

HB

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Prepared by the ALASKA COMMISSION ON POSTSECONDARY EDUCATION

Structural Components for Hybrid Need/Merit Scholarship Programs

Creating a postsecondary scholarship grant program for Alaska residents based on high achievement and financial need.

OUTCOMES	RELATED STRUCTURAL COMPONENTS	IMPLEMENTATION ISSUES
Increase high school graduation rate of at-risk populations	<p>Early (middle school) commitment of non-loan financial aid in return for enrolling in postsecondary education prep curricula</p> <p>Provide outreach and support services for at risk populations which target both the student and a parent or committed adult mentor (Per IN feedback—"mothers are key!")</p>	<p>Delayed benefits due to time remaining in pipeline for first cohorts of scholars to transition to postsecondary education</p> <p>Support services to this population will need to be intensive and people-dependent which translates into substantial costs. Could be mitigated by developing volunteer network</p>
Increase college-readiness	Require core prep (high school) curricula*	<p>Inevitable debate/concerns on variance of education program content between schools</p> <p>Must ensure all components of curricula are available statewide which may entail distance delivery mechanism.</p>
Increase college-savings	Incent by providing state matching dollars up to a set value.	Requires partnership between State and AK College Savings Plan
Increase college going	Early (middle school) commitment of non-loan financial aid in return for enrolling in postsecondary education prep curricula	Requires partnerships with school districts and administering agency to enroll participants, track progress, and communicate with participants
Increase in state attendance	Restrict portability of aid to in-state institutions	Limits student choice beyond high school to in state programs of study.
Decrease remediation rates	<p>Require core prep (high school) curricula with minimum GPA requirement or minimum assessment performance*</p> <p>Provide early high school assessment and programs to identify and address areas of deficiency no later than 10th grade</p>	<p>Inevitable debate/concerns on variance of education program content between schools</p> <p>Must ensure all components of curricula are available statewide which may entail distance delivery mechanism.</p> <p>Assessment tool would need to be identified. Minimum standards relative to college-readiness would need to be identified.</p> <p>Assessment tool would need to be provided at no cost to the students.</p>
Shorten time to degree	<p>Require or reward full-time attendance</p> <p>Provide monetary reward for accelerated degree completion</p> <p>Limit awards to no more than the equivalent of five semesters for</p>	Requirement would eliminate individuals who are unable to be full-time students.

OUTCOMES	RELATED STRUCTURAL COMPONENTS	IMPLEMENTATION ISSUES
	associate programs and no more than nine semesters for baccalaureate programs	
Increase retention and completion	<p>Require receiving institutions to commit to provide ongoing support to targeted students—academic, social, etc.</p> <p>Provide outreach and support services for at risk populations which target both the student and a parent or committed adult mentor</p> <p>At postsecondary level, create and foster scholar networks to facilitate intramural support</p> <p>Tier scholar award amounts to increase in accordance with year in school (50%, 75%, 100%, 100% of tuition from FR to SR years)</p>	<p>Requires resource commitment at receiving institutions</p> <p>Support services to this population will need to be intensive and people-dependent which translates into substantial costs. Could be mitigated by developing volunteer network</p> <p>Could be done using social online network structure but would need to be facilitated at both the institution and statewide levels</p>
Workforce development	<p>Provide additional aid funds above and beyond the basic award for students enrolled in Alaska's high need fields of study</p> <p>Provide stipend support while engaged in practicum opportunities for Alaska employers</p>	Need to establish method for identifying these fields and subsequently apportioning additional funds. Could be living stipend structure to awards.
Promote adult re-training	Provide access mechanism relative to minimum assessment performance without regard secondary education curricula or performance	<p>Assessment tool would need to be identified. Minimum standards relative to college-readiness would need to be identified.</p> <p>Assessment tool would need to be provided at no cost to the students. American College Testing/WorkKeys?</p>
Optimize distribution of funds	<p>Require all participants to complete the federal Free Application for Financial Aid (FAFSA)</p> <p>For adult-entry participants, require application for any other workforce training funds for which they qualify.</p> <p>Awards made only after consideration of all other non-loan aid available to the participant and limit total award by a not-to-exceed cost of attendance cap</p>	Requires partnership between receiving institutions, administering agency and other related agencies managing workforce training and financial aid programs.
Enhance return on investment	<p>Require core prep (high school) curricula with minimum GPA requirement or minimum assessment performance*</p> <p>Tier scholar award amounts to increase in accordance with year in</p>	<p>Inevitable debate/concerns on variance of education program content between schools</p> <p>Must ensure all components of curricula are available statewide</p>

OUTCOMES	RELATED STRUCTURAL COMPONENTS	IMPLEMENTATION ISSUES
	<p>school (50%, 75%, 100%, 100% of tuition from FR to SR years)</p> <p>Prohibit or limit use of awards to cover costs of remediation courses taken at the postsecondary education level</p> <p>Awards must be initially used within two years of high school graduation and have a final expiration date of six years after high school graduation</p>	<p>which may entail distance delivery mechanism.</p> <p>Possibly incent top performers by funding at 100% for Jr/Sr years only for top performers based on GPA</p>
Sustainable program model	<p>Create a program endowment</p> <p>Appropriate funds at the time students enter into commitment and manage the funds accordingly, truing up appropriations as scholars either continue to qualify or become ineligible.</p> <p>Attract private/corporate/foundation dollars through offer of tax-advantage</p>	Money, money, money...
Create college-going culture in AK	<p>Make college-saving incentives available to Alaskans beginning at birth</p> <p>In elementary school communicate with parents-re: early (middle school) commitment of non-loan financial aid in return for enrolling in postsecondary education prep curricula</p> <p>Provide outreach and support services for at risk populations which target both the student and a parent or committed adult mentor (Per IN feedback—"mothers are key!")</p>	

* See Washington state sample curricula attached.

WASHINGTON HIGH SCHOOL PLANNER

TAKE THESE CLASSES TO GRADUATE FROM HIGH SCHOOL

ENGLISH..... 3 years

English 9, 10, 11, or 12
Creative Writing
Composition
Literature

MATHEMATICS..... 2 years

Algebra I and II
Geometry
Trigonometry
Integrated Math I, II, III, & IV
Pre-Calculus
Calculus

SCIENCE..... 2 years

(one must be a (*) class)

Astronomy	Integrated Science
Biology*	Oceanography
Chemistry*	Physical Science
Earth Science	Physics*
Geology	Principles of Technology*
Environmental Studies	

SOCIAL STUDIES..... 2.5 years

(including Washington State History)

Current World Problems
Economics
European History
Government and Politics
Native Cultures
U.S. History
World Studies

FINE, VISUAL, PERFORMING ARTS—

OR ACADEMIC ELECTIVE..... 1 year

Band	Choose an extra class in
Orchestra	Language Arts
Choir	Mathematics
Drawing	Science
Photography	World Language
Drama, etc.	Social Studies

WORK-RELATED EDUCATION..... 1 year

Accounting
Business Law
Communication Technologies
Desktop Publishing
Family and Consumer Sciences
Internship or Job Co-op
Keyboarding
Material Science
Record Keeping
Voc-Tech or Industrial Arts

ELECTIVES..... 5.5 years

Choose extra courses in any subject

HEALTHY AND PHYSICAL EDUCATION..... 2 years

Health
P.E.
Sports

EXTRA REQUIREMENTS FOR YOUR SCHOOL:

ADD THESE COURSES TO GET INTO WASHINGTON'S PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES

ENGLISH..... add 1 year

FINE, VISUAL, PERFORMING ARTS..... add 1/2 year
(if you haven't already met this requirement)

MATHEMATICS..... add 1 year
(for science and technology majors or highly selective colleges add 2 years)

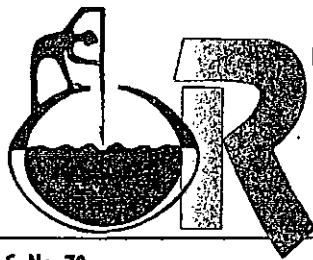
SCIENCE..... add 1 year
(for science and technology majors or highly selective colleges add 2 years)

SOCIAL STUDIES..... add 1/2 year
(for science and technology majors or highly selective colleges add 2 years)

WORLD LANGUAGE..... add 2 years

(must be same language; for highly selective colleges add 3 years)

American Sign Language	Mandarin (Chinese)
French	Russian
German	Spanish
Japanese	Other world language
Latin	



RESEARCH SUMMARY

CONNECTING A DISJOINTED SYSTEM: A FIRST LOOK AT ALIGNING EDUCATION IN ALASKA

By G. Williamson McDiarmid and Alexandra Hill

We've heard it before, but it's still true: too many Alaska students don't have the skills they need to move on to the next stage of education or to get good jobs. Too many drop out of high school, and too few of those who graduate go on to college or other post-secondary education—and among those who do go on to post-secondary education, many don't graduate within four or even six years.

Employers report that young people entering the work world directly after they graduate from high school (or right after they drop out) don't have the reading, writing, and math skills necessary for many of today's jobs, even entry-level ones.

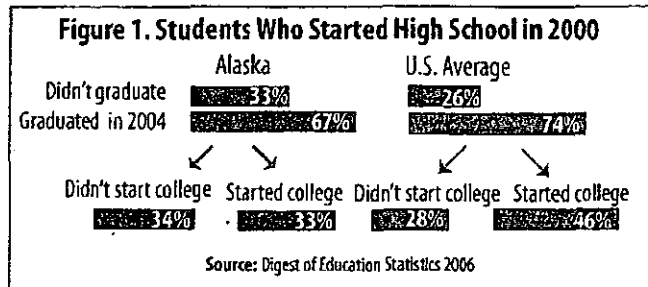
Alaska is not alone in these problems, but the high-school dropout rate is higher than the U.S. average and fewer graduates go to college. A third of Alaska's high-school students don't even graduate, and only about a third graduate and start college right away (Figure 1).

Many states have begun to address these problems by looking at education *alignment*—that is, coordinating the policies, programs, and mechanisms needed to support students as they move through the system from pre-school to elementary and high school and on to higher education or work.

Ideally, education levels would be coordinated so all students were prepared for the next step. In practice, many students—from kindergarten through college, vocational training, or work—enter without the knowledge and skills their teachers, professors, or employers expect. The students and their families are often frustrated that—despite indications to the contrary—they haven't been prepared for the next level. This frustration contributes significantly to the high dropout rates in both high school and college.

This publication summarizes a longer paper on the scope of alignment problems in Alaska and identifies areas where more research is needed or there are no data at all. It concludes with suggestions about steps the state should consider for improving alignment.

To move toward alignment, educators would synchronize their learning goals, curricula, and expectations. K-12 and early-childhood educators would agree on the skills children need entering kindergarten and first grade and how best to assess those skills. Likewise, businesses, higher education institutions, and schools would jointly determine the skills required for high-school graduates entering the workforce or college. To ensure that policies and resources supported such alignment, policymakers would need to collaborate in the process, working with educators from various education levels.



TRANSITIONING TO SCHOOL: EARLY CHILDHOOD EDUCATION

We'll talk first about early childhood education—that is, education children receive before entering kindergarten. This is important, because several longitudinal studies have shown that children who receive high-quality early education are less likely to need special education or drop out, and as adults earn more and are less likely to commit crimes and receive welfare.

Alaska is one of only 12 states with no state-funded early education. It has federally mandated special education pre-school and federally funded Head Start programs in many communities. These programs together enroll about 16% of Alaska's 3-year-olds and 22% of 4-year-olds. Many more students in urban areas are enrolled in private pre-schools.

Overall, about two-thirds of Alaska children attend some sort of pre-school, according to the 2007 State Preschool Yearbook. But there is little information on how well these various programs prepare students to enter school.

How Many Alaska Children Aren't Ready for School?

The main source of data on Alaska children's readiness for school is the Developmental Profile. Teachers administer this assessment when children enroll for the first time in public school, usually kindergarten but sometimes first grade. The profile includes information on many aspects of development—physical and social, language and literacy, and cognitive.

Teachers rate children as "routinely," "inconsistently," or "never" exhibiting 11 measures of school readiness.

Data from recent profiles show that fewer than 5% of children rate "no" in physical well-being and social development. But about 10% fail to demonstrate the requisite skills in each of the areas of language and literacy development and cognitive development. Between 20% and 50% demonstrate these behaviors "inconsistently."

ISER and Avant-Garde Learning Foundation jointly carried out this research, funded by a grant from Shell Exploration and Production Alaska.

These statewide results mask wide variations among districts. In many, more than one-third of entering students don't meet some of the readiness measures, and in a few 60% or more don't. Those districts lose valuable time trying to catch children up, and some children never catch up.

What are the Limits of the Data?

We don't know how effective Head Start programs are. Some school districts with communities served by Head Start have Developmental Profile results similar to the state average, while in others the majority of children are rated as deficient on one or more measures. Little research has been done on what approaches are most effective for preparing Alaska Native children for school. Also, we lack data on the extent to which Head Start grantees coordinate with local school districts or with each other.

Districts report Developmental Profile results to the state without identifying individual children. Although the profile is a useful tool for teachers and parents, the lack of identifying information means the data cannot be disaggregated by student characteristics such as ethnicity, gender, or socio-economic status. Therefore, the profiles are not useful for tracking efforts to improve Alaska children's school readiness or for exploring the effectiveness of different programs.

TRANSITION FROM HIGH SCHOOL TO COLLEGE OR WORK What is the Issue?

Many Alaska high-school students graduate unprepared for post-secondary education or work. Alaska's colleges and universities find that many of their entering students—even those with good grades in high school—aren't ready for college-level work.

A 2006 national survey of 431 employers, published by Partnership for 21st Century Skills, reported that 42.4% of the respondents rated new entrants with high-school diplomas as "deficient" in their overall preparation for the entry-level jobs they typically fill, and 45.6% rated their preparation as "adequate." Almost no one (0.2%) rated their preparation as "excellent." Anecdotal information from Alaska employers suggests that Alaska's high-school graduates are no different from their counterparts Outside.

Available data also indicate that many of Alaska's high-school graduates are not prepared for college—but even within Alaska, what constitutes "prepared" can differ among institutions.

How Prepared Are Students for College?

The majority of Alaska students who enroll in college in the state go to one of the three University of Alaska campuses—Fairbanks (UAF), Anchorage (UAA), or Southeast (UAS). All three require students to demonstrate they're prepared for introductory level courses in English and math, through previous test scores (such as the SAT) or university placement tests.

Some requirements are similar across all campuses, but others are quite different. Table 1 shows (in abbreviated form) requirements to place into

CAMPUS	ACT	SAT	ACCUPLACER*	OTHER
UAF	17	430	Not mentioned	COMPASS (52) ASSET (45) HS GPA 3.0 or higher and permission
UAA	22	530	180 combined reading and sentence skills, including at ≥ 85 reading, ≥ 95 sentence skills	
UAS	n/a	n/a	454 combined essay, reading, sentence skills, including ≥ 92 in both reading and sentence skills	Not mentioned

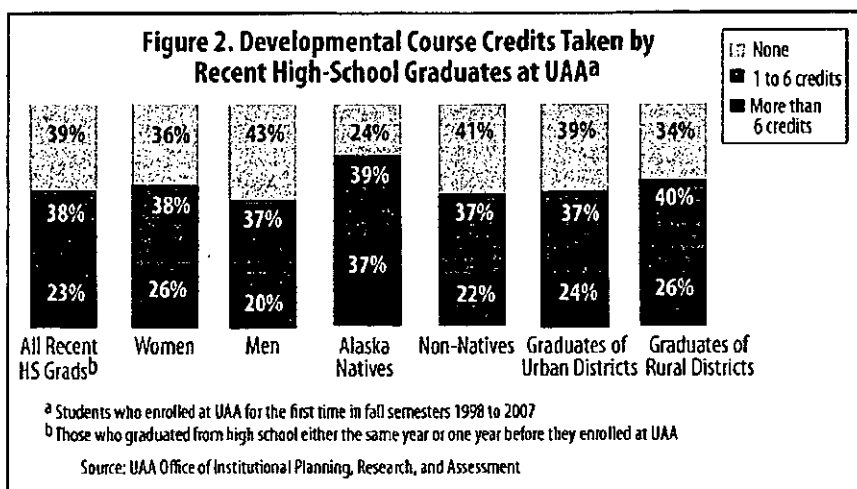
*Accuplacer scoring is not a simple cut-off score, but rather a set of minimum total score and subtest scores, simplified here for comparison.

"freshman level" English. The information in the table raises two issues. First, it's neither easy to find nor to interpret. While academic advisors at the universities certainly know and can explain the requirements, prospective students, their parents, and teachers may be unable to get any clear sense of the actual skills and knowledge students need, or how they will demonstrate their proficiency. The other notable point is the difference in SAT/ACT scores required for entry into English 111 at UAA and UAF: SAT of 530 versus 430, ACT of 22 versus 17. That means students must score a bit above the mean (about 59th percentile) at UAA, but in the 20th to 30th percentile range at UAF.

Students assessed as unprepared are directed into "developmental" courses—which often don't count towards their degrees.

Data available at UAA allow us to see how many entering students had to take developmental courses. Among recent high school graduates enrolling at UAA for the first time, 60% take at least one developmental course. Almost one-quarter take more than 6 credits of developmental courses (Figure 2).

This analysis includes all students who enrolled at UAA for the first time in the fall semesters from 1998 through 2007. Further, we focused on "recent high-school graduates," defined as those who had graduated from high school either the same year as they enrolled at UAA or one year earlier. Thus, for example, students entering in fall semester 2007 were considered recent graduates if they had graduated in 2007 or 2006. Over the 10 fall semesters we examined, 15,713 recent high-school graduates enrolled.



We disaggregated the data on recent high-school graduates to look at the numbers of Alaska Natives and non-Natives, men and women, and graduates of urban or rural Alaska high schools. Ethnicity was self-reported. Urban graduates are those who graduated from high schools in the Anchorage, Fairbanks, Juneau, Mat-Su or Kenai school districts; rural graduates are those from all the other districts. (About 15% of recent graduates were from other states or countries, or the location of their high school was unknown.)

It's worth emphasizing that all but one of these sub-groups averaged high-school grade point averages (GPAs) of 3.0 or better. Men's average GPA was 2.98. We looked at the number of developmental credits these students took, categorizing these as none, 1 to 6 credits, or more than 6 credits.

Figure 2 shows that men are somewhat less likely to take developmental courses than women and to take fewer credits if they do. This may mean that men score better on placement tests (despite their slightly lower GPAs), or that they disproportionately enroll in programs that don't require college-level English or math (e.g., certificate programs in vocational fields). It's also possible that they are more likely to find ways around enrolling in recommended developmental course work—such as getting the professor's permission to enter a college-level course.

Alaska Natives are about 30% more likely than non-Natives to take at least one developmental course, and about 70% more likely to take more than 6 developmental credits. Graduates of rural high schools are somewhat more likely (about 8%) than graduates of urban high schools to take developmental courses.

How do the thousands of UAA students who take developmental courses do? Unfortunately, they're not highly successful. Overall, recent high school graduates pass just over half the developmental courses they attempt (Figure 3). Women are more successful than men and non-Natives more successful than Alaska Natives. There is little difference between students from urban and rural high schools.

How Prepared are High-School Graduates for Work?

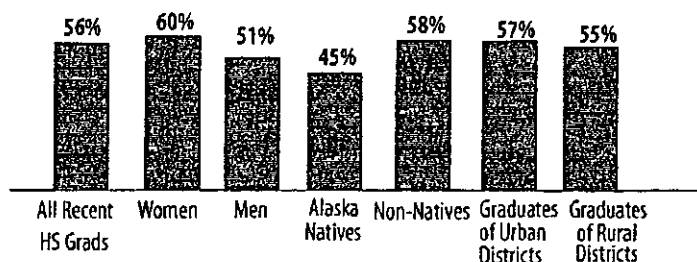
Alaska's students may graduate from high school unprepared for today's careers as well as for college. Although we lack comprehensive data for the state, we do know that employers often report they can't find qualified applicants for their openings. They also report that many of today's technical careers require as much mathematics or writing as entry-level college work.

A 2003 report on vocational education in Alaska noted that as accountability mandates and high-stakes testing were instituted between 1997 and 2003, the resources available for and participation in career and technical education in secondary schools declined. But no systematic data are available on how well prepared Alaska high-school graduates are to enter the workforce.

Do Current Requirements Prepare Students?

We've reported evidence that many of Alaska's students leave school unprepared for either college or work. But since many of these students did graduate from high school, does that imply that meeting the current graduation standards isn't enough to prepare students for college or work?

Figure 3. Percent of Recent Alaska High-School graduates Who Passed Developmental Courses They Took (By Course Type and Credit)



See Notes, Figure 2. Source: UAA Office of Institutional Research, Planning, and Assessment

Alaska's state standards in English and math stop at the 10th grade level; science standards include 11th grade. The High School Graduation Qualifying Examination (HSGQE) is also the 10th grade level Standards-Based Assessment. Most districts require, in addition to the HSGQE, specific courses for graduation, without specifying the expectations of those courses. Others require students to demonstrate a particular level of proficiency in several areas.

The published high-school graduation requirements of the districts we reviewed (Anchorage, Bristol Bay, Aleutians East, Lake and Peninsula, Northwest Arctic, North Slope and Chugach) didn't make it clear whether those requirements went beyond the state's 10th grade standards. Although it was beyond the scope of this study to review all 53 districts in the state, we interviewed superintendents of four districts (Chugach, Aleutians East, Lake and Peninsula and Bristol Bay) and four principals in two of those districts. We asked them about their academic expectations for 11th and 12th graders, and whether they believed their graduation requirements ensured that graduates would be to be prepared for post-secondary education, job training, or work.

The superintendents and principals expect 11th and 12th graders to have passed the HSGQE and to be on track to graduate. They also expect those students to begin focusing on preparing themselves either for college or for work. They emphasized that students need to go beyond the graduation requirements to be fully prepared for college or work.

Some districts reported that teachers tell their students the minimum graduation level of work is equivalent to about 10th grade and will not prepare them for college-level coursework. And all the respondents said students have opportunities to learn far more than the minimum—and that too few students take advantage of those opportunities.

SUMMARY AND RECOMMENDATIONS

Reviewing national research and available data on Alaska, we see that:

- Up to one-third of Alaska children enter the public schools with no pre-school experience.
- In some school districts, more than half the entering children don't demonstrate all dimensions of school readiness educators expect to see.

- Research predicts that these students are more likely to need special education services and to drop out of high school.
- In the small sample of districts we canvassed, just meeting the high-school graduation requirements does not guarantee graduates that they are prepared for college or for technical training.
- Many high-school graduates who do enroll in Alaska universities find they are not prepared for college-level work.
- Employers report that they find many recent high-school graduates unprepared to embark on careers.

To address these problems—especially lack of alignment—effectively will require coordinated efforts among parents, educators, policymakers, and researchers. One approach that many states (30 as of 2006) are using is formal councils established to address problems from pre-school through college. A review by the Education Commission of the state found that while the specific membership, funding structures, and goals differ, such organizations typically aim to:

- Expand access to early learning for children ages 3 to 5, and improve their readiness for kindergarten
- Smooth student transitions from one level of learning to the next
- Close the achievement gap between white and minority students
- Upgrade teacher education and professional development
- Strengthen relationships between families and schools
- Create a wider range of learning experiences and opportunities for students in the final two years of high school
- Improve college readiness and college success

The commission also reported several states' successes, including reducing achievement gaps, increasing success on advanced placement testing, and raising higher education enrollment.

To be effective, councils need to work within a shared vision of the total system and commit to long-term efforts and real change. Andrea Venezia, a noted education researcher, cautions that, "convening a commission and holding cross-system discussions may be helpful, but these steps alone will not create meaningful K-16 reform. To be lasting and effective, the deliberations must be anchored in policy and finance reform and must reflect each state's culture and history." Any effort that hopes to be successful will have to convene key stakeholders, determine what additional data and analyses are necessary, undertake those research efforts, identify potential solutions, and make recommendations for change.

In our discussion we've identified both problems in the education system and gaps in the Alaska data. What don't we know?

- We need better data on children who enter school unprepared: numbers, areas of unpreparedness, pre-school experience, and progress in elementary school. The new Developmental Profile assessment, aligned with the state's early learning standards, has the potential to provide some of this information, if the Department of Education and Early Development is authorized and funded to link profile information with later student data and analyze it.

- We need better information on dropouts: numbers, demographics, and subsequent educational experiences and GED completion.
- We need to understand what districts expect of their 11th and 12th graders, and how they convey those expectations to students and parents. Do students and parents realize that the minimum graduation requirements will leave graduates unprepared for most post-secondary education and training and for many jobs? Do teachers understand what students need to succeed in college level work?
- We need to consider how to collect data about the success of high school and college graduates. If we want to hold high schools and universities accountable for preparing their students, we must be able to measure how well they do so. The state is creating a data system for tracking students in the public schools, from entry through high school graduation. What's missing is the capability to link P-12 data with university data with workforce data. Legal safeguards on data use present a challenge, but it's not insurmountable.

Finally, we hazard a few recommendations.

1. Alaska should create publicly funded, high-quality early childhood education that would be available to all families but voluntary. That would expand enrollment and help ensure that all students are prepared for kindergarten and first grade. Investing in school readiness will save money in the K-12 system and beyond.
2. We need to ensure that our high-school graduates are prepared for college or careers. Whether this should be through more rigorous high-school graduation requirements, better counseling, increased investments in career and technical education, or some combination of these and other approaches is not clear. But too many of our high-school graduates are unprepared for life.
3. The University of Alaska must be involved. UAF, UAS and UAA should communicate, as a single entity, their academic expectations for entering students. Increases in the number and quality of distance-delivery courses mean that students anywhere in the state can take classes, especially at the introductory level, from any campus. They should be able to do so without discovering they are unprepared for beginning college-level work.
4. The state should support these efforts and muster the resources to overcome the inevitable difficulties. Because change across so many institutions and interests is required, leaders should be prepared to persist over the long haul. Establishing a council to coordinate education at all levels is a step in the right direction.
5. Alaska is ahead of many states in developing its longitudinal student data system. It needs to continue to develop that system and improve links with other data systems.

This summary is based on a longer working paper of the same title. It will be available on ISER's Web site, www.iser.uaa.alaska.edu, under Education Studies. That paper includes full references for research cited here.

The authors thank Gary Rice and Yuan-Fang Dong of UAA's Office of Institutional Planning, Research, and Assessment; Diane Erickson of UAA; and the public school superintendents and principals who gave us their time.

Knocking at the College Door

Projections of High School Graduates by State and Race/Ethnicity 1992-2022

ALASKA

At over 3.3 million, the nation's graduating class of 2007-08 is projected to be history's largest. In fact, 2007-08 will mark the last year in an era of continuous growth in the nation's production of high school graduates, a period that reaches back to 1994. Over that time, the number of graduates swelled by 35.7 percent. In 2008-09, however, our country will begin a protracted period during which its production of high school graduates is expected to stagnate, assuming existing patterns persist. The number of graduates nationally will dip slightly over the next several years before growth resumes at a slower pace around 2015. Ultimately, projections indicate that between 2004-05 (the last year of available actual data) and 2021-22, the number of high school graduates will grow by approximately 265,000, or 8.6 percent.

The national data obscure significant variations in this picture at the regional and state levels, however. Regionally, in the decade leading up to 2004-05, the number of high school graduates grew the fastest in the West at 34 percent, with the South growing by 23.5 percent, the Northeast by 20.7 percent, and the Midwest by 14.2 percent. But the regions face very different futures in the years to come. The South will see the most growth in its production of high school graduates, at about 9 percent by 2014-15; and the West's numbers will climb by 7.1 percent. But the number of graduates produced in the Northeast and the Midwest will decline – by 6.1 and 3 percent, respectively.

Figure 1. Percent Change in Graduates from Public and Nonpublic High Schools Between 2004-05 and 2014-15

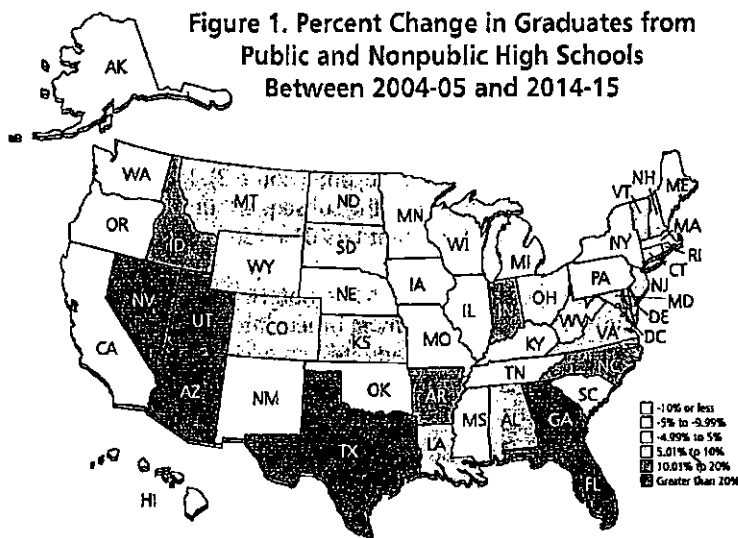
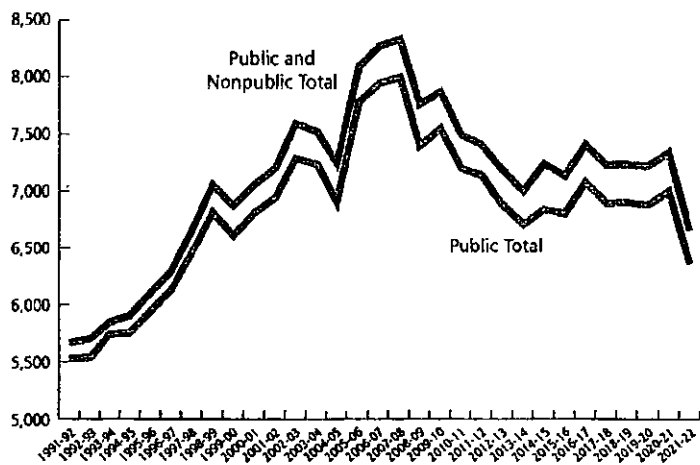


Figure 2. Alaska High School Graduates 1991-92 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)



As with the national view, the regional picture masks considerable variation at the state level (Figure 1). Alaska produced about 1,340 more graduates in 2004 than it did a decade earlier, an increase of 22.7 percent, although the state experienced sporadic downturns in some years. Assuming that existing patterns of high school completion and migration continue, the state projects to produce about an equal number of high school graduates in 2014-15, although the intervening years will be somewhat unstable. The state's production of high school graduates will grow significantly through 2007-08, after which it will see general slippage punctuated by occasional increases over the subsequent six years.

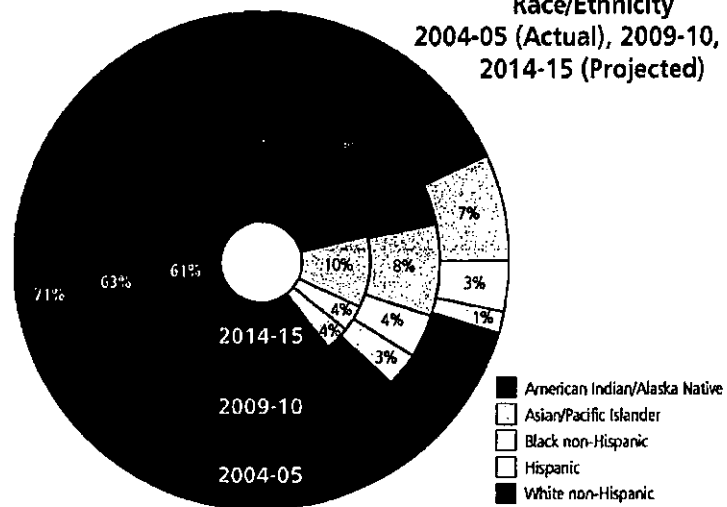
Alaska was among the states with rapid growth in its production of high school graduates between 1991-92 and 2004-05, the most recent year of actual data from public schools (Figure 2). In 2004-05, 6,909 students graduated from public high schools in Alaska, a number that included 1,374 more graduates than were produced in 1991-92, representing growth of 24.8 percent. Nonpublic schools in the state

1,374 more graduates than were produced in 1991-92, representing growth of 24.8 percent. Nonpublic schools in the state

added an estimated 332 graduates in 2004-05, which itself was nearly two-and-a-half times more than graduated in 1991-92.

However, along with much of the rest of the nation, Alaska is poised to enter a new period characterized by much more stagnant growth in the production of high school graduates. After reaching a peak in 2007-08 at 8,327, Alaska will enter a period of diminishing numbers of high school graduates for most years through 2013-14, assuming a continuation of existing patterns of enrollment, progression, and completion. Between 2004-05 and 2007-08, the number of high school graduates is forecast to climb by 15 percent, but between then and 2013-14, it is projected to slide back by a roughly equal amount. Beyond that, the number of graduates will be relatively stable until 2021-22, the last year projected, when a big drop is anticipated. Alaska's nonpublic sector grew dramatically between 1991-92 and 2004-05 but still only accounts for less than 5 percent of the state's high school graduates.

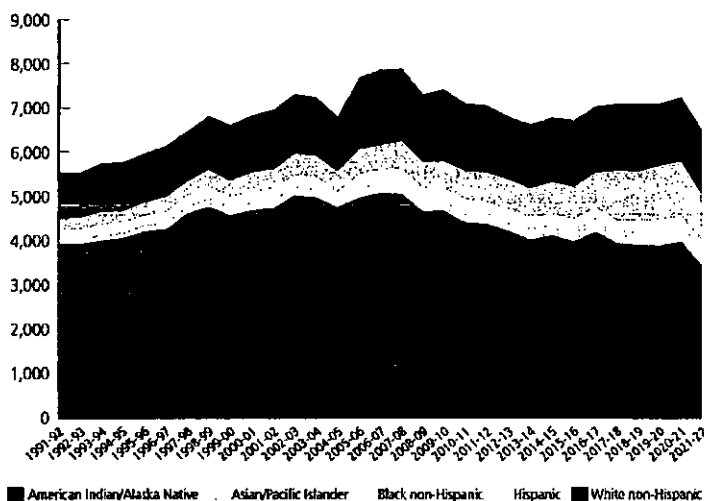
Figure 3. Composition of Alaska's Public High School Graduates by Race/Ethnicity 2004-05 (Actual), 2009-10, and 2014-15 (Projected)



The racial/ethnic composition of Alaska's public high school graduating classes will continue to show substantial diversification over the coming decade and beyond (Figure 3). In 2004-05, White non-Hispanics accounted for 70 percent of the graduates from public high schools, but the subsequent decade in Alaska will see declines in their share of public high school graduates, reaching down to 60.8 percent by 2014-15.

The decreasing proportion of White non-Hispanic high school graduates is consistent with the experience of states all over the country. But whereas in most other states the sweeping changes are the result of rapid growth in the number of Hispanic high school students and graduates, coupled with a shrinking number of White non-Hispanics in the educational pipeline, in Alaska the increase in the Hispanic population is not a significant factor. While the rate of Hispanics graduating from high school is rising sharply in Alaska, as elsewhere, their relatively low numbers are dwarfed by growth in the Asian/Pacific Islander and American Indian/Alaska Native populations. (Alaska's population has a larger proportion of those who identify as American Indians/Alaska Natives than does any other state in the nation.) Substantial declines in the number of White non-Hispanic high school graduates are also an important cause of the shifting racial/ethnic composition.

Figure 4. Alaska High School Graduates by Race/Ethnicity 1991-92 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)



Asian/Pacific Islander graduates from public schools in Alaska numbered 477 in 2004-05, but within a decade they are projected to number 706, an increase of 47.9 percent (Figure 4). In 2004-05, 1,233 American Indians/Alaska Natives graduated from public high schools in the state; that amount is projected to grow to 1,448 by 2014-15, a climb of 17.4 percent. Meanwhile, White non-Hispanics will likely see their numbers fall, with projections showing a drop from 4,756 in 2004-05 to 4,110 in 2014-15, or a 13.6 percent decline.

For more information, contact: Dolores Mize, Vice President, Public Policy and Research, 303.541.0221, dmize@wiche.edu; or Brian Prescott, Senior Research Analyst, Public Policy and Research, 303.541.0255, bprescott@wiche.edu. To view the full publication or to place an order for a bound copy, visit our website at www.wiche.edu/policy.

MEASURING UP 2008

THE STATE REPORT CARD
ON HIGHER EDUCATION

Alaska

PREPARATION

C+



2008 Grade Change Over Time

Alaska's fairly low performance in educating its young population could limit the state's access to a competitive workforce and weaken its economy.

- Eighth graders perform fairly poorly in math, science, and reading.
- There is a 19% gap between whites and all minorities in the percentage of young adults with a high school credential.

REPORT CARD

Preparation	C+
Participation	F
Affordability	F
Completion	F
Benefits	C+
Learning	I

PARTICIPATION

F



2008 Grade Change Over Time

College opportunities for young and working-age adults are very poor.

- The percentage of working-age adults enrolled in higher education has declined by 39% since the early 1990s.
- Among young adults, 11% of Alaska Natives are enrolled in college, compared with 33% of whites.

WHAT DO THE ARROWS MEAN?



State has increased or remained stable on the key indicator in the category.



State has declined on the key indicator in the category.

See back page for key indicator by category.

AFFORDABILITY

F



2008 Grade Change Over Time

Higher education has become less affordable for students and their families.

- Poor and working-class families must devote 37% of their income, even after aid, to pay for costs at public four-year colleges.
- Financial aid to low-income students is low. For every dollar in Pell Grant aid to students, the state spends only six cents.

BENEFITS

C+



2008 Grade Change Over Time

Only a fair proportion of residents have a bachelor's degree, and this weakens the state economy.

- Eight percent of Alaska Natives have a bachelor's degree, compared with 32% of whites.
- If all racial/ethnic groups had the same educational attainment and earnings as whites, total annual personal income in the state would be about \$2 billion higher.

COMPLETION

F



2008 Grade Change Over Time

Despite some improvement, Alaska is one of the lowest-performing states in awarding certificates and degrees relative to the number of students enrolled.

- Twenty-two percent of college students complete a bachelor's degree within six years.
- Ten percent of Alaska Natives graduate within six years, compared with 25% of whites.

LEARNING

I

2008 Grade

Like all states, Alaska receives an "incomplete" in Learning because there is not sufficient data to allow meaningful state-by-state comparisons.

What is Measuring Up?

The purpose of a state report card is to provide the general public and policymakers with information they can use to assess and improve postsecondary education in each state.

Measuring Up 2008 is the fifth in a series of biennial report cards.

The report card grades states in six overall performance categories: **Preparation:** How adequately does the state prepare students for education and training beyond high school? **Participation:** Do state residents have sufficient opportunities to enroll in education and training beyond high school? **Affordability:** How affordable is higher education for students and their families?

Completion: Do students make progress toward and complete their certificates or degrees in a timely manner? **Benefits:** What benefits does the state receive from having a highly educated population? **Learning:** What is known about student learning as a result of education and training beyond high school?

Grades compare the current performance of each state with the best-performing states, but do not compare with best performance. Key indicators (back page) allow states to compare current performance with past performance.



THE NATIONAL CENTER FOR
PUBLIC POLICY AND
HIGHER EDUCATION

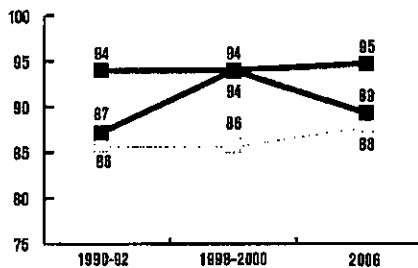
FOR THE COMPLETE STATE REPORT CARD AND MORE INFORMATION ON STATE GRADES GO TO WWW.HIGHEREDUCATION.ORG

This page reflects Alaska's performance and progress since the early 1990s on several key indicators.

PREPARATION

The percentage of young adults in Alaska who earn a high school diploma has increased slightly since the early 1990s. High school completion is slightly above the U.S. average but below the top-performing states.

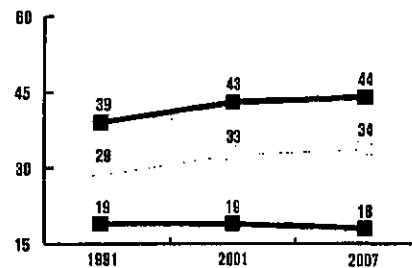
Percentage of 18-24 Year-Olds with a High School Credential*



PARTICIPATION

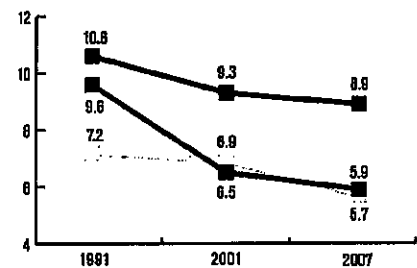
College enrollment of young adults in Alaska has declined slightly since the early 1990s. Compared with the national average and the top states, substantially fewer young adults are enrolled in Alaska (in percentages).

Percentage of 18-24 Year-Olds Enrolled in College*



The enrollment of working-age adults, relative to the number of residents without a bachelor's degree, has declined in Alaska—as it has nationally and in the best-performing states. The percentage attending college in Alaska is slightly higher than the U.S. average but below the top states.

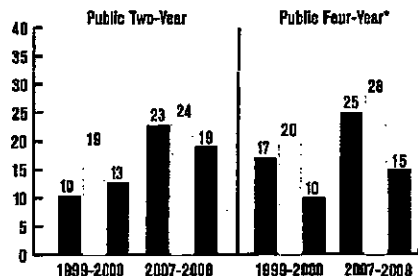
Percentage of 25-49 Year-Olds Without a Bachelor's Degree Enrolled in College



AFFORDABILITY

The share of family income, even after financial aid, needed to pay for college has risen substantially. To attend public two- and four-year colleges in Alaska, students and families pay less than the U.S. average but more than those in the best-performing states.

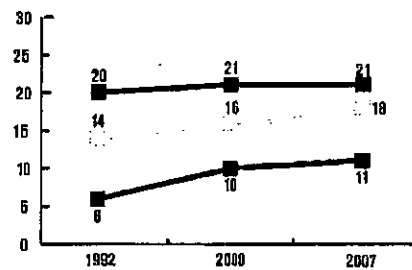
Percentage of Income Needed to Pay for Public Two- and Four-Year Colleges



COMPLETION

The number of undergraduate credentials and degrees awarded in Alaska, relative to the number of students enrolled, has increased since the early 1990s. However, Alaska is considerably below the U.S. average and the top states on this measure.

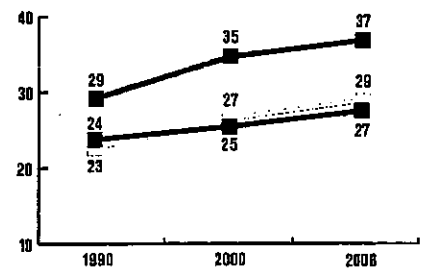
All Degree Completions per 100 Students*



BENEFITS

The percentage of residents who have a bachelor's degree has increased slightly in Alaska, but is below the U.S. average and the top states.

Percentage of 25-64 Year-Olds with a Bachelor's Degree or Higher*



*Key indicator for the category.

LEGEND:

- & ■ = Alaska
- & ■ = United States
- & ■ = Median of Top Five States



152 North Third Street, Suite 705
San Jose, California 95112
Telephone: 408.271.2699
Fax: 408.271.2697
center@highereducation.org
www.highereducation.org

Louie Flora

From: Barrans, Diane M (ACPE) [diane.barrans@alaska.gov]
Sent: Tuesday, March 24, 2009 1:14 PM
To: Louie Flora
Subject: other resources
Attachments: Additional training resources.pdf

Hi, Louie,
At the last roundtable discussion, Rep. Wilson asked some questions about assistance available to low income folks trying to upgrade their skills from agencies other than ACPE. Please find attached some information staff has gathered.
Diane

See you tomorrow. D

Need-based (Low-income) Job Training Funding Sources

Workforce Investment Act (WIA) (Federal Program):

Adult Programs

Dislocated Worker Program

“Last resort funding”

Must apply for Pell Grant first.

Applicants should be “stable” that is have everyday living expenses covered to be eligible for WIA training funding.

These programs aim at vocational training for entering the workforce and are not available to fully fund a 4-year degree (may be used to fund the last two years of a 4-year program). Eligible programs may be up to two years or 104 training weeks and must be for “in demand” work skills.

There *may* be supportive services monies available in addition to funds for the training program itself; funds would be coordinated through partner agencies. These are not generally advertised and are determined completely on an individual, case-by-case basis.

State Training and Employment Program (STEP) (State Program):

Very “last resort” funding.

Used only if WIA funds not available.

Applicant must apply for Pell Grant first.

Training program must be vocationally in demand; trainee must express intent to remain in the state after training to work.

There *may* be supportive services funding available, but this is done completely on an individual basis by interviewing the person to determine their needs. Supportive services would be obtained through coordination with other aid programs.

Alaska Temporary Assistance Program (ATAP) (State Program)

Contracts with Nine Star Enterprises for many of their services:

The overall purpose of Nine Star's Employment Training programs is to assist Alaska Temporary Assistance recipients to **get a job, keep a job, and advance on the job** — thus making it possible for clients and their families to **live a better life**.

Nine Star is one of a network of agencies working together to provide employment support and services. Network members, who provide case management, job coaching, job clubs, job referrals, and other employment services to the Alaska Temporary Assistance Program client, include:

- Nine Star Education and Employment Services

- the Division of Public Assistance (DPA)
- Department of Labor (DOL)
- Alaska Housing Financial Corporation (AHFC)
- other agencies

Supportive services will be determined on a case-by-case basis and *may* include gas money, special tools required by the training program, auto insurance, auto registration, and bus passes. Nine Star collaborates and coordinates all services with WIA, Pell Grant funding, and any other funding source (including education loan programs if feasible) to meet each client's needs based on the family's eligibility for each supportive program.

Alaska Division of Vocational Rehabilitation

Eligible clients can choose from many different services—some without cost. Clients may share costs for others. Clients and their counselors choose specific services the client needs to be employable.

Free Services

- Medical exam to see if you qualify and to help plan your career.
- Counseling, especially about disability issues that affect you.
- Help choosing the job goal that's right for you.
- Referral to other agencies that can help you.
- Tests and other tools to better understand your talents, etc.
- On-the-job training with a real employer while you work.
- A short-term job try-out called a "Community Assessment."
- Training designed for you, to help you adjust to working.
- Job search and placement services.
- Interpreter, reader, and tutoring services.

Services Clients May Help Pay For

- All training (except on-the-job training)
- Books, training supplies, tools, equipment (including computers), and other supplies.
- Living expenses, see your counselor for details.
- Transportation (getting from place to place).
- Medical care and therapy
- Self-employment.
- Devices that help with your disability.
- Services to family members
- Work licenses.
- Any other goods or services.

Clients who receive Public Assistance or SSI will not have to pay for needed services. Where other state or federal programs offer overlapping services, DVR may ask clients to apply for and use those services first to ensure optimal use of DVR funding.

From: Rep. Paul Seaton
Sent: Thursday, March 05, 2009 7:29 AM
To: Louie Flora
Subject: FW: Please support HB 94 - Student Aid
Follow Up Flag: Follow up
Flag Status: Red

From: Harry Need [mailto:hwneed@hotmail.com]
Sent: Wednesday, March 04, 2009 7:00 PM
To: Rep. Paul Seaton
Subject: Please support HB 94 - Student Aid

Rep. Seaton,

Please support HB94 - the Student-Aid bill. As a graduate student at UAA and a University employee, I am in a unique position to reflect on the circumstances that make this bill so critical to Alaska. Please read-on.

Over the past few years the traditional sources of student aid (federal loan programs, state loan programs and scholarships) remained static while the cost of educating Alaska's students increased. Higher tuition means that many of our students must look to increasingly restrictive and costly private loans to fund university expenses. These circumstances have multiple effects on students and Alaska. Outside schools often offer more scholarship money and, in this buyer's market, Alaska's capacity to attract the top students will decline. Students who might choose to remain in Alaska - if they had access to adequate financial support - enroll in out of state universities.

These circumstances also affect our ability to place students in the Alaskan marketplace. Employers seek diverse, well-prepared students, who want to live and work in Alaska. Since 80% of our alumni live in Alaska, students who study in here are more likely to remain here. If we are not attracting and retaining students of the highest caliber, our career placement rates suffer, directly impacting the Alaskan economy.

Like you, some of our students are interested in public service, not for profit and entrepreneurial careers - at least for some period of time. Whether they can pursue these goals depends on two factors: the availability and opportunity for these positions and their ability to repay their educational debt, given the lower salaries associated with those jobs. Students who find such jobs may be unable to accept them because of their debt burden. This is something we are in a position to address.

UAA processes over 10,000 student aid applications annually and about half of our students currently qualify for some sort of financial assistance. The typical full-time freshman pays about \$13,000 per academic year for tuition, books, room and board. Federal Stafford loans cover up to \$3,500 subsidized and \$2,000 unsubsidized. If the student is from a very low-income household, she may be eligible for a Federal Pell grant for up to \$4,700. Without an increase in general scholarship support the remainder must be sought from state and private loans.

In response to the current economic conditions, the Alaska State Student Loan Program will

significantly increase its credit limit next year and we estimate that 80% of our applicants will not qualify. Meanwhile, private loans are creating tiered repayment rates with interest that exceeds 16% and at greater total loan limits. Imagine UAA's future if we allow a generation of our students to graduate with over \$30,000 of debt at 16% interest.

We need your help. By supporting the HB 94 - Student Aid, you directly impact our student's lives, the future of higher education in this state and Alaska's ability to attract and retain future leaders.

Please support HB 94.

Appreciatively,

Harry Need
UAA Graduate Student

Cell: 9073103742

Windows Live™ Groups: Create an online spot for your favorite groups to meet. [Check it out.](#)

From: Rep. Paul Seaton
Sent: Thursday, March 05, 2009 7:29 AM
To: Louie Flora
Subject: FW: HB 94
Follow Up Flag: Follow up
Flag Status: Red

From: John Roberson [mailto:jhroberson3@gmail.com]
Sent: Wednesday, March 04, 2009 4:58 PM
To: Rep. Paul Seaton
Subject: HB 94

Greetings Representative Seaton,

Please support HB 94 and encourage the other members of the House Education Committee to hear (and pass) HB 94 out of committee. Students across the state will greatly benefit from these need and merit based funds to help supplement the cost of their education during this economic downturn. If you have any questions please feel free to contact me.

John Roberson, ACPE Student Commissioner
Anchorage

From: Rep. Paul Seaton
Sent: Thursday, March 05, 2009 7:30 AM
To: Louie Flora
Subject: FW: HB 94 Scholarship Legislation
Follow Up Flag: Follow up
Flag Status: Red

From: dilenge@gci.net [mailto:dilenge@gci.net]
Sent: Wednesday, March 04, 2009 3:52 PM
To: Rep. Paul Seaton
Subject: HB 94 Scholarship Legislation

03/04/09

Dear Representative Seaton,

I would first like to extend my sincerest appreciation for your attendance at the UA Legislative Affairs roundtable session on Saturday February 21, 2009. It was such a wonderful experience to actually have the opportunity to have the ear of the House Chair of Education for our great state for nearly an hour and a half. This proved to me that you have the students best interest at heart and I am grateful for it.

Today, I am writing to you to ask for your support for HB 94 the Alaska Achievers Incentive Program also known as the Scholarship Legislation. This bill is incredibly important to us as students and for the future generation of college students here in Alaska. With the current national economic downturn, I believe that we will start to see fewer opportunities for private scholarships and with the continued rise in tuition and book costs the dream of obtaining a college degree will not materialize for many Alaskans. Any help you can provide us to help move this Bill forward would be greatly appreciated.

Once again, thank you for your service and dedication to our wonderful State.

Sincerely,

Andrea DiLenge, President
United Students University of Alaska Southeast - Ketchikan
Member of The UA Coalition of Student Leaders

From: Rep. Paul Seaton
Sent: Thursday, March 05, 2009 7:30 AM
To: Louie Flora
Subject: FW: HB 94

Follow Up Flag: Follow up
Flag Status: Red

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

From: Rep. Cathy Munoz
Sent: Wednesday, March 04, 2009 3:27 PM
To: Rep. Paul Seaton
Subject: FW: HB 94

fyi

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

From: Stephanie Ashley [mailto:smashley@uas.alaska.edu]
Sent: Wednesday, March 04, 2009 3:21 PM
To: Rep. Cathy Munoz
Cc: Shell Purdy
Subject: HB 94

Hi Representative Munoz,

I am a student here at UAS in Juneau and also the Student Body President, we came to see you about supporting the University and for your support on HB 94, the Scholarship Incentive program. I wanted to let you know that we (Student Government) are in complete support of this bill and wanted to get your support in moving it forward and moving it out of committee (currently still the Education committee).

We appreciate your agreed support in this bill when we came to see you last week. Thanks for all your hard work and look forward to seeing you in the future.

Stephanie Ashley
USUAS-JC Student Body President

STATE OF ALASKA

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

SARAH PALIN, GOVERNOR

PO BOX 110505
JUNEAU, ALASKA 99811-0505
VOICE (800) 441-2962
In Juneau (907) 465-6740
TDD (907) 465-3143
FAX (907) 465-3293

February 23, 2009

The Honorable Paul Seaton
Chair, Education Committee
Alaska House of Representatives
State Capitol, Room 102
Juneau, AK 99801-1182

Dear Representative Seaton,

I am writing in response to your recent request that I *provide the Education Committee with recommendations on the best practices and needs for a needs- and merit-based scholarship program that would best serve Alaskan students.*

Because multiple factors impact access to and success in postsecondary education, any thoughtful response must consider the most fundamental factors. Based on my review of relevant research on the issue of student access and success, there appears to be consensus that key factors are: 1) academic preparedness (career or college readiness); 2) family financial capacity; and 3) student and parent access to critical information and support resources to complete secondary education, transition to, and succeed in postsecondary education programs. Finally, another factor appears to be a lack of recognition, particularly within Alaska's low-income population, of the importance of and need for youth to aspire to postsecondary education or training as an essential step for workforce and career readiness.

As the committee heard earlier this session from Taylor Foundation representatives, one approach in which many states are now engaged is the early commitment model. This model is predicated on the understanding that 21st century workforce and college preparation must begin no later than middle school if states are to increase the education pipeline's production of students who leave high school career- or college-ready.

One of the earliest such statewide programs is Indiana's 21st Century Scholars Program, established by the state legislature in 1990. In addition to reviewing outcome data for the IN program, I contacted Stan Jones, the executive officer of the Indiana Commission for Higher Education. Their program goals are:

- Reduce the high school dropout rate
- Prepare students for the workforce
- Increase opportunities for low-income students to attend college

- Improve individual economic productivity and the quality of life for all Indiana residents

Indiana's program was implemented targeting students (and their families) in the 6th through 8th grade. To have a chance at program funding, students must have signed on to the program no later than 8th grade. The potential pool of participants was established based on their eligibility for free or reduced lunch at the time of enrollment in the program. Participants agreed to fulfill a pledge which included meeting certain academic performance standards, not using illegal drugs or alcohol or committing a crime, and applying for admission and federal financial aid at a state institution. In return, the student would receive the cost of four years of tuition at any public college or university in the state. Both parents and students would be provided support resources during high school, and participating college and universities are required to provide academic and social support resources to assist in the transition to and success in postsecondary education.

As early as 1995, positive results for Indiana began to emerge as their confirmed Scholars were completing high school and continuing to postsecondary education not only at higher rates (82%) than other low-income students (60%) but also at higher rates than all other students without regard to socio-economic status (77%). Commissioner Jones reports that another trend, in this instance concerning, was noted relative to scholars—even though they were meeting the minimum grade requirements, they still required remediation at quite high rates upon entry into college. It was in the mid-1990s that Indiana business leaders, K-12 educators and higher education faculty worked together to establish a high school curriculum designed to prepare students for higher education (IN's Core 40). The Core 40 curricula constitute those courses which, if successfully completed in high school, all sectors agreed would produce high school graduates prepared for college or workforce success. The initial statewide implementation of the curriculum was voluntary with parents having the ability to "opt out" their child. However, effective with the high school graduating class of 2011, all Indiana secondary school graduates will be required to have completed the Core 40. Commissioner Jones states that they are experiencing reductions in remediation rates at the public institutions.

Having presented Indiana's relatively mature program as a model of best practices and integrated strategies which, when fully implemented, adequately resourced and sustained, are most likely to effect the greatest outcomes, we must acknowledge that designing, implementing, and sustainably funding such an initiative statewide would necessarily require key stakeholder involvement and input. Additionally, the reality in Alaska today is that a large number of our fellow residents, who are very much in need of workforce training or re-training, are no longer within the education pipeline. Because of our long history of low rates of college-going, any broad-based statewide program would need to have a mechanism for low-income adults to participate and prepare for high-skills, high-wage occupations.

Paul Seaton
February 23, 2009
Page 3 of 3

Based on my perception of your committee members' concerns, I believe your key objectives are to 1) ensure any scholarship funds are targeting the neediest students, who 2) can also demonstrate their capacity to succeed in a program of study or training that results in them becoming career-ready. The universal availability of the Free Application for Federal Student Aid (FAFSA) provides a uniform means of assessing and sorting applicants by financial need. It is important, to most efficiently use (stretch) available program funding, to ensure that applicants exhaust all other sources of non-loan aid before receiving additional funds. In terms of assessing applicants' preparedness to succeed academically, that is more complex because there is no single assessment that is appropriate to the various types of postsecondary training. However, the American College Testing (ACT) organization has deployed its online assessment tool, WorkKeys, which is used in at least one state, Michigan, to determine qualification for their state merit aid program. With the caveat that I have no personal expertise in competency assessment, WorkKeys is one option to explore as an alternative to solely relying on a high school grade point average. WorkKeys is an assessment tool the Department of Education and Early Development is currently promoting to Alaska districts as a means of assessing student competencies.

I hope you find this information helpful. I have tried to provide a high-level response to your inquiry. If there are other program elements relative to which you would like specific recommendations or advice, I will do my best to produce additional information.

Sincerely,



Diane Barrans
Executive Director

Louie Flora

From: Barrans, Diane M (ACPE) [diane.barrans@alaska.gov]
Sent: Tuesday, February 24, 2009 10:28 AM
To: Louie Flora
Cc: Herman, Marcy J (EED)
Subject: H FIN meeting follow up materials
Attachments: AK Tech Schools.pdf; SeatonFeb 23.pdf

Good morning, Louie,

Please find attached additional information requested either at or following last week's committee hearing re: HB94. One attachment is a list of vocational tech. training schools in Alaska. The second item is in response to Rep. Seaton's request for best practices recommendation re: needs/merit aid programs.

Let me know if further information is needed.

Regards,
Diane

DIRECTORY OF CAREER AND TECHNICAL SCHOOLS IN ALASKA
LAST UPDATED FEBRUARY 19, 2009

This list only includes schools that have applied for and been granted authorization to operate in Alaska or official exemption from authorization requirements. The Alaska Commission on Postsecondary Education does not recommend educational or training providers. Any link or reference to any site does not constitute or imply an endorsement or recommendation by the State of Alaska.

DIRECTORY OF CAREER AND TECHNICAL SCHOOLS IN ALASKA

LAST UPDATED FEBRUARY 19, 2009

INSTITUTION	DATE FOUNDED / CONTROL	CHIEF OFFICER	AREA OF CAREER TRAINING	ACCREDITATIONS / APPROVALS
A Head of Time Design Academy 360 Boniface Pkwy, Suite A-28 Anchorage, AK 99504 (907) 277-5907	1985 Private For Profit	Ms. Rosalyn Wyche Owner	Hairdressing	None / AK-A, BBH, WIA, VA, ASEL
Academy of Hair Design 113 W Northern Lights, Suite M Anchorage, AK 99503 (907) 274-3663	1985 Private For Profit	Mr. Mano Bolivar Owner	Hairdressing, Esthetics	None / AK-A, BBH, WIA, VA, ASEL
AK STAR Training Institute 120 Carlanna Lake Road Ketchikan, AK 99901 (907) 247-1431	2004 Private For Profit	Ms. Renee Schofield Owner	Phlebotomy	None / AK-A, WIA
Alaska Learning Institute 410 Denali St. (340 E. 4th Avenue) Anchorage, AK 99501 (907) 222-4939 1075 Check Street, Suite 104 Wasilla, AK 99654	2000 Private For Profit	Ms. Melissa Mitchell Mr. Rodney Meeks Owners	Massage Therapy	COMTA / AK-A, WIA, ASEL
Alaska Technical Center 843 4 th Street Kotzebue, AK 99752 (907) 442-3733	1981 Public	Ms. Cheryl Edenshaw Director	Business, Computer, Construction, Electrical, Health, Heating, Safety, Maintenance, Plumbing	None / AK-A, WIA, VA, ASEL
AK Technology Learning Center 3101 Penland Pkwy, Suite G-14 Anchorage, AK 99508 (907) 929-5102	2004 Private, For Profit	Mr. Tony Diaz Director	Computer, Construction, Healthcare, ESL	None / AK-A, AMYA, DCS
*Alaska Vocational Technical Center 809 Second Ave Seward, AK 99664 (907) 224-3322 http://avtec.labor.state.ak.us/	Public	Mr. Fred W. Esposito Director	Auto, Business, Diesel/Heavy Equip, Culinary, Electricity, Health, Maritime, Maintenance, Plumbing, Welding	COE / *AK-E, WIA, VA, AEGP, Title IV, ASEL

DIRECTORY OF CAREER AND TECHNICAL SCHOOLS IN ALASKA
LAST UPDATED FEBRUARY 19, 2009

INSTITUTION	DATE FOUNDED / CONTROL	CHIEF OFFICER	AREA OF CAREER TRAINING	ACCREDITATIONS / APPROVALS
Amundsen Educational Center 998 Road Avenue Soldotna, AK 99669 (907) 260-8041 http://www.aecak.org/	1996 Private Not For Profit	Mr. Mark Hill Executive Officer	Religious, Construction	None / AK-A
Amundsen Educational Center dba New Frontier Vo-Tech Center 43335 K-Beach Rd, Suite 14 Soldotna, AK 99669 (907) 262-9055	1985 Private For Profit	Ms. Loretta Knudson- Spalding Director	Office (Accounting, Legal, Medical)	None / AK-A, WIA, VA, ASEL *
Ariel's Hair Design School 2727 West Dimond Boulevard Anchorage, AK 99502 (907) 344-4122	1989 Private For Profit	Ms. Corazon Negron Owner	Hairdressing, Esthetics	None / AK-A, BBH, WIA, VA, ASEL
*Beacon Training Center 450 Marathon Rd, Kenai, AK 99611 (907) 283-3054 800 Cordova St, Anchorage, AK 99501 (907) 222-7612	1972 Private For Profit	Ms. Kelly Gifford Training Coordinator Mr. Robert Lee Director of Training	EMT, Firefighter, First Aid, Health, Rescue, Safety	None / AK-E, WIA
Career Academy 1415 East Tudor Rd Anchorage, AK 99507 (907) 563-7575 http://www.careeracademy.net	1985 Private For Profit	Ms. Jennifer A. Deitz President	Aircraft Dispatch, Business Insurance Coding & Billing, Massage Therapy, Medical, Phlebotomy, Travel	ACCSCT / FAA, AK- A, WIA, VA, AEGP, Title IV, ASEL
Center for Employment Education 1749 Ship Avenue Anchorage, AK 99501 (907) 279-8451 3207 International Ave. #2 Fairbanks, AK 99701 (907) 479-8451	1994 Private Not For Profit	Mr. Frederic Ready Training Director	Commercial Driving, Construction Technology, Heavy Equipment, Safety	None / AK-A, WIA, VA, ASEL
Central Council Tlingit & Haida Indian Tribes of AK Vocational Training & Resource Center 3239 Hospital Drive Juneau, AK 99801 (907) 463-7375	1997 Private Not For Profit	Mr. Archie Cavanaugh Director	Business, Computer, Construction, Heating	None / AK-A, ASEL

DIRECTORY OF CAREER AND TECHNICAL SCHOOLS IN ALASKA
LAST UPDATED FEBRUARY 19, 2009

INSTITUTION	DATE FOUNDED / CONTROL	CHIEF OFFICER	AREA OF CAREER TRAINING	ACCREDITATIONS / APPROVALS
Gabriel Career Development 3101 Penland Parkway, Suite J-10 Anchorage, AK 99508 (907) 278-9675	1989 Private, For Profit	Mr. Gabriel Hernandez Owner	Hairdressing, Esthetics, Manicuring	None / AK-A, BBH, ASEL
*Galena City School District – Project Ed. Residential School-Postsecondary Adult Programs Building 1847 Challenger Road Galena, AK 99741 (907) 656-2053	1984 Public	Mr. Gary Stillwell Superintendent	Automotive, Computer, Culinary, Esthetician, Flight, Hairdressing	COSME / AK-E, BBH, FAA, WIA, AEGP, Title IV, ASEL
MetrOasis Advanced Training Center 401 W. International Airport Road, 1C Anchorage, AK 99518 (907) 276-4110 http://www.metroasis.com	1995 Private For Profit	Mr. F. Sigel Shroy Owner	Hairdressing, Esthetics	None / AK-A, BBH, WIA, ASEL
Northern Industrial Training 6177 E. Mountain Heather Dr, Suite 4 Palmer, AK 99645 (907) 357-6400 Spring Street Wasilla, AK 99687 607 Old Steese Highway, Suite 106 Fairbanks, AK 99701 http://www.nitalaska.com	2003 Private For Profit	Mr. Joe Crum President/CEO	Commercial Driving, Construction Equip, Safety	None / AK-A, WIA, ASEL
Oriental Healing Arts School of Massage Therapy 2636 Spenard Road Anchorage, AK 99503 (907) 279-0135 http://www.touchoftao.com	2003 Private For Profit	Ms. Cynthia McMullen Partner	Massage Therapy	None / AK-A, WIA, ASEL
SERRC - Alaska Vocational Institute 210 Ferry Way, Suite 200 Juneau, AK 99801 (907) 586-6806	1976 Private Not For Profit	Ms. Sheryl Weinberg Executive Director	Office Skills, Computer Training	None / AK-A, WIA, ASEL

DIRECTORY OF CAREER AND TECHNICAL SCHOOLS IN ALASKA

LAST UPDATED FEBRUARY 19, 2009

INSTITUTION	DATE FOUNDED / CONTROL	CHIEF OFFICER	AREA OF CAREER TRAINING	ACCREDITATIONS / APPROVALS
Shear Fire Academy of Hair Design 1012 South Colony Way Palmer, AK 99645 (907) 746-4264	2008 Private For Profit	Ms. Jana Rhea Powell Owner	Hairdressing	None / AK-A, BBH
Southwest AK Vocational & Educational Center Building 647 Air Force Rd, PO Box 615 King Salmon, AK 99633 (907) 246-4600 http://www.savec.org	2000 Private Not For Profit	Mr. Eldon Davidson Executive Director	First Aid, Hazwoper, Heavy Equip, Safety	None / AK-A, WIA
Trend Setters School of Beauty 407 E. Northern Lights Blvd Anchorage, AK 99503 (907) 274-7150	1972 Private For Profit	Mr. Dennis Millhouse Owner	Hairdressing	None / AK-A, BBH, WIA, ASEL

ACCREDITATION / APPROVALS

AACSCT	Career Schools and Colleges of Technology
AEGP	Alaska Advantage Education Grant Program
AK-A	Alaska Commission on Postsecondary Education - Certificate of Authorization
AK-E	Alaska Commission on Postsecondary Education - Exempt from Authorization
ASEL	Alaska Supplemental Education Loan
BBH	Board of Barbers and Hairdressers (State of Alaska)
COE	Council on Occupational Education
COMTA	Commission on Massage Therapy Accreditation
FAA	Federal Aviation Administration
COSME	National Accrediting Commission of Cosmetology Arts and Sciences
Title IV	Federal Student Aid
VA	Veterans Education Benefits
WIA	Workforce Investment Act

*AVTEC is regulated by the Alaska Department of Labor and is exempted from the provisions of authorization by the Alaska Commission on Postsecondary Education.

Beacon Training Center is regulated by the city of Kenai and is exempted from the provisions of authorization by the Alaska Commission on Postsecondary Education.

GCSD - PERS Postsecondary Adult Programs is regulated by the GCSD and is exempted from the provisions of authorization by the Alaska Commission on Postsecondary Education.

February 12, 2009

To Whom It May Concern:

I am a current student at the University of Alaska Fairbanks, and I would like to voice my support of HB 94: Postsecondary Scholarships.

In times such as these, it is unacceptable that Alaskans who show promise do not move on to higher learning simply because of the rising costs. It has been proven that even a small scholarship or grant can be a major determining factor in the recruitment and retainment of otherwise motivated students. A 2007 report from the State Higher Education Executive Officers found that a \$1,000 difference in the price of college may impact college enrollment for the most financially needy students by as much as nine percent. Moreover, financial reasons remain one of the most common reasons for students to choose not to go to college in the first place or to drop out part way through.

I urge you to support the creation of a needs-merit based program. It will keep achieving students in college; it will spur Alaska's economy; and it will promote higher Alaska high school graduation rates. There is no better time than now to invest in the future of Alaska, and there is no better way to do so than by investing in highly motivated Alaskans. This is a program that is good for Alaska today, tomorrow, and far into the future. Thank you for your representation in Juneau.

Sincerely,

Marina C. Gano, District 7
DJ Jennings, President Alpha Phi Omega
Roberto L. Burgess Jr, District 6
Joseph Blanchard II, District 34
Jesse Manchester, District 8
Ryan Duffy, District 8
Patrick Sanders, District 8
Jessica Angelette, District 10
Mercedes L. Hughes, District 33
Mark Gilbertson
Howard Lin, District 9
Kathryn M. Cessnum
Ashleigh Strange, District 8
Corrisa Smith, District 36
Brian Lyke, District 31
Maureen McCombs
Kevin O'Brian
Rusty Boone
Gavin Baker, District 33
Jennifer Chambers
Mariah R. Acton

Jane Groseclose, District 7
Erica Blake, District 7
Roberta Eastwood
Michael M. Gomes
Nicole Carvajail, District 9
Jeannie Palmer
Melissa Mays
Chris Young
Pete Williams
Laura Peter
Amy K. Snider
Fiona Zachel, District 7
Kendra Heather Sinclair, District 34
Ashton Compton, District 7
Florence Nukusuk

ALASKA STATE LEGISLATURE

Sponsor



Statement

SESSION:

Alaska State Capitol, Room 418
Juneau, AK 99801
(907) 465-4457 Office
(907) 465-3519 Fax
(800) 928-4457 Toll Free

INTERIM:

1292 Sadler Way, Suite 304
Fairbanks, AK 99701
Office (907) 456-8172
Fax (907) 456-2490

Representative David Guttenberg

"An Act creating a postsecondary scholarship program for Alaska residents based on high achievement and financial need."

The rising cost of an education is changing the perception of affordability among our middle and high school students and their parents, as well as adults who are interested in continuing their education. For students approaching their high school graduation, the cost of a postsecondary education is the most important topic discussed by the student and the family. For nontraditional or continuing students, it can be the primary factor in the decision to further their education. It is unacceptable that Alaskans who show promise do not move on to higher learning simply because of the cost.

A 2007 report from the State Higher Education Executive Officers found that a \$1,000 difference in the price of college may impact college enrollment for the most financially needy students by as much as nine percent. A 2007 Western Interstate Commission for Higher Education report determined that for every \$160 in increased tuition, low income enrollments dropped by .5 percent in four year, public institutions and by 2.3 percent in community colleges. Perhaps most alarming, a recent internal University survey found that the number two reason why students dropped out was because of financial reasons.

Alaska's high school graduation rates are among the lowest in the country. The 2008 report from Editorial Projects in Education Research Center showed Alaska's graduation rate at 67.6 percent. There is no doubt that more students will be encouraged to graduate by providing the promise of a postsecondary education. Action is desperately needed. HB 94 will establish a program within the Alaska Commission on Postsecondary Education. This program will help reduce the costs of a postsecondary education for those students who demonstrate academic success as well as financial need. By so doing, this program will increase educational opportunities for more bright, hardworking, and capable Alaskans so they may be ready to fill Alaskan jobs.

I urge your support of HB 94.

Representative.David.Guttenberg@legis.state.ak.us
<http://guttenberg.akdemocrats.org>

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 9, 2009

SUBJECT: Sectional summary for HB 94, creation of Alaska achievers' incentive scholarship program (Work Order No. 26-LS0433\A)

TO: Representative David Guttenberg
Attn: Christian Gou-Leonhardt

FROM: Jean M. Mischel
Legislative Counsel

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

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

Section 1. States the intent of the legislature for establishing the Alaska achiever's incentive scholarship program.

Section 2. Adds a new article to AS 14.43 that creates the Alaska achiever's incentive scholarship program. The article includes the following sections:

Sec. 14.43.190. Creates the Alaska achievers' incentive scholarship program, to be administered by the Alaska Commission on Postsecondary Education. Sets the minimum amount for a scholarship. Authorizes the adoption of regulations to administer the program.

Sec. 14.43.193. Provides eligibility requirements for a scholarship award that include residency, a certain grade point average, an unmet financial need, and acceptance or attendance at a postsecondary institution.

Sec. 14.43.195. Establishes the Alaska achievers' scholarship fund as an endowment fund. Provides that the fund consists of appropriations, donations to the fund, and income earned on investment of fund assets. Requires the commissioner of revenue to manage the fund and to invest the assets to yield at least a five percent annual rate of return over time. Requires the commissioner of revenue to identify five percent of the average month-end market value of the fund for appropriation to scholarships or for any other public purposes.

Sec. 14.43.199. Defines the terms "commission," "qualifying postsecondary institution," and "unmet financial need."

JMM:ljw
09-076.ljw

Alaska

MEASURING UP 2008 THE STATE REPORT CARD ON HIGHER EDUCATION



What is Measuring Up?

The purpose of a state report card is to provide the general public and policymakers with information they can use to assess and improve postsecondary education in each state. *Measuring Up 2008* is the fifth in a series of biennial report cards.

The report card grades states in six overall performance categories: **Preparation:** How adequately does the state prepare students for education and training beyond high school? **Participation:** Do state residents have sufficient opportunities to enroll in education and training beyond high school? **Affordability:** How affordable is higher education for students and their families? **Completion:** Do students make progress toward and complete their certificates or degrees in a timely manner? **Benefits:** What benefits does the state receive from having a highly educated population? **Learning:** What is known about student learning as a result of education and training beyond high school?

Grades compare the current performance of each state with the best-performing states, but do not compare with past performance. Key indicators (back page) allow states to compare current performance with past performance.



THE NATIONAL CENTER FOR
PUBLIC POLICY AND
HIGHER EDUCATION

PREPARATION

C+ 

2008 Grade Change Over Time

Alaska's fairly low performance in educating its young population could limit the state's access to a competitive workforce and weaken its economy.

- Eighth graders perform fairly poorly in math, science, and reading.
- There is a 13% gap between whites and all minorities in the percentage of young adults with a high school credential.

PARTICIPATION


F 

2008 Grade Change Over Time

College opportunities for young and working-age adults are very poor.

- The percentage of working-age adults enrolled in higher education has declined by 39% since the early 1990s.
- Among young adults, 11% of Alaska Natives are enrolled in college, compared with 33% of whites.

AFFORDABILITY

F 

2008 Grade Change Over Time

Higher education has become less affordable for students and their families.

- Poor and working-class families must devote 37% of their income, even after aid, to pay for costs at public four-year colleges.
- Financial aid to low-income students is low. For every dollar in Pell Grant aid to students, the state spends only six cents.

COMPLETION

F 

2008 Grade Change Over Time

Despite some improvement, Alaska is one of the lowest-performing states in awarding certificates and degrees relative to the number of students enrolled.

- Twenty-two percent of college students complete a bachelor's degree within six years.
- Ten percent of Alaska Natives graduate within six years, compared with 25% of whites.

REPORT CARD

Preparation	C+
Participation	F
Affordability	F
Completion	F
Benefits	C+
Learning	I

WHAT DO THE ARROWS MEAN?



State has increased or remained stable on the key indicator in the category.



State has declined on the key indicator in the category.

See back page for key indicator by category.

BENEFITS

C+ 

2008 Grade Change Over Time

Only a fair proportion of residents have a bachelor's degree, and this weakens the state economy.

- Eight percent of Alaska Natives have a bachelor's degree, compared with 32% of whites.
- If all racial/ethnic groups had the same educational attainment and earnings as whites, total annual personal income in the state would be about \$2 billion higher.

LEARNING

I

2008 Grade

Like all states, Alaska receives an "Incomplete" in Learning because there is not sufficient data to allow meaningful state-by-state comparisons.

CHANGE OVER TIME: KEY INDICATORS

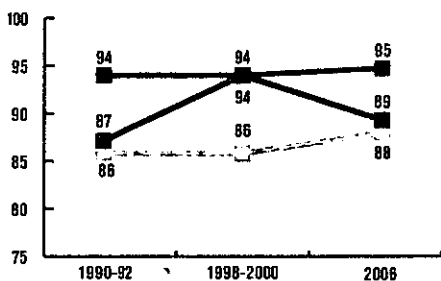
Alaska 2008

This page reflects Alaska's performance and progress since the early 1990s on several key indicators.

PREPARATION

The percentage of young adults in Alaska who earn a high school diploma has increased slightly since the early 1990s. High school completion is slightly above the U.S. average but below the top-performing states.

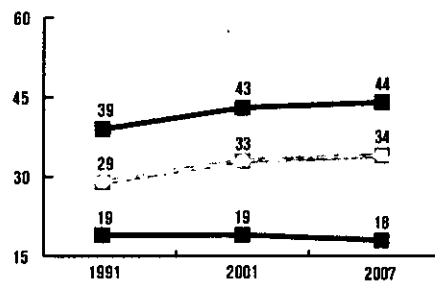
Percentage of 18-24 Year-Olds with a High School Credential*



PARTICIPATION

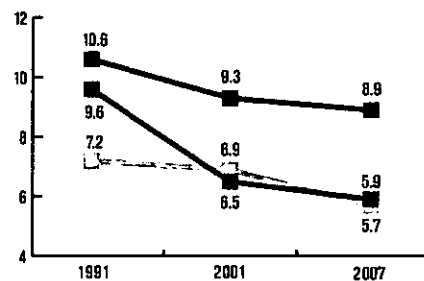
College enrollment of young adults in Alaska has declined slightly since the early 1990s. Compared with the national average and the top states, substantially fewer young adults are enrolled in Alaska (in percentages).

Percentage of 18-24 Year-Olds Enrolled in College*



The enrollment of working-age adults, relative to the number of residents without a bachelor's degree, has declined in Alaska—as it has nationally and in the best-performing states. The percentage attending college in Alaska is slightly higher than the U.S. average but below the top states.

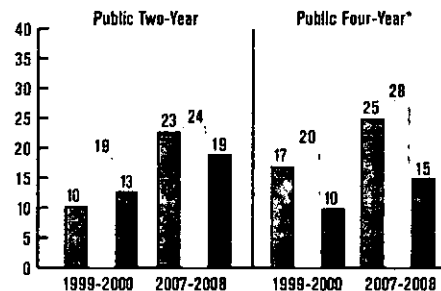
Percentage of 25-49 Year-Olds Without a Bachelor's Degree Enrolled in College



AFFORDABILITY

The share of family income, even after financial aid, needed to pay for college has risen substantially. To attend public two- and four-year colleges in Alaska, students and families pay less than the U.S. average but more than those in the best-performing states.

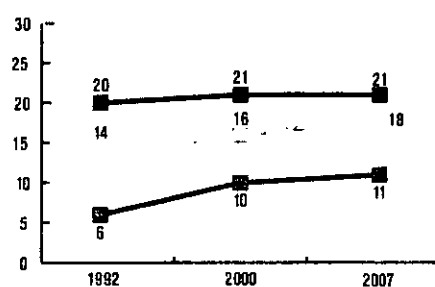
Percentage of Income Needed to Pay for Public Two- and Four-Year Colleges



COMPLETION

The number of undergraduate credentials and degrees awarded in Alaska, relative to the number of students enrolled, has increased since the early 1990s. However, Alaska is considerably below the U.S. average and the top states on this measure.

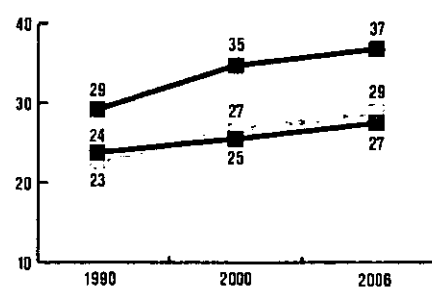
All Degree Completions per 100 Students*



BENEFITS

The percentage of residents who have a bachelor's degree has increased slightly in Alaska, but is below the U.S. average and the top states.

Percentage of 25-64 Year-Olds with a Bachelor's Degree or Higher*



*Key indicator for the category.

LEGEND:

- & ■ = Alaska
- & ○ = United States
- & ■ = Median of Top Five States



152 North Third Street, Suite 705
 San Jose, California 95112
 Telephone: 408.271.2699
 Fax: 408.271.2697
 center@highereducation.org
 www.highereducation.org

Compliments of
Senator Johnny Ellis



PATRICK F. TAYLOR FOUNDATION

February 10, 2009

Juneau Legislative Information Office
The Honorable Johnny Ellis
State Capitol
Juneau, Alaska 99801-1182

VIA FAX

Dear Senator Ellis:

This letter serves as the *Patrick F. Taylor Foundation* official endorsement of Alaska's *Achiever's Incentive Scholarship Program*, based on high achievement and financial need, *House Bill No. 94*. This Bill is a first step in establishing a comprehensive scholarship program for Alaska young people to pursue a postsecondary education. There is no greater investment of the state financial resources than that of educating the young people who will be the future leaders of the great State of Alaska.

House Bill No. 94 should be enacted now, with the understanding that, like all legislation, that the Bill will be improved with further legislation over time to create a more comprehensive program, which will be open to all students who meet certain established criteria. The goal is to encourage all students to take a more rigorous curriculum in order to be adequately prepared to pursue their postsecondary education. The objective of preparing students is, not only to enroll, but to graduate in their chosen fields.

We, at the *Patrick F. Taylor Foundation*, are ready to assist you in the passage, implementation, and monitoring of this legislation at our own expense.

Please feel free to contact the *Patrick F. Taylor Foundation* if we can assist with this most important endeavor!

Sincerely,

James A. Caillier
Executive Director

JAC/glw

Submitted by: ASSEMBLY MEMBERS GRAY-
JACKSON AND JOHNSTON

Reviewed by: Assembly Counsel

For reading: February 3, 2009

CLERK'S OFFICE
AMENDED AND APPROVED
Date: 2-3-09 ANCHORAGE, ALASKA
AR NO. 2009-20

1 A RESOLUTION OF THE ANCHORAGE MUNICIPAL ASSEMBLY IN SUPPORT OF
2 ACTION BY THE TWENTY-SIXTH LEGISLATURE OF THE STATE OF ALASKA TO
3 CREATE THE POSTSECONDARY SCHOLARSHIP GRANT PROGRAM INTRODUCED
4 IN SENATE BILL NO. 33 TO ENHANCE ACCESS TO THE UNIVERSITY OF ALASKA
5 BY ALASKA ACHIEVERS.

6
7 WHEREAS, legislation to create the Alaska Achievers' Incentive Scholarship
8 Program, with both merit and needs-based components, has been pre-filed for the 26th
9 Legislature – First Session as Senate Bill No. 33 and House Bill No. 94, as attached; and

10
11 WHEREAS legislation supporting the Alaska Achievers' Incentive Scholarship
12 Program was introduced in the 25th Legislature as HB 397 and HB 403; and

13
14 WHEREAS, the Alaska Achievers' Incentive Scholarship Program will provide a
15 state-funded scholarship program with both merit and needs-based components to
16 enhance access to the University of Alaska postsecondary school system by academically
17 successful students who also demonstrate financial need and wish to seek further
18 education; and

19
20 WHEREAS, the Alaska Achievers' Incentive Scholarship Program was designed
21 through efforts of the Coalition of Student Leaders, a statewide organization of collegiate
22 student governments, serving and representing over 30,000 students in the University of
23 Alaska postsecondary school system; and

24
25 WHEREAS, SB No. 33 implementing the Alaska Achievers' Incentive Scholarship
26 Program has the support of the University of Alaska Administration; and

27
28 WHEREAS, education is a core value to share throughout the state.

29
30 NOW, THEREFORE, the Anchorage Assembly resolves as follows:

31
32 **Section 1.** The Anchorage Assembly applauds the program design and advocacy
33 efforts of the Coalition of Student Leaders which have lead to the introduction of
34 state legislation to create the Alaska Achievers' Incentive Scholarship Program.

35
36 **Section 2.** The Anchorage Assembly supports creation of the Alaska Achievers'
37 Incentive Scholarship Program and the Alaska Achievers' Scholarship Fund to

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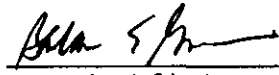
enhance access to the University of Alaska, with both merit and needs-based components.

Section 3. The Anchorage Assembly encourages the 26th Alaska State Legislature to create the postsecondary scholarship grant program introduced in Senate Bill No. 33 to enhance access to the University of Alaska by Alaska Achievers.

PASSED AND APPROVED by the Anchorage Assembly this 3rd day of February 2009.


Chair

ATTEST:


Municipal Clerk