly summarize what is known about each topic and then often extend that knowledge substantially. . . . The book provides new and often surprising insights on other major determinants of college completion. The chapters on financial aid, in particular, are masterful. . . . *Crossing the Finish Line* exemplifies the best that social science research has to offer: rigorous

Record: 1

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Authors: Bowen, William G.¹
Chingos, Matthew M.²
McPherson, Michael S.³

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Abstract: In this article the authors discuss aspects of helping students to complete college. They discuss the factors behind the country's educational attainment plateau and how to reduce the disparities in four-year degree completion rates by socioeconomic status, race, and ethnicity. Also investigated is the research findings on this topic from the authors' book "Crossing the Finish Line: Completing College at America's Public Universities."

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Helping Students Finish the 4-Year Run

OVER THE LAST 35 years, the United States has failed to build human capital at anything like its historic rate, and the Obama administration is wise to give a high priority to improving graduation rates. Our new book, *Crossing the Finish Line: Completing College at America's Public Universities* (Princeton University Press), examines the factors behind this plateau in educational attainment and the substantial (and closely related) disparities in bachelor's-degree completion rates by socioeconomic status, race, and ethnicity. Reducing these disparities is essential if the United States is to raise the overall level of educational attainment and regain its leadership in higher education worldwide.

We focus on America's public universities because they enroll such a high percentage of the collegegoing population—about two-thirds of all full-time students seeking B.A.'s and more than three-fourths of all students in four-year programs. This is also the sector that has the strongest historical commitment to promoting social mobility. We present data for all members of the 1999 entering cohorts at 21 flagship universities and at all 47 four-year public universities in four states: Maryland, North Carolina, Ohio, and Virginia. Here are six major findings:

1. Disparities in outcomes (especially graduation rates and the time it takes to earn a degree) are strongly related to socioeconomic status, race, and ethnicity. The disparities are substantial, pervasive, and persistent (see Chart 1). Moreover, related differences in college preparation account for a relatively small part of the gaps.

2. Lengthy time-to-degree is a major problem. At the flagship campuses of public-university systems, just under half of entering freshmen go on to graduate in four years. Throughout the four state systems that we studied, less than 40 percent graduate in four years, and the number who take five and six years exceeds the number of four-year graduates. There is now debate over the desirability of promoting three-year programs; yet raising the percentage of students who graduate in four years would save far more resources and have a much greater impact on the "efficiency" of the educational system.
3. Withdrawals from flagship universities are far less concentrated in the first two years of study than many people assume. Nearly half of all students who withdraw do so after the second semester, so it will not do to focus only on getting students off to a good start--important as that is. Once again, there are substantial gaps among students from different socioeconomic groups, although the overall pattern is similar (see Chart 2).
4. Money matters. We find big gaps by family income in completion rates and in the time it takes to earn degrees--even after we control for related differences in factors like parental education. For example, at the flagships 83 percent of students from the top half of the income distribution graduate within six years, but only 68 percent from the bottom half do so: a difference of 15 percentage points. The difference in four-year graduation rates is 19 points. We also find that differences across states in the net prices paid by students have significant effects on the odds that a low-income student will graduate: the higher the net price, the lower the completion rate (other things equal). On the other hand, there is no correlation between net price and completion rates for high-income students, a finding that raises real questions about the wisdom of merit-aid programs and policies aimed at keeping tuition low across the board.
5. But money is by no means the entire story, perhaps not even the largest part. Student's choices of where to apply to college are enormously important. A surprisingly large number of students--especially those from poor families and those who are African-American or Hispanic--"undermatch." That is, they go to less demanding four-year institutions than they are qualified to attend, to two-year colleges, or to no college at all. For example, 59 percent of students in the bottom quartile of family income undermatch; 27 percent in the top quartile do so. In addition, 64 percent of students whose parents have no college education undermatch, compared with 41 percent of those whose parents have college degrees and 31 percent whose parents have graduate degrees (see Chart 3). Undermatching has serious consequences because there is a strong association between institutional selectivity and B.A.-completion rates: Students with essentially the same qualifications who attend more-selective universities have a considerably higher probability of graduating than do comparable students who attend less selective universities. Our data also confirm the results of other studies that show that students whose objective is to earn a B.A. are much less likely to do so if they start at a two-year college (again, other things equal).
6. "Sorting" of applicants by universities, especially overreliance on standardized tests, is consequential and problematic. We are not opposed to testing per se. Standardized tests can be helpful when used in the right ways and in the right settings. They are especially helpful when used with high-school grades to predict college grades at the most selective universities. It is clear, however, that high-school grades are far better predictors of graduation rates, especially at less selective universities. This finding holds even when we do not take account of differences in the quality of the high school that a student attended. Results of achievement tests, especially scores on Advanced Placement tests, are also good predictors. Both grades and achievement-test scores measure not only cognitive achievement but also coping and time-management skills--which, we surmise, affect completion rates.

Thus, in our view, institutions and national policy makers need to make stronger efforts to help students complete their college programs in a timely way. Starting college is obviously important, but so is crossing the finish line.

1. Graduation Rates by Socioeconomic Status (SES), 1999 Entering Students

	Graduation rate (percent)		
	Graduated in 5 or 6 years	Graduated in 4 years	
Flagships			
Low SES	30	38	68
Middle SES	28	45	73
High SES	26	57	83

State Systems

Low SES	23	32	55
Middle SES	24	39	63
High SES	22	52	74

Figure 3-4 from *Crossing the Finish Line: Completing College at America's Public Universities* (Princeton University Press)

GRAPH: 2. Cumulative Withdrawals per Semester at Flagship Universities, by Socioeconomic Status (SES)

3. Undermatch Rates for North Carolina Students and Institutions, by Family Income and Parental Education

	Undermatch rate (percent)
Family income	
Bottom quartile	58
Second quartile	54
Third quartile	42
Top quartile	27
Parental education	
No college	64
Some college	51
College degree	41
Graduate degree	31

Note: Undermatching is the rate at which students go to less-demanding institutions than they are qualified to attend.

Figure 5-5 from *Crossing the Finish Line*

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By William G. Bowen; Matthew M. Chingos and Michael S. McPherson

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# TOPS REPORT

BOARD of REGENTS

MAY, 2009

Appendix A – ACT 1202 of 2001

Appendix B – Student Retention/Persistence Reports (BRPRG06AYR, 2003-2007 FTF Cohort)

Appendix C – Completer Reports (CMPL6CFYR, CMPL6CTRY: 2000-2002 FTF Cohort, Bacc & ≤Assoc)

## **TOPS: Taylor Opportunity Program for Students**

The Taylor Opportunity Program for Students (TOPS), Louisiana's comprehensive, merit-based student aid program, was initiated with the incoming freshman class of Fall 1998. Although the founding legislation does not directly document the goals of the program, four generally accepted purposes of TOPS are:

- To promote academic success by requiring completion of a rigorous high school core curriculum;
- To provide financial incentives as a reward for good academic performance;
- To keep Louisiana's best and brightest in the state to pursue postsecondary educational opportunities; and
- To promote access to and success in postsecondary education.

TOPS includes three levels of awards for students enrolling at Louisiana's colleges and universities: Opportunity, Performance, and Honors. The criteria for eligibility include completion of a defined high school core curriculum, with a minimum grade point average on the core and a minimum ACT composite score. Table 1 lists current criteria and awards.

Table 1: TOPS Eligibility Criteria & Value, 2009

| <b>AWARD</b>       | <b>Core</b> | <b>Core GPA</b> | <b>ACT</b> | <b>Award Specifics</b> | <b>Duration</b> |
|--------------------|-------------|-----------------|------------|------------------------|-----------------|
| <i>Opportunity</i> | 17.5 Units  | 2.50            | 20         | Tuition                | 4 Years         |
| <i>Performance</i> | 17.5 Units  | 3.00            | 23         | Tuition + \$400/year   | 4 Years         |
| <i>Honors</i>      | 17.5 Units  | 3.00            | 27         | Tuition + \$800/year   | 4 Years         |

\* 4 Years, or 8 semesters.

To maintain eligibility, TOPS recipients must be continuously enrolled as full-time students, earn at least 24 hours of credit each academic year (Fall and Spring), and maintain academic progress as demonstrated by the cumulative grade point average. Table 2 lists the minimum renewal requirements for each award.

Table 2: Renewal Requirements

| <b>AWARD</b>       | <b>Hours Earned per Academic Year (Fall &amp; Spring)</b> | <b>Cumulative GPA each Academic Year (2.0 each semester/term)</b> | <b>Award Reinstated (Upon Recovery of Required GPA)</b> |
|--------------------|-----------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|
| <i>Opportunity</i> | 24                                                        | 2.30 – first year<br>2.50 – subsequent years                      | Yes                                                     |
| <i>Performance</i> | 24                                                        | 3.00                                                              | Yes, as <i>Opportunity</i>                              |
| <i>Honors</i>      | 24                                                        | 3.00                                                              | Yes, as <i>Opportunity</i>                              |

Administration of TOPS is statutorily assigned to the Louisiana Office of Student Financial Assistance (LOSFA). Initial student eligibility is determined using a combination of:

the Free Application for Federal Student Aid (FAFSA) or TOPS On-line Application; the high school transcript from the Department of Education's Student Transcript System (STS); and official ACT scores. Continuing eligibility is determined based on data received from the institution in which the student enrolls.

### **ACT 1202 of 2001**

ACT 1202 of the 2001 Regular Legislative Session charged the Board of Regents with developing a uniform TOPS reporting system for the purposes of policy analysis and program evaluation and to provide accurate data and statistics relative to the program's impact on the state and on students. (Text is included as Appendix A.) ACT 1202 requires a TOPS report, to include:

- Relationship between the high school courses taken and the student's score on the American College Test (ACT).
- Number of high school graduates who are eligible for TOPS and subsequently enroll in college;
- Persistence rates of TOPS students;
- Retention rates of TOPS students, including numbers of and reasons for students losing award eligibility; and
- Graduation data, including rates.

To satisfy the reporting requirements of ACT 1202, Regents' staff developed interfaces between the major systems needed to identify and track TOPS students as they move through the enrollment cycle.

### **TOPS REPORT**

The data in this report include current and historical data on TOPS and non-TOPS students to allow for comparison. It is presented in an order that follows the students' progression through the enrollment process: from preparation, to persistence, to graduation.

It should be noted that most of the data in this report do not include private institutions, because they do not currently participate in Regents' reporting systems. Nor does that data include the Louisiana Technical College (LTC) enrollment, because the LTC did not participate in Regents' reporting systems prior to 2003.

## Preparation

TOPS eligibility requirements encourage students to take high school courses that will prepare them for success after high school, particularly in postsecondary education. The TOPS core curriculum is the key component for eligibility for an award. With the 2001 Master Plan, the Board of Regents adopted the TOPS core as the *Regents' Core*, the most important element of the minimum standards established for admission to the state's public four-year colleges or universities. With this change, students have had a double incentive to complete the college-preparatory curriculum, and it has had a very positive effect on student behavior.

Whether a high school graduate actually attends college with TOPS, the match of the TOPS core and the Regents' core for admission has resulted in a growing number of students completing a college preparatory curriculum, which also makes them better prepared for career advancement. As shown in Table 3, even as the number of high school graduates has decreased (as anticipated by demographic projections), the actual number and percentage of high school graduates completing the TOPS core curriculum has generally been increasing. The percentage completing the core declined with the 2008 graduating class due to increased requirements (i.e., the addition of a 4<sup>th</sup> unit in advanced math or science).

Table 3. HS Graduates and TOPS Core

|                   | 2003   | 2004   | 2006   | 2007   | 2008          |
|-------------------|--------|--------|--------|--------|---------------|
| HS Graduates      | 45,057 | 44,350 | 40,403 | 40,763 | 41,435        |
| With TOPS Core    | 25,544 | 26,105 | 26,356 | 27,122 | 25,256        |
| % with Core       | 57%    | 59%    | 65%    | 67%    | 61%           |
| Eligible for TOPS | 17,713 | 18,526 | 18,394 | 18,503 | Not available |

Note: Not including LTC.

TOPS Eligibility: LOSFA data

\* TOPS Core changed in 2008: additional Math or Science course required

Students who complete a rigorous curriculum score significantly better on the ACT than those who do not. As a result of the growing number of students who complete the TOPS/Regents' core, the average ACT composite score in Louisiana has improved steadily. The state average ACT for the 2003 graduating class was 19.6; by 2008 the average had increased to 20.3 composite.

## Participation

The majority of TOPS freshmen enroll with an Opportunity Award at a public, four-year institution. Table 4 illustrates the distribution of TOPS awards received by the 2007 entering class (freshmen) and where recipients enrolled.

Table 4. 2007 Entering TOPS Class

| TOPS AWARD        |     |
|-------------------|-----|
| Honors Award      | 13% |
| Performance Award | 18% |
| Opportunity Award | 69% |
| INSTITUTION TYPE  |     |
| Public 2-year     | 5%  |
| Public 4-year     | 95% |

For the past three years, over half of the Louisiana residents in the entering fall cohorts of first time, full-time freshmen (FTF) at public postsecondary institutions began college with a TOPS award. The FTF cohort includes students enrolled in postsecondary education for the first time, regardless of age or date of high school graduation.

Table 5. Entering FTF Cohorts

| Entering Fall | FTF Cohort | Number from Louisiana | %   | Number with TOPS | % (from LA w/ TOPS) |
|---------------|------------|-----------------------|-----|------------------|---------------------|
| 1998          | 27,202     | 25,074                | 92% | 10,610           | 42%                 |
| 1999          | 25,681     | 23,804                | 93% | 10,376           | 44%                 |
| 2000          | 26,495     | 24,384                | 92% | 11,137           | 46%                 |
| 2001          | 26,758     | 24,398                | 91% | 11,607           | 48%                 |
| 2002          | 27,307     | 24,972                | 91% | 11,913           | 48%                 |
| 2003          | 29,828     | 26,685                | 89% | 12,270           | 46%                 |
| 2004          | 30,195     | 26,978                | 89% | 12,630           | 47%                 |
| 2005          | 24,354     | 21,567                | 89% | 11,669           | 54%                 |
| 2006          | 26,569     | 24,194                | 91% | 12,731           | 53%                 |
| 2007          | 27,050     | 24,338                | 90% | 12,372           | 51%                 |

Note: FTF not including LTC.

As shown in Table 5, from 1998 to 2007, the number of first-time freshmen enrolling with TOPS has increased by 17% (1,762 students). In that same time frame, the TOPS requirements changed, with an increase of the minimum ACT score (from 19 to 20), change in required high school GPA from the *overall* to a *core* GPA, and increase in the number of core courses from 16.5 to 17.5. Even with these increases in eligibility requirements, and recovering from the 2005 setback due to hurricane-driven displacements, TOPS has made a difference: more, better-prepared Louisiana students are enrolling in college with TOPS.

### Persistence

Persistence in postsecondary education is usually measured by the rate at which first time full-time students are retained to their second year. The statewide retention (persistence) rate to the second year for the entering class in fall 1997 (prior to TOPS) returning in fall 1998 was 71.3%. The statewide retention rate for the class entering in fall

2007 and returning in fall 2008 was 75%; among TOPS recipients the state retention rate was 88%, while among non-TOPS students it was 65%.

The Student Retention/Persistence reports in Appendix B identify, by entering fall term and institution, the FTF cohort and second- through sixth-year retention rates for those who began college with TOPS and without a TOPS award (non-TOPS). Table 6 compares the overall retention rate to the second, third, and fourth year (if available) of TOPS students (*whether or not they retained the award*) and non-TOPS students. The data indicate that, in spite of hurricanes like Katrina/Rita that interrupted so many students' planned enrollments in 2005-2006, students who start school with a TOPS award reenroll in subsequent years at a higher rate than non-TOPS students.

Table 6. Retention/Persistence

| Fall Semester Entering Class | % Re-enrolled in Subsequent Years |          |                      |          |                      |          |
|------------------------------|-----------------------------------|----------|----------------------|----------|----------------------|----------|
|                              | 2 <sup>nd</sup> Year              |          | 3 <sup>rd</sup> Year |          | 4 <sup>th</sup> Year |          |
|                              | TOPS                              | Non-TOPS | TOPS                 | Non-TOPS | TOPS                 | Non-TOPS |
| 1999                         | 88%                               | 62%      | 82%                  | 50%      | 77%                  | 44%      |
| 2001                         | 87%                               | 65%      | 82%                  | 54%      | 76%                  | 47%      |
| 2003                         | 89%                               | 66%      | 77% *                | 43% *    | 77%                  | 42%      |
| 2006                         | 87%                               | 64%      | 81%                  | 51%      | -                    | -        |

Note: Not including LTC

\* 2005 Academic Year: Katrina/Rita

### Retention of TOPS Award

Students who receive a TOPS award must maintain minimum academic criteria to retain their award (Table 2). Those who fail to maintain the minimum GPA have their award suspended; if they raise their cumulative GPA to the required level within two years, the award is reinstated. The award is cancelled when students fail to maintain full-time enrollment, earn the required 24 hours of credit, or raise their GPA to the required minimum.

Table 7 shows the percentage of students with TOPS whose award was suspended or cancelled over the course of an academic year. Though approximately 13% of TOPS students lose the award each year, Regents' data indicates that, of the public postsecondary students who lost TOPS over the four-year period from 2004-2007, 77 percent subsequently re-enrolled in a public postsecondary institution (without TOPS) to continue their education.

Table 7. Lost TOPS

| Academic Year | TOTAL TOPS Awards | SUSPENDED GPA | CANCELLED Hours Earned | CANCELLED Other Reason |
|---------------|-------------------|---------------|------------------------|------------------------|
| 2004          | 37,221            | 16.6%         | 10.4%                  | 2.9%                   |
| 2005          | 37,344            | 20.8%         | 6.5%                   | 2.8%                   |
| 2006          | 38,568            | 19.9%         | 11.8%                  | 3.7%                   |
| 2007          | 37,205            | 18.6%         | 10.5%                  | 3.5%                   |

\* Public, only: New & Continuing Students. Not including TOPS Tech.

## Graduation

Graduation is usually measured at the rate in which first time entering students earn their academic degrees within 150% of the time required, i.e., within three-years for associate degrees, and six-years for baccalaureate degrees. This 150% protocol for measuring degrees was adopted by the federal government and has become the standard followed by the regions and states. Table 8 displays the percent of TOPS and non-TOPS students who have earned a bachelor's degree within the six academic years, starting with the Fall/1998 entering class.

Table 8: Completers (Baccalaureates)

| Entering Year | % GRADUATING Within 6 Years |      |          |
|---------------|-----------------------------|------|----------|
|               | Total                       | TOPS | Non-TOPS |
| 1998          | 35%                         | 58%  | 19%      |
| 1999          | 37%                         | 59%  | 21%      |
| 2000          | 37%                         | 58%  | 20%      |
| 2001          | 37%                         | 57%  | 20%      |

Note: Not including LTC

Students who begin college with TOPS consistently graduate at nearly three times the rate of non-TOPS students. The Completers reports in Appendix C list, by institution, the number of TOPS and non-TOPS students in an entering cohort who earned a Baccalaureate degree within six years or an Associate degree (or certificate or diploma) within three years.

To further study program success, Regents and LOSFA identified students in the *TOPS Cohort*—who entered a public college/university in 2000 and 2001 with TOPS awards—who had completed the TOPS program, i.e., who *kept* TOPS (without either suspension or cancellation) *for the full eight semesters*, and who had graduated with a bachelor's degree by 2007-08. This quantified the students on TOPS who had earned a baccalaureate within six (for the 2001 cohort) or seven (for the 2000 cohort) years.

Table 9: TOPS Completers

| Freshman Year | TOPS Cohort (Public) | Award Status (Full 8-Semester Program) |       | By 2007-08         |                |
|---------------|----------------------|----------------------------------------|-------|--------------------|----------------|
|               |                      |                                        |       | Earned Bach Degree | No Bach Degree |
| 2000          | 11,137               | Kept TOPS                              | 5,753 | 5,862              | 391            |
|               |                      | Lost TOPS                              | 5,384 | 1,892              | 3,492          |
| 2001          | 11,605               | Kept TOPS                              | 5,981 | 5,446              | 535            |
|               |                      | Lost TOPS                              | 5,624 | 1,666              | 3,958          |

The data in Table 9 show that, for both of the freshman cohorts, almost two-thirds of the students who started college with TOPS awards in 2000 or 2001 have graduated, whether or

not they managed to keep the award for all eight semesters, and 93% of those who kept TOPS all four years have graduated with a bachelor's degree.

Whether or not students retain the TOPS award, those who begin college on TOPS complete a degree at a faster rate, as a group, than those who do not.

### **SUMMARY**

The purposes of the reporting requirements of ACT 1202 are to provide accurate data and statistics relative to the impact of TOPS on the state and students as well as for policy analysis and program evaluation. The TOPS reporting model developed by Regents serves the state by providing accurate data for policy analysis and the basis for future decisions regarding the TOPS program in Louisiana.

A review of the data presented in this report indicates that the TOPS program is meeting the generally accepted purposes for which it was developed:

- Students who take the core curriculum score significantly better on the ACT;
- More students in the recent graduating class took the core and more have been determined eligible for TOPS by LOSFA;
- The number of first time freshmen with TOPS enrolling in public postsecondary education has increased;
- A larger number of students with higher ACT scores are remaining in Louisiana to attend college;
- Students receiving a TOPS award persist in college at a higher rate than non-TOPS students; and
- More students with TOPS graduate from college in a shorter period of time than non-TOPS students.

# Act 1202

ENROLLED

Regular Session, 2001  
HOUSE BILL NO. 2012  
BY REPRESENTATIVE DANIEL  
AN ACT

To enact R.S. 17:3048.3 and 3048.4, relative to the Tuition Opportunity Program for Students; to provide for the establishment and implementation of a uniform information reporting system; to provide for applicability; to provide relative to compliance with reporting system requirements by colleges and universities, including requiring compliance as a condition of eligibility to receive certain payments by the state; to require that the reporting system include certain components; to provide for certain notifications to parents and others about program availability; and to provide for related matters. Be it enacted by the Legislature of Louisiana:

Section 1. R.S. 17:3048.3 and 3048.4 are hereby enacted to read as follows:

§3048.3. Program information reporting system; implementation; requirements; applicability; participation by eligible institutions and others

A.(1) The Board of Regents shall formulate, develop, establish, and implement a uniform Tuition Opportunity Program for Students information reporting system for the purposes of policy analysis and program evaluation and for providing accurate data and statistics to the legislature, the governor and appropriate executive branch agencies, and the public relative to the program's impact on the state and on students.

(2) In formulating and developing the information reporting system, the Board of Regents shall consult with and seek written recommendations from the Louisiana Student Financial Assistance Commission, each college or university eligible for participation in the Tuition Opportunity Program for Students, each of the public postsecondary education management boards, the Louisiana Association of Independent Colleges and Universities, legislators, and knowledgeable others as determined appropriate by the Board of Regents.

(3) It is the intention of the legislature that the reporting system provided by this Section and the requirements thereof shall be applicable to all Tuition Opportunity Program for Students applicants, all award recipients regardless of eligible college or university attended, and all such eligible colleges and universities. Effective for the 2002- 2003 award year and thereafter, compliance with the requirements of the Tuition Opportunity Program for Students information reporting system shall be a condition for an eligible college or university to remain eligible to receive payments from the state on behalf of an award recipient. Compliance determinations shall be made annually by the Board of Regents.

B. The Tuition Opportunity Program for Students information reporting system shall include but not be limited to the following:

(1) A report prepared as of the end of the Fall semester and again as of the end of the Spring semester or equivalent periods of time during each academic year relative to the rate of retention of program awards by students as they progress from semester to semester or other equivalent periods of time as may be applicable once enrolled at an eligible college or university. The data shall be reported by institution attended, by the two digit classification of instructional program, and by program award category and shall include the percent of students losing program eligibility due to not earning the minimum number of credit hours, the percent of students losing program eligibility due to not having the required cumulative grade point average, and the percent of students losing program eligibility for failing to make steady academic progress.

(2) The persistence rates at colleges and universities of freshmen, sophomore, junior, and senior students receiving a program award reported by award category and by award year.

(3) The graduation rates or rates of completion of the chosen postsecondary education program if otherwise applicable for students receiving a program award, reported by award category and award

year, including for those graduating with an academic degree at the baccalaureate level the rate for persons graduating within four years, within five years, and within six years, respectively.

(4) The mean length of time required for a student receiving a program award to graduate with an academic degree at the baccalaureate level or to complete the chosen postsecondary education program if otherwise applicable with such information being reported by award category and by award year.

(5) An annual report on the number of applicants as well as the percent of high school graduates by high school and by parish who apply for a program award, by award category, and the percent of those students who subsequently enroll in a college or university.

(6) Statistical studies on the relationship between the courses taken and grades earned by a high school student and the student's score on the American College Test or the Scholastic Aptitude Test. Relative to public high schools, such statistical studies shall use student course and grade data that is otherwise available from the schools and such studies shall be conducted at no additional cost to the governing authority of any public high school.

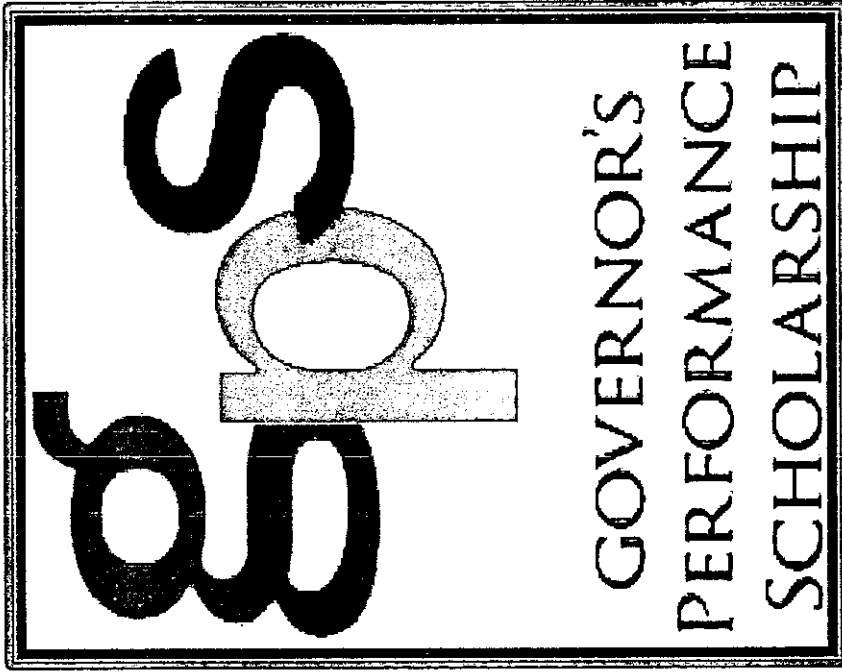
C. When necessary due to limitations in existing secondary data sources and systems, the Board of Regents, consistent with the general provisions of this Section, may modify any specific requirement of this Section. However, prior to making any such modifications the board shall report in writing to the House Committee on Education and the Senate Committee on Education on the proposed action and the board shall have received approval from each committee relative to the proposed action.

#### §3048.4. Notice to students and parents

The State Board of Elementary and Secondary Education shall require that the governing authority of every public secondary school include as a component of a student's Five Year Educational Plan as required by R.S. 17:183.2 comprehensive information relative to the Tuition Opportunity Program for Students and program eligibility requirements for each of the awards. Additionally, the parent or other person responsible for the student's school attendance at the ninth grade level shall be required to return to the school at the start of the student's ninth grade year a signed notice that the program information and eligibility requirements have been reviewed by the parent or other responsible person and by the student and that, for informational and data collection purposes only, expresses the intent of the parent or other responsible person as to whether or not the student will be pursuing the necessary program of studies to be eligible for a Tuition Opportunity Program for Students award.

Section 2. This Act shall become effective upon signature by the governor or, if not signed by the governor, upon expiration of the time for bills to become law without signature by the governor, as provided in Article III, Section 18 of the Constitution of Louisiana. If vetoed by the governor and subsequently approved by the legislature, this Act shall become effective on the day following such approval.

SPEAKER OF THE HOUSE OF REPRESENTATIVES  
PRESIDENT OF THE SENATE  
GOVERNOR OF THE STATE OF LOUISIANA  
APPROVED:



**AN INVITE TO EXCELLENCE AND RIGOR**

## **GOALS:**

- × *Increase High School (HS) graduation rate.*
- × *More HS students taking rigorous curriculum.*
- × *More course offerings in HS.*
- × *More HS students prepared for postsecondary.*
- × *More-affordable postsecondary.*
- × *More use of in-state postsecondary.*
- × *Contribute to a college going culture.*
- × *Increase the rigor of courses statewide.*

## **BASIC INFORMATION**

- ✘ *Open to graduates of Alaska high schools.*
  
- ✘ *Open to home school, public school and private school students.*
  
- ✘ *Use at Alaska postsecondary, private or public*

# TYPES OF SCHOLARSHIPS

- ✘ *Three levels of academic scholarships*
- ✘ *One level of career and technical scholarship*

# CRITERIA

✕ *Grades*

✕ *Assessments*

✕ *Curriculum*

✕ *Alternative Pathway*

## **CRITERIA: Grades**

- × *“A” average for highest level of academic scholarship*
- × *“B” average for middle level of academic scholarship*
- × *“C+” average for lower level of academic scholarship*
- × *“C+” average for career and technical scholarship*

## **CRITERIA: Assessments**

- ✘ *An established national college-entrance assessment for academic scholarships.*
- ✘ *An established national work-ready assessment for career and technical scholarships.*

## **CRITERIA: Curriculum**

- × *Four years of English*
- × *Four years of Math*
- × *Four years of Science*
- × *Three years of Social Studies*
- × *Options for rural students*

## VALUE OF SCHOLARSHIPS

- ✘ *Platinum academic: Equal to 100% of tuition at UA in 2010, for 8 semesters.*
- ✘ *Gold academic: Equal to 75% of tuition at UA in 2010, for 8 semesters.*
- ✘ *Silver academic: Equal to 50% of tuition at UA in 2010, for 8 semesters.*
- ✘ *Career & Technical: Actual tuition up to \$3,000 a year, for two years.*

# FUNDING TRAINING

✘ *Use the annual earnings from \$400 million of  
general fund.*

What happens if a student starts out in a vocational program and decides to change later?

## Louie Flora

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**From:** bcampen@ptialaska.net  
**Sent:** Saturday, January 30, 2010 6:30 PM  
**To:** Rep. Paul Seaton  
**Subject:** House Bill 297 - Gov's Performance Scholarship

Representative Paul Seaton, Chair  
House Education Committee  
Alaska State Legislature  
Juneau, AK 99811

Dear Representative Seaton:

I would like to address HB 297, the Governor's Performance Scholarship. My intention had been to write a "hard copy" letter, but I found out that a House/Senate joint committee will discuss the bill next week, and so am sending this email letter instead.

At the bottom of this letter is a letter that I wrote to Governor Parnell in Oct. 2009 in which I expressed my concern about the eligibility requirements for the scholarship. As a long-time Alaska social studies teacher, I am disheartened that our governor and the Commissioner of the Dept. of Education and Early Development would propose a scholarship that holds three core curricular areas as more important than the fourth - social studies. To be eligible for the scholarship, a student must have earned 4 credits of math, science, and English. They only need 3 credits of social studies. There appears to be no rationale for it. In fact, as I state in my letter below, more than 1/2 of all Alaska students are already required to take four credits of social studies, so I fail to see how the criteria for the GPS represents a "more challenging curriculum". Knowledge of history, geography, politics, economic, sociology - all embedded in the social studies - is essential for informed decision making and becoming a fully engaged citizen. Why would we expect less social studies knowledge of our students? Doing so sends a poor message about what is important and sets a poor precedent.

I ask that you push to increase the eligibility of social studies to 4 credits for the GPS. Social studies will then be identified as equal to math, English, and science, as it should be. Students will then see that legislators value social studies as the other core curricular areas. Shouldn't this be what they see coming from government leaders?

Thank you for your consideration of this request. I will be following this bill with great interest.

Sincerely,

Brenda D. Campen  
P.O. Box 1562  
Sitka, AK 99835  
bcampen@ptialaska.net

907.747.3441

P.O. Box 1562  
Sitka, AK 99835

10.22.09

The Honorable Sean Parnell  
Alaska Office of the Governor  
P.O. Box 110001  
Juneau, AK 99811-0001

Dear Governor Parnell:

It is with great interest that I have followed news of your proposal for the Governor's Performance Scholarship. Most recently, details of the plan were covered in the 10.20.09 edition of the Daily Sitka Sentinel. I would like to share a few thoughts on this proposal, specifically the eligibility requirements for the scholarship.

I am the social studies department chair at Mt. Edgecumbe High School in Sitka. I have been with MEHS since it reopened as a state school in 1985. Previous to that I worked in Yukon-Koyukuk School District, Iditarod School District, and Chatham School District. I brought eight years of rural teaching experience to Mt. Edgecumbe High School and have 33 years of teaching experience in Alaska. I have had several opportunities to move into the administrative level of education, but have remained a classroom teacher because that is what I love. There is no better job than sharing and learning history, geography, politics, and current events with high school students.

Your GPS proposal has merit, and I only wish to address one item about which I was surprised and concerned. The qualifications for eligibility are listed as four years of math, science, English...and only three years of social studies. I must ask why, why only three years of social studies? The message this sends to students, teachers, and parents is that social studies is less essential than the other three core curricular areas.

I have spent my entire career working to affirm the legitimacy and the absolute necessity of the social studies. Social studies and science are really the heart of the core curriculum, with math and lang.arts/reading supporting the acquisition of knowledge and skills. Social studies and science are where students learn to apply their math and reading/writing skills. In the world today, with the complexities of issues facing all global citizens, why would there not be support for more social studies rather than less?

I can tell you that in my years of teaching in Alaska, I have seen a diminishment of students' basic geography and history knowledge as they enter high school. This has been most pronounced since the advent of No Child Left Behind. It is actually quite alarming. The social studies, not formally tested, has been marginalized to the point that students simply don't possess what one would expect as basic knowledge, and are coming to high school less prepared. Yet, when students are properly challenged and taught, social studies classes often become the most interesting and valuable of all their classes.. Remember, not everyone will become an engineer, nurse, computer technician, or carpenter, but everyone is a citizen and will be in a position to vote and engage in civic activities. Why would we expect less preparation for student in social studies than for any other area of the high school core curriculum?

Are you aware that Anchorage School District, with over 50% of all Alaska students, requires four credits of social studies for graduation? Mt. Edgecumbe High School

has required four credits since 1985. Instead of "raising the bar" by expecting students to tackle a rigorous high school program, the current GPS proposal lowers the bar for social studies, and relegates it to a less important position. I can't believe that is your intention.

Please reconsider the proposal, support the social studies, and raise the eligibility for the GPS program to four credits of social studies as for all the other core curricular areas. More than 50% of the students in the state already achieve this for their local high school diploma. Should the governor expect anything less?

Thank you for considering this change.

Sincerely,

Brenda D. Campen  
bcampen@ptialaska.net

Brenda D. Campen  
2006 Alaska History Teacher of the Year  
1997 Milken Educator Award  
1993 National Council for the Social Studies Teacher of the Year  
1993 Alaska Council for the Social Studies Teacher of the Year

## 2007FA Reports

| Report | Scholarships                          | Casper College       |        | Central Wy. College |        | Eastern Wy. College |        | Laramie County CC |        | Northwest College |        | Sheridan College |        | Western Wy. CC |        | Community College Total |        | UW          |        | Grand Total |        |             |
|--------|---------------------------------------|----------------------|--------|---------------------|--------|---------------------|--------|-------------------|--------|-------------------|--------|------------------|--------|----------------|--------|-------------------------|--------|-------------|--------|-------------|--------|-------------|
|        |                                       | HC                   | Amount | HC                  | Amount | HC                  | Amount | HC                | Amount | HC                | Amount | HC               | Amount | HC             | Amount | HC                      | Amount | HC          | Amount | HC          | Amount |             |
| 1      | 1st Term Report 8/1/07                | Honors               | 75     | \$119,867           | 18     | \$28,800            | 19     | \$30,400          | 37     | \$59,200          | 52     | \$78,916         | 56     | \$44,200       | 42     | \$67,200                | 299    | \$428,583   | 625    | \$1,000,000 | 924    | \$1,428,583 |
| 2      |                                       | Performance          | 187    | \$223,600           | 53     | \$63,600            | 30     | \$36,000          | 97     | \$115,333         | 120    | \$139,999        | 61     | \$73,152       | 84     | \$100,800               | 632    | \$752,484   | 500    | \$630,000   | 1,132  | \$1,382,484 |
| 3      |                                       | Opportunity          | 146    | \$115,332           | 38     | \$30,400            | 19     | \$14,400          | 82     | \$65,600          | 68     | \$53,746         | 40     | \$31,268       | 69     | \$55,200                | 462    | \$365,946   | 250    | \$200,000   | 712    | \$565,946   |
| 4      |                                       | Career               | 69     | \$54,067            | 20     | \$16,000            | 20     | \$16,000          | 16     | \$12,800          | 40     | \$30,482         | 14     | \$10,336       | 16     | \$12,800                | 195    | \$152,485   | 0      | \$0         | 195    | \$152,485   |
| 5      |                                       | Need Award           | 15     | \$5,062             | 0      | \$0                 | 3      | \$1,225           | 1      | \$105             | 13     | \$2,812          | 0      | \$0            | 5      | \$5,200                 | 37     | \$14,404    | 215    | \$210,000   | 252    | \$224,404   |
| 6      |                                       | Estimated Sch.Shps.  | 477    | \$517,928           | 129    | \$138,800           | 88     | \$98,025          | 232    | \$253,038         | 280    | \$305,955        | 171    | \$158,956      | 211    | \$241,200               | 1,588  | \$1,713,902 | 1,375  | \$2,040,000 | 2,963  | \$3,753,902 |
| 7      | Mid Term (30 Day) Report 10/11/07     | Honors               | 65     | \$102,933           | 16     | \$25,600            | 21     | \$33,600          | 35     | \$56,000          | 46     | \$66,874         | 31     | \$47,600       | 42     | \$67,200                | 256    | \$399,807   | 638    | \$1,020,800 | 894    | \$1,420,607 |
| 8      |                                       | Performance          | 189    | \$220,400           | 55     | \$65,300            | 39     | \$46,500          | 112    | \$130,200         | 118    | \$135,984        | 85     | \$100,308      | 114    | \$134,876               | 712    | \$833,568   | 502    | \$601,900   | 1,214  | \$1,435,468 |
| 9      |                                       | Opportunity          | 147    | \$110,195           | 32     | \$25,132            | 25     | \$18,601          | 93     | \$68,335          | 65     | \$50,318         | 64     | \$47,656       | 89     | \$67,976                | 515    | \$388,213   | 235    | \$187,466   | 750    | \$575,679   |
| 10     |                                       | Career               | 65     | \$46,868            | 18     | \$13,000            | 26     | \$19,799          | 29     | \$18,135          | 33     | \$24,044         | 30     | \$21,232       | 16     | \$12,600                | 217    | \$155,678   | 0      | \$0         | 217    | \$155,678   |
| 11     |                                       | Need Award           | 40     | \$14,810            | 1      | \$216               | 13     | \$5,568           | 5      | \$1,033           | 9      | \$1,694          | 4      | \$1,066        | 0      | \$0                     | 72     | \$24,387    | 263    | \$254,521   | 335    | \$278,908   |
| 12     |                                       | Actual Sch.Shps.     | 466    | \$495,206           | 121    | \$129,248           | 111    | \$124,068         | 269    | \$273,703         | 262    | \$278,914        | 210    | \$217,862      | 261    | \$282,652               | 1,700  | \$1,801,653 | 1,375  | \$2,064,687 | 3,075  | \$3,866,340 |
| 13     | Supplemental Report 12/5/07           | Honors               |        |                     |        |                     |        |                   |        |                   |        |                  |        |                |        | 0                       | \$0    |             |        | 0           | \$0    |             |
| 14     |                                       | Performance          |        |                     |        |                     |        |                   |        |                   |        |                  |        |                |        |                         | 0      | \$0         |        |             | 0      | \$0         |
| 15     |                                       | Opportunity          |        |                     | 1      | \$800               |        |                   | 1      | \$400             | 2      | \$1,600          |        |                |        |                         | 4      | \$2,800     |        |             | 4      | \$2,800     |
| 16     |                                       | Career               | 1      | \$667               | 1      | \$800               | 1      | \$600             |        |                   | 1      | \$766            |        |                |        |                         | 4      | \$2,833     |        |             | 4      | \$2,833     |
| 17     |                                       | Need Award           |        |                     |        |                     |        |                   |        |                   |        |                  |        |                |        |                         | 0      | \$0         |        |             | 0      | \$0         |
| 18     |                                       | Additional Sch.Shps. | 1      | \$667               | 2      | \$1,600             | 1      | \$600             | 1      | \$400             | 3      | \$2,366          | 0      | \$0            | 0      | \$0                     | 8      | \$5,633     | 0      | \$0         | 8      | \$5,633     |
| 19     | End of Term (Post Sem) Report 3/17/08 | Honors               | 65     | \$102,933           | 16     | \$25,600            | 20     | \$32,000          | 35     | \$56,000          | 45     | \$65,274         | 33     | \$50,800       | 40     | \$64,000                | 254    | \$396,607   | 639    | \$1,017,600 | 893    | \$1,414,207 |
| 20     |                                       | Performance          | 189    | \$220,500           | 55     | \$65,300            | 38     | \$45,300          | 111    | \$129,000         | 107    | \$122,166        | 88     | \$103,908      | 117    | \$138,176               | 705    | \$824,350   | 532    | \$625,500   | 1,237  | \$1,449,850 |
| 21     |                                       | Opportunity          | 147    | \$110,195           | 33     | \$25,932            | 23     | \$16,934          | 93     | \$68,268          | 59     | \$45,688         | 68     | \$51,223       | 86     | \$65,443                | 509    | \$383,683   | 210    | \$165,499   | 719    | \$549,182   |
| 22     |                                       | Career               | 66     | \$47,535            | 17     | \$11,534            | 27     | \$20,265          | 29     | \$18,135          | 29     | \$21,245         | 31     | \$22,096       | 15     | \$11,667                | 214    | \$152,477   | 0      | \$0         | 214    | \$152,477   |
| 23     |                                       | Need Award           | 39     | \$14,363            | 5      | \$757               | 9      | \$4,086           | 7      | \$1,999           | 8      | \$1,594          | 5      | \$1,816        | 0      | \$0                     | 73     | \$24,615    | 279    | \$266,591   | 352    | \$291,206   |
| 24     |                                       | Final Sch.Shps.      | 467    | \$495,526           | 121    | \$129,123           | 108    | \$118,585         | 268    | \$273,402         | 240    | \$255,967        | 220    | \$229,843      | 258    | \$279,286               | 1,682  | \$1,781,732 | 1,381  | \$2,075,190 | 3,063  | \$3,856,922 |

## 2008SP Reports

| Report | Scholarships                                | Casper College      |        | Central Wy. College |        | Eastern Wy. College |        | Laramie County CC |        | Northwest College |        | Sheridan College |        | Western Wy. CC |        | Community College Total |        | UW          |        | Grand Total |        |             |
|--------|---------------------------------------------|---------------------|--------|---------------------|--------|---------------------|--------|-------------------|--------|-------------------|--------|------------------|--------|----------------|--------|-------------------------|--------|-------------|--------|-------------|--------|-------------|
|        |                                             | HC                  | Amount | HC                  | Amount | HC                  | Amount | HC                | Amount | HC                | Amount | HC               | Amount | HC             | Amount | HC                      | Amount | HC          | Amount | HC          | Amount |             |
| 1      | 1st Annual Report<br>8/1/07                 | Honors              | 67     | \$107,200           | 16     | \$25,600            | 20     | \$32,000          | 44     | \$70,400          | 45     | \$63,740         | 32     | \$47,200       | 42     | \$64,000                | 266    | \$410,140   | 625    | 975,000     | 891    | \$1,385,140 |
| 2      |                                             | Performance         | 193    | \$230,000           | 55     | \$66,000            | 39     | \$46,800          | 130    | \$156,000         | 108    | \$122,786        | 92     | \$108,000      | 120    | \$138,777               | 737    | \$868,363   | 490    | 575,000     | 1,227  | \$1,443,363 |
| 3      |                                             | Opportunity         | 151    | \$120,200           | 33     | \$26,400            | 27     | \$21,600          | 118    | \$91,200          | 60     | \$46,495         | 65     | \$50,400       | 90     | \$69,577                | 544    | \$425,872   | 230    | 175,000     | 774    | \$600,872   |
| 4      |                                             | Career              | 65     | \$52,000            | 20     | \$16,000            | 24     | \$19,200          | 40     | \$32,000          | 30     | \$22,753         | 30     | \$23,200       | 18     | \$14,400                | 227    | \$179,553   | 0      | 0           | 227    | \$179,553   |
| 5      |                                             | Need Award          | 39     | \$15,725            | 5      | \$759               | 12     | \$5,091           | 6      | \$1,371           | 9      | \$1,697          | 5      | \$1,800        | 7      | \$1,900                 | 83     | \$28,343    | 245    | 240,000     | 328    | \$268,343   |
| 6      |                                             | Estimated Sch.Shps. | 476    | \$525,125           | 124    | \$134,759           | 110    | \$124,691         | 332    | \$350,971         | 243    | \$257,471        | 219    | \$230,600      | 270    | \$288,654               | 1,774  | \$1,912,271 | 1,345  | 1,965,000   | 3,119  | \$3,877,271 |
| 7      | Mid Term (3rd Day)<br>Report<br>3/7/08      | Honors              | 63     | \$98,267            | 15     | \$24,000            | 20     | \$32,000          | 34     | \$54,400          | 40     | \$56,247         | 35     | \$55,264       | 41     | \$65,600                | 248    | \$385,778   | 644    | \$1,024,267 | 892    | \$1,410,045 |
| 8      |                                             | Performance         | 198    | \$230,550           | 46     | \$55,000            | 32     | \$37,900          | 109    | \$128,300         | 110    | \$126,624        | 89     | \$104,400      | 117    | \$137,377               | 701    | \$820,151   | 521    | \$612,466   | 1,222  | \$1,432,617 |
| 9      |                                             | Opportunity         | 146    | \$108,735           | 32     | \$25,533            | 19     | \$15,200          | 97     | \$72,469          | 65     | \$49,582         | 63     | \$47,672       | 87     | \$67,177                | 509    | \$386,368   | 196    | \$156,501   | 705    | \$542,869   |
| 10     |                                             | Career              | 58     | \$43,467            | 12     | \$9,133             | 23     | \$18,267          | 32     | \$22,268          | 34     | \$25,452         | 22     | \$17,336       | 18     | \$13,400                | 199    | \$149,323   | 0      | \$0         | 199    | \$149,323   |
| 11     |                                             | Need Award          | 37     | \$15,279            | 3      | \$367               | 7      | \$3,264           | 6      | \$1,992           | 8      | \$1,597          | 6      | \$1,765        | 12     | \$2,016                 | 79     | \$26,280    | 267    | \$257,656   | 346    | \$283,936   |
| 12     |                                             | Actual Sch.Shps.    | 465    | \$496,298           | 105    | \$114,033           | 94     | \$106,631         | 272    | \$279,429         | 249    | \$259,502        | 209    | \$226,437      | 263    | \$285,570               | 1,657  | \$1,767,900 | 1,361  | \$2,050,890 | 3,018  | \$3,818,790 |
| 13     | End of Term (Post Scan)<br>Report<br>7/9/08 | Honors              | 63     | \$98,267            | 15     | \$24,000            | 20     | \$32,000          | 33     | \$52,800          | 40     | \$56,247         | 34     | \$54,064       | 43     | \$68,800                | 248    | \$386,178   | 646    | \$1,027,600 | 894    | \$1,413,778 |
| 14     |                                             | Performance         | 200    | \$232,950           | 47     | \$56,200            | 31     | \$37,200          | 104    | \$123,200         | 111    | \$127,098        | 91     | \$106,800      | 118    | \$138,577               | 702    | \$822,025   | 525    | \$616,666   | 1,227  | \$1,438,691 |
| 15     |                                             | Opportunity         | 147    | \$109,535           | 32     | \$25,533            | 19     | \$15,133          | 94     | \$70,069          | 67     | \$51,432         | 63     | \$48,072       | 88     | \$67,977                | 510    | \$387,751   | 198    | \$158,101   | 708    | \$545,852   |
| 16     |                                             | Career              | 58     | \$43,467            | 12     | \$9,133             | 23     | \$18,267          | 30     | \$21,268          | 34     | \$25,452         | 21     | \$16,536       | 17     | \$12,600                | 195    | \$146,723   | 0      | \$0         | 195    | \$146,723   |
| 17     |                                             | Need Award          | 37     | \$15,279            | 3      | \$367               | 7      | \$3,264           | 5      | \$1,767           | 8      | \$1,597          | 5      | \$1,367        | 12     | \$2,016                 | 77     | \$25,657    | 272    | \$258,566   | 349    | \$284,223   |
| 18     |                                             | Final Sch.Shps.     | 468    | \$499,498           | 106    | \$115,233           | 93     | \$105,864         | 261    | \$269,104         | 252    | \$261,826        | 209    | \$226,839      | 266    | \$289,970               | 1,655  | \$1,768,334 | 1,369  | \$2,060,933 | 3,024  | \$3,829,267 |

## 2008FA Reports

| Report | Scholarships                                 | Casper College             |            | Central Wy. College |            | Eastern Wy. College |            | Laramie County CC |            | Northwest College |            | Sheridan College |            | Western Wy. CC   |            | Community College Total |              | UW                 |              | Grand Total        |              |                    |
|--------|----------------------------------------------|----------------------------|------------|---------------------|------------|---------------------|------------|-------------------|------------|-------------------|------------|------------------|------------|------------------|------------|-------------------------|--------------|--------------------|--------------|--------------------|--------------|--------------------|
|        |                                              | HC                         | Amount     | HC                  | Amount     | HC                  | Amount     | HC                | Amount     | HC                | Amount     | HC               | Amount     | HC               | Amount     | HC                      | Amount       | HC                 | Amount       | HC                 | Amount       |                    |
| 1      | Estimate Report<br>8/11/08                   | Honors                     | 95         | \$147,137           | 24         | \$38,400            | 17         | \$27,200          | 63         | \$94,072          | 39         | \$61,382         | 42         | \$59,456         | 66         | \$105,600               | 346          | \$533,247          | 1,140        | \$1,822,400        | 1,486        | \$2,355,647        |
| 2      |                                              | Performance                | 256        | \$298,200           | 55         | \$64,800            | 49         | \$58,800          | 175        | \$192,645         | 105        | \$121,667        | 115        | \$121,388        | 134        | \$159,100               | 889          | \$1,016,600        | 1,000        | \$1,200,000        | 1,889        | \$2,216,600        |
| 3      |                                              | Opportunity                | 188        | \$133,896           | 38         | \$30,400            | 52         | \$41,660          | 174        | \$126,733         | 73         | \$56,495         | 87         | \$57,753         | 94         | \$28,000                | 706          | \$474,937          | 512          | \$409,600          | 1,218        | \$884,537          |
| 4      |                                              | Career                     | 111        | \$80,867            | 26         | \$20,800            | 46         | \$36,800          | 55         | \$40,267          | 36         | \$25,811         | 40         | \$27,000         | 19         | \$13,798                | 333          | \$245,343          | 0            | \$0                | 333          | \$245,343          |
| 5      |                                              | Need Award                 | 38         | \$15,380            | 0          | \$0                 | 11         | \$6,143           | 5          | \$1,236           | 6          | \$1,133          | 0          | \$0              | 5          | \$1,467                 | 65           | \$25,359           | 354          | \$305,383          | 419          | \$330,742          |
| 6      |                                              | <b>Estimated Sch.Shps.</b> | <b>650</b> | <b>\$675,480</b>    | <b>143</b> | <b>\$154,400</b>    | <b>164</b> | <b>\$170,603</b>  | <b>467</b> | <b>\$454,953</b>  | <b>253</b> | <b>\$266,488</b> | <b>284</b> | <b>\$265,597</b> | <b>313</b> | <b>\$307,965</b>        | <b>2,274</b> | <b>\$2,295,486</b> | <b>2,652</b> | <b>\$3,737,383</b> | <b>4,926</b> | <b>\$6,032,869</b> |
| 7      | Mid Term Report<br>(30 Day)<br>10/10/08      | Honors                     | 85         | \$132,237           | 18         | \$28,800            | 17         | \$27,200          | 40         | \$59,006          | 42         | \$64,592         | 36         | \$54,784         | 40         | \$64,000                | 278          | \$430,619          | 989          | \$1,575,210        | 1,267        | \$2,005,829        |
| 8      |                                              | Performance                | 243        | \$281,200           | 49         | \$56,800            | 38         | \$45,000          | 150        | \$169,819         | 109        | \$127,062        | 123        | \$140,770        | 103        | \$120,600               | 815          | \$941,251          | 773          | \$927,200          | 1,588        | \$1,868,451        |
| 9      |                                              | Opportunity                | 181        | \$130,611           | 35         | \$27,733            | 32         | \$25,133          | 134        | \$95,106          | 82         | \$63,592         | 89         | \$65,918         | 73         | \$55,862                | 626          | \$463,955          | 376          | \$305,200          | 1,002        | \$769,155          |
| 10     |                                              | Career                     | 80         | \$54,867            | 26         | \$17,266            | 42         | \$32,067          | 48         | \$34,069          | 32         | \$22,596         | 43         | \$30,322         | 19         | \$13,932                | 290          | \$205,119          | 0            | \$0                | 290          | \$205,119          |
| 11     |                                              | Need Award                 | 43         | \$20,586            | 0          | \$0                 | 19         | \$8,357           | 6          | \$1,666           | 8          | \$2,766          | 7          | \$2,607          | 5          | \$1,467                 | 88           | \$37,449           | 396          | \$359,996          | 484          | \$397,445          |
| 12     |                                              | <b>Actual Sch.Shps.</b>    | <b>589</b> | <b>\$619,501</b>    | <b>128</b> | <b>\$130,599</b>    | <b>129</b> | <b>\$137,757</b>  | <b>372</b> | <b>\$359,666</b>  | <b>265</b> | <b>\$280,608</b> | <b>291</b> | <b>\$294,401</b> | <b>235</b> | <b>\$255,861</b>        | <b>2,009</b> | <b>\$2,078,393</b> | <b>2,138</b> | <b>\$3,167,606</b> | <b>4,147</b> | <b>\$5,245,999</b> |
| 13     | End of Term Report<br>(Post Sem)<br>03/06/09 | Honors                     | 85         | \$132,237           | 19         | \$30,400            | 17         | \$27,200          | 42         | \$62,206          | 41         | \$62,992         | 37         | \$57,328         | 37         | \$59,200                | 278          | \$431,563          | 1,001        | \$1,599,610        | 1,279        | \$2,031,173        |
| 14     |                                              | Performance                | 243        | \$281,200           | 50         | \$59,200            | 39         | \$45,800          | 149        | \$168,619         | 111        | \$128,362        | 127        | \$143,586        | 106        | \$125,000               | 825          | \$951,767          | 793          | \$948,800          | 1,618        | \$1,900,567        |
| 15     |                                              | Opportunity                | 181        | \$130,712           | 39         | \$30,800            | 31         | \$24,333          | 132        | \$93,599          | 82         | \$63,592         | 90         | \$67,118         | 83         | \$63,598                | 638          | \$473,752          | 395          | \$315,537          | 1,033        | \$789,289          |
| 16     |                                              | Career                     | 79         | \$54,334            | 29         | \$21,134            | 45         | \$34,467          | 49         | \$34,869          | 35         | \$24,629         | 43         | \$30,522         | 21         | \$15,532                | 301          | \$215,487          | 0            | \$0                | 301          | \$215,487          |
| 17     |                                              | Need Award                 | 43         | \$20,087            | 2          | \$376               | 22         | \$9,356           | 9          | \$2,680           | 9          | \$3,072          | 7          | \$2,607          | 5          | \$1,467                 | 97           | \$39,645           | 414          | \$373,530          | 511          | \$413,175          |
| 18     |                                              | <b>Final Sch.Shps.</b>     | <b>588</b> | <b>\$618,570</b>    | <b>137</b> | <b>\$141,910</b>    | <b>132</b> | <b>\$141,156</b>  | <b>372</b> | <b>\$361,973</b>  | <b>269</b> | <b>\$282,647</b> | <b>297</b> | <b>\$301,161</b> | <b>247</b> | <b>\$264,797</b>        | <b>2,042</b> | <b>\$2,112,213</b> | <b>2,189</b> | <b>\$3,237,477</b> | <b>4,231</b> | <b>\$5,349,690</b> |

## 2009SP Reports

| Report | Scholarships      | Casper College      |        | Central Wy. College |        | Eastern Wy. College |        | Laramie County CC |        | Northwest College |        | Sheridan College |        | Western Wy. CC |        | Community College Total |        | UW          |        | Grand Total |        |             |
|--------|-------------------|---------------------|--------|---------------------|--------|---------------------|--------|-------------------|--------|-------------------|--------|------------------|--------|----------------|--------|-------------------------|--------|-------------|--------|-------------|--------|-------------|
|        |                   | HC                  | Amount | HC                  | Amount | HC                  | Amount | HC                | Amount | HC                | Amount | HC               | Amount | HC             | Amount | HC                      | Amount | HC          | Amount | HC          | Amount |             |
| 1      | 12/10/08          | Honors              | 75     | \$123,972           | 17     | \$27,200            | 17     | \$27,200          | 63     | \$37,420          | 44     | \$67,392         | 41     | \$53,888       | 44     | \$128,000               | 301    | \$455,072   | 960    | 1,566,544   | 1,261  | \$2,031,616 |
| 2      |                   | Performance         | 237    | \$282,900           | 51     | \$61,200            | 39     | \$46,800          | 179    | \$210,763         | 112    | \$129,773        | 130    | \$137,834      | 109    | \$241,300               | 857    | \$1,110,570 | 760    | 918,944     | 1,617  | \$2,029,514 |
| 3      |                   | Opportunity         | 178    | \$140,083           | 40     | \$32,000            | 32     | \$25,600          | 171    | \$136,342         | 87     | \$69,064         | 92     | \$65,324       | 79     | \$119,665               | 679    | \$588,028   | 381    | 285,743     | 1,060  | \$873,821   |
| 4      |                   | Career              | 86     | \$65,999            | 31     | \$24,800            | 45     | \$33,600          | 68     | \$54,400          | 39     | \$31,466         | 47     | \$24,469       | 20     | \$28,332                | 396    | \$263,066   | 0      | 0           | 396    | \$263,066   |
| 5      |                   | Need/Award          | 44     | \$18,600            | 0      | \$0                 | 22     | \$8,745           | 5      | \$1,150           | 10     | \$3,301          | 7      | \$2,603        | 5      | \$2,933                 | 93     | \$37,332    | 390    | 333,976     | 483    | \$371,308   |
| 6      |                   | Estimated Sch:Shps. | 576    | \$631,554           | 139    | \$145,200           | 133    | \$141,945         | 481    | \$440,075         | 282    | \$300,996        | 310    | \$284,118      | 252    | \$520,230               | 2,173  | \$2,464,118 | 2,101  | 3,105,207   | 4,274  | \$5,569,325 |
| 7      | 03/06/09          | Honors              | 77     | \$120,238           | 17     | \$27,200            | 18     | \$28,800          | 42     | \$64,228          | 47     | \$70,355         | 34     | \$53,600       | 41     | \$65,330                | 276    | \$429,751   | 1,006  | 1,608,800   | 1,282  | \$2,038,551 |
| 8      |                   | Performance         | 241    | \$284,877           | 40     | \$46,000            | 39     | \$45,100          | 150    | \$173,500         | 108    | \$126,200        | 113    | \$130,132      | 103    | \$120,900               | 794    | \$926,709   | 800    | \$955,894   | 1,594  | \$1,882,603 |
| 9      |                   | Opportunity         | 185    | \$139,217           | 41     | \$31,467            | 32     | \$25,133          | 121    | \$91,201          | 73     | \$56,294         | 88     | \$66,245       | 73     | \$56,422                | 618    | \$465,979   | 376    | \$298,589   | 994    | \$764,568   |
| 10     |                   | Career              | 82     | \$59,765            | 28     | \$21,067            | 43     | \$34,000          | 45     | \$32,735          | 37     | \$26,156         | 40     | \$29,997       | 17     | \$12,673                | 292    | \$216,393   | 0      | \$0         | 292    | \$216,393   |
| 11     |                   | Need/Award          | 40     | \$19,471            | 2      | \$375               | 25     | \$11,168          | 6      | \$1,647           | 9      | \$2,903          | 6      | \$1,424        | 4      | \$1,000                 | 92     | \$7,988     | 393    | \$350,810   | 485    | \$388,798   |
| 12     |                   | Actual Sch:Shps.    | 585    | \$623,568           | 126    | \$126,109           | 132    | \$144,201         | 358    | \$363,311         | 265    | \$281,908        | 275    | \$281,398      | 234    | \$256,325               | 1,195  | \$2,076,820 | 2,182  | \$3,214,093 | 4,157  | \$5,290,913 |
| 13     | Total (Past Year) | Honors              |        |                     |        |                     |        |                   |        |                   |        |                  |        |                |        |                         |        |             |        |             |        |             |
| 14     |                   | Performance         |        |                     |        |                     |        |                   |        |                   |        |                  |        |                |        |                         |        |             |        |             |        |             |
| 15     |                   | Opportunity         |        |                     |        |                     |        |                   |        |                   |        |                  |        |                |        |                         |        |             |        |             |        |             |
| 16     |                   | Career              |        |                     |        |                     |        |                   |        |                   |        |                  |        |                |        |                         |        |             |        |             |        |             |
| 17     |                   | Need/Award          |        |                     |        |                     |        |                   |        |                   |        |                  |        |                |        |                         |        |             |        |             |        |             |
| 18     | Final Sch:Shps.   |                     |        |                     |        |                     |        |                   |        |                   |        |                  |        |                |        |                         |        |             |        |             |        |             |

## 2009FA Reports

|    | Report                                   | Scholarship             | Casper College |           | Central Wy. College |           | Eastern Wy. College |           | Laramie County CC |           | Northwest College |           | Sheridan College |           | Western Wy. CC |           | Community College Total |             | UW          |             | Grand Total |             |
|----|------------------------------------------|-------------------------|----------------|-----------|---------------------|-----------|---------------------|-----------|-------------------|-----------|-------------------|-----------|------------------|-----------|----------------|-----------|-------------------------|-------------|-------------|-------------|-------------|-------------|
|    |                                          |                         | HC*            | Amount    | HC*                 | Amount    | HC*                 | Amount    | HC*               | Amount    | HC*               | Amount    | HC*              | Amount    | HC*            | Amount    | HC*                     | Amount      | HC*         | Amount      | HC*         | Amount      |
| 1  | Estimate Report<br>(8/4/2009)            | Honors                  | 89             | \$141,067 | 24                  | \$38,400  | 13                  | \$20,800  | 50                | \$78,090  | 54                | \$84,800  | 60               | \$92,528  | 33             | \$52,800  | 323                     | \$508,485   | 1,307       | \$2,091,200 | 1,630       | \$2,599,685 |
| 2  |                                          | Performance             | 267            | \$302,250 | 58                  | \$69,600  | 30                  | \$36,000  | 162               | \$189,555 | 146               | \$171,386 | 153              | \$159,216 | 69             | \$82,800  | 885                     | \$1,010,807 | 1,071       | \$1,285,200 | 1,956       | \$2,296,007 |
| 3  |                                          | Opportunity             | 218            | \$159,801 | 53                  | \$42,400  | 31                  | \$24,800  | 163               | \$122,660 | 124               | \$97,800  | 102              | \$68,066  | 33             | \$26,400  | 724                     | \$541,927   | 511         | \$408,800   | 1,235       | \$950,727   |
| 4  |                                          | Provisional Opportunity | 138            | \$98,599  | 35                  | \$28,000  | 34                  | \$26,800  | 95                | \$73,569  | 58                | \$45,299  | 82               | \$49,936  | 19             | \$15,200  | 461                     | \$337,403   | 5           | \$4,000     | 466         | \$341,403   |
| 5  |                                          | Need Award              | 45             | \$20,316  | 0                   | \$0       | 17                  | \$6,440   | 12                | \$3,576   | 1                 | \$117     | 8                | \$2,063   | 6              | \$3,400   | 89                      | \$35,912    | 499         | \$460,456   | 588         | \$496,368   |
| 6  |                                          | Estimated Sch.Shps.     | 712            | \$722,033 | 170                 | \$178,400 | 108                 | \$114,840 | 470               | \$467,450 | 382               | \$399,402 | 397              | \$371,809 | 154            | \$180,600 | 2,393                   | \$2,434,534 | 2,894       | \$4,249,656 | 5,287       | \$6,684,190 |
| 7  | Mid Term (30 day) Report<br>(10/22/2009) | Honors                  | 84             | \$133,467 | 21                  | \$33,067  | 8                   | \$12,533  | 54                | \$83,690  | 46                | \$71,126  | 54               | \$83,859  | 49             | \$78,400  | 316                     | \$496,142   | 1,295       | \$2,072,288 | 1,611       | \$2,568,430 |
| 8  |                                          | Performance             | 253            | \$294,100 | 55                  | \$65,200  | 38                  | \$45,566  | 154               | \$174,976 | 120               | \$138,936 | 134              | \$155,804 | 114            | \$133,400 | 868                     | \$1,007,982 | 1,056       | \$1,264,412 | 1,924       | \$2,272,394 |
| 9  |                                          | Opportunity             | 216            | \$160,593 | 53                  | \$40,067  | 36                  | \$28,934  | 163               | \$117,393 | 111               | \$85,109  | 112              | \$81,323  | 80             | \$60,754  | 771                     | \$574,173   | 533         | \$425,749   | 1,304       | \$999,922   |
| 10 |                                          | Provisional Opportunity | 121            | \$83,467  | 38                  | \$28,334  | 45                  | \$34,936  | 89                | \$57,845  | 59                | \$43,533  | 71               | \$50,206  | 44             | \$31,722  | 467                     | \$330,043   | 5           | \$3,336     | 472         | \$333,379   |
| 11 |                                          | Need Award              | 88             | \$41,034  | 0                   | \$0       | 19                  | \$10,812  | 15                | \$4,701   | 6                 | \$2,609   | 21               | \$5,314   | 0              | \$0       | 149                     | \$64,470    | 538         | \$483,175   | 687         | \$547,645   |
| 12 | Mid-Term Sch.Shps.                       | 674                     | \$712,661      | 167       | \$166,668           | 127       | \$132,781           | 460       | \$438,605         | 336       | \$341,313         | 371       | \$376,506        | 287       | \$304,276      | 2,422     | \$2,472,810             | 2,889       | \$4,248,960 | 5,311       | \$6,721,770 |             |
| 13 | End of Term Report                       | Honors                  |                |           |                     |           |                     |           |                   |           |                   |           |                  |           |                |           |                         |             |             |             |             |             |
| 14 |                                          | Performance             |                |           |                     |           |                     |           |                   |           |                   |           |                  |           |                |           |                         |             |             |             |             |             |
| 15 |                                          | Opportunity             |                |           |                     |           |                     |           |                   |           |                   |           |                  |           |                |           |                         |             |             |             |             |             |
| 16 |                                          | Provisional Opportunity |                |           |                     |           |                     |           |                   |           |                   |           |                  |           |                |           |                         |             |             |             |             |             |
| 17 |                                          | Need Award              |                |           |                     |           |                     |           |                   |           |                   |           |                  |           |                |           |                         |             |             |             |             |             |
| 18 | Final Sch.Shps.                          | 0                       | \$0            | 0         | \$0                 | 0         | \$0                 | 0         | \$0               | 0         | \$0               | 0         | \$0              | 0         | \$0            | 0         | \$0                     | 0           | \$0         | 0           | \$0         |             |

\* HC = Head Count of scholarship \$ recipients